

**Addressing Equity and Race,
a Report for the Equity Office,
University of British Columbia**

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Project Report for Equity Office, University of British Columbia

The University of British Columbia will provide its students, faculty, and staff with the best possible resources and conditions for learning and research, and create a working environment dedicated to excellence, equity, and mutual respect...As responsible members of society, the graduates of UBC will value diversity, work with and for their communities, and be agents for positive change. They will acknowledge their obligations as global citizens, and strive to secure a sustainable and equitable future for all.

Trek 2010 Mission

Equity is embedded in UBC's Trek 2010 mission of academic, research and global excellence. Diversity, equity and global citizenship are key objectives for UBC's faculty, staff and student community.

Under the Associate Vice President Equity, the Equity Office plays a major role in assisting the university towards this mission. The Equity Office mission complements Trek 2010 to create an environment of excellence, equity and mutual respect.

The Equity Office envisions a community in which human rights are respected and equity is embedded in all areas of academic, work and campus life. Through its leadership, vision and collaborative action, the Equity Office will further UBC's commitment to excellence, equity and mutual respect.

In addition, the Equity's Office vision is "to advance equity and human rights at UBC by promoting diversity, eliminating discrimination and engaging the community in dialogue and action".

The mandate of the Equity Office is,

To prevent discrimination and harassment on campus, to provide procedures for handling complaints and to coordinate UBC's employment and educational equity program. It helps educate members of the UBC community about their rights and responsibilities. Workshops and training sessions for students, staff and faculty on issues such as discrimination, harassment, equity and diversity are offered regularly and are available on request.

The Equity Office works collaboratively with university offices, faculty, staff, students and their associations in this mandate. It administers three important university policies and programs, the Employment Equity Policy, the Anti-Discrimination and Harassment Policy and the university's accountabilities under the Federal Contractors Program. A fifteen member President's Advisory Committee on Equity, Discrimination and Harassment composed of a cross section of faculty, staff and students "advises and assists the Associate Vice President Equity, in creating and implementing educational programs designed to facilitate the promotion of employment and educational equity as well as the elimination of discrimination and harassment." (See Appendix I, President's Advisory Committee on Equity, Discrimination and Harassment).

I. Project Objectives for Equity Office

The Associate Vice President Equity requested a project report which would assist the Equity Office in the development of a framework for the promotion and implementation of equity-race/ethnicity objectives within the context of its five year strategic plan and the 2006-08 office objectives. This would include the identification of initiatives and partnerships for promoting equity-race objectives at the university with an emphasis on sustainability, community development and collaborations.

The project objectives included:

1. Review the five year strategic plan to identify and develop a framework for race-related objectives and initiatives.
2. Identify opportunities which will promote the Equity Office as a leader in equity-race dialogue on campus.
3. Assist the Equity Office in directing resources toward proactive, systemic and collaborative initiatives on race and ethnicity issues
4. Engage other university equity-related offices, faculty, faculty associations, staff, staff unions, and students groups in the promotion of equity-race discussions and objectives
5. Develop/enhance initiatives and collaborations with university offices, faculty, faculty associations, staff, unions, and students groups in promoting equity-race issues and objectives.
6. Assemble information on select universities and their initiatives and best practices in equity and race (e.g. Simon Fraser University, University of Victoria)

The project would consider the Equity Office draft five year strategic plan and its strategic priorities;

- Advance employment and education equity at UBC
- Embed equity principles in UBC activities and decision-making
- Position Equity Office as a leader in equity dialogue
- Direct Equity Office resources toward proactive, systemic and collaborative initiatives
- Secure a solid policy foundation for equity at UBC
- Continue to ensure compliance with UBC equity-related policies

II. Project Methodology and Considerations

Major Canadian resources on employment equity and diversity were reviewed including those of Human Resources Social Development Canada, the Canadian Human Rights Commission, Conference Board of Canada, Canadian Association of University Teachers, Canada Race Relations Foundations, and recent reports on equity and race at Canadian universities. The project also met with equity directors at the University of Victoria and Simon Fraser University to learn of their initiatives and strategies. It also benefited from meeting with faculty, staff and students and attending conferences, workshops and seminars aimed to promote equity and race at the university. An informal coffee gathering was also held with faculty and student participants. (See Appendix II, List of Project Meetings, Consultations and Conferences)

Reviewing, analyzing and proposing equity policy and programs for a large post-secondary institution is a major undertaking. Time and resources provided for a limited but strategic

consultation and review process with select groups and individuals. Nevertheless, the project offers the Equity Office strategies and initiatives to best respond to its mandate and responsibilities within the current resource allocations. To that purpose, it should be viewed not as an end of a process but rather as a focus and discussion.

The project did not include as an objective the statistical review of visible minority and aboriginal employees at UBC as compared to national availability within designated job classifications. Nor was it requested to compare UBC's employment equity statistics to other universities across Canada. These matters await another review. However, this project discusses strategies to promote inclusiveness, race, and equity from the perspective of the Equity Office mandate.¹

III. Employment Equity and Race at the Academy

It is important to discuss "*employment equity*", its definition and meanings at the academy. The term was coined in 1984 by Judge Rosalie Abella, now Justice of the Supreme Court of Canada, in her *Royal Commission on Equality in Employment* (1984). She found major entrenched employment barriers, in particular to women, visible minorities, aboriginal peoples and people with disabilities.

It is not that individuals in the designated groups are inherently unable to achieve equality on their own, it is that the obstacles in their way are so formidable and self-perpetuating that they cannot be overcome without intervention. It is both intolerable and insensitive if we simply wait and hope that the barriers will disappear with time. Equality in employment will not happen unless we make it happen (p. 214).

Her report advocated a new strategy for reducing barriers in employment faced by these four designated groups. In 1986 the federal government passed the *Employment Equity Act* which called for large federally regulated employers to prepare a plan to include a voluntary workplace census, employment system review and to develop, implement and assess the plan to address under representation of these four designated groups. The federal government also extended its jurisdiction into provincially regulated employers through the Federal Contractors Program (FCP). This program set out requirements for employment equity for organizations and corporations, including post-secondary institutions, which sought to bid on large federal contracts. UBC joined the FCP in 1988 and in compliance with its obligations, the Equity Office prepares reports on the composition of its staff and initiatives taken to remove employment barriers affecting the four designated groups. Notwithstanding the regulatory requirements under FCP, UBC's Trek 2010 states similar goals for equity, access and inclusion. The mandate and activities of the Equity Office extend beyond the requirements of the FCP program and the Abella recommendations.

¹ The Equity Office plans to issue a report on employment equity target group hiring by occupational groups and faculties later in 2007. Past reports have indicated that UBC employed more than the national availability of visible minorities and women but little progress, if any, has been made in the employment of Aboriginal peoples and people with disabilities. UBC received recognition from the Federal Contractors Program in 1992, 1995, 1997 and 2003 for its work in employment equity.

During the last twenty years, the term “*employment equity*”, intended as a program to remove non- job related qualifications and responsibilities to enable more access and inclusion, has developed various meanings in Canada. This has included quotas, the hiring of less than competent employees, and an emphasis on statistical reporting. It has been equated to “*affirmative action*” programs in the United States without adequate discussion of the differing political, social, and historical contexts.

In their review of *Systemic Racism Toward Faculty of Colour and Aboriginal Faculty for Queen’s University*, Frances Henry and Carol Tator (2003) remarked on the contested interpretations of equity goals on that campus which is probably similar to others in Canada.

Employment Equity is a concept, policy and program that is either consciously or unwittingly misunderstood by those who benefit from their unexamined status as a bona fide member of the White non-Aboriginal, male, able-bodied, populations. Employment equity policies require only the establishment of flexible goals and timetables. The policy does not mandate fixed quotas. Moreover, equity programs do not require the abandonment of the merit principle or the undermining of standards and qualifications. The most salient aspect of employment equity is that the policy eliminates selection, promotion and tenure decisions based on irrelevant criteria such as colour of skin, gender, and disability. Nevertheless, the myths and erroneous assumptions as reflected in the above discussion are pervasive in academic institutions, as well as in other sectors (p. 12).

Human Resources and Social Development Canada offers a useful resource on common misunderstandings about employment equity, *Employment Equity – Myths and Realities*. This resource is available at http://www.hrsdc.gc.ca/en/lp/lo/lsw/we/publications/mr/myths_realities.shtml

Diversity and equity are critical components of an academic institution, much more than is understood and appreciated as they contribute to excellence and scholarship. In the *Independent Inquiry Commissioned by the Canadian Association of University Teachers into the Alleged Discrimination Against Dr. Kin-Yip Chun, University of Toronto*, Professors Constance Backhouse, Phillip Anderson and Bill Black, (2006) acclaim the academic and scholarly benefits of inclusion and diversity to the academy with specific reference to the study of law.

Equality also has important benefits from the point of view of the university itself. One benefit is that it enlarges the pool of qualified applicants for academic positions. A second benefit is that it tends to broaden the scope of academic discussion and debate within the institution and thus contributes to the production of knowledge. For example, in the field of law, the entry of women into law faculties has dramatically changed legal analysis by introducing a feminist perspective into the analysis. Similarly, the belated entry of First Nations people into law schools has caused us to re-think not only the substance of law but also the different possible means of dispute resolution and even our concept of what constitutes a legal system (p. 64).

In their review of systemic racial barriers encountered by Dr. Chun, the inquiry panel contends that universities have a scholarly responsibility for discourses and research on equity and race. “The universities should be one of the foremost sites for the exploration of racism, the promotion of anti-racist activities, and the production of new knowledge that will allow us to move forward toward a more just society” (p.55). These are important goals for a university like UBC which has a very culturally diverse student community and goals for global citizenship.

Universities are not alone in the need to address diversity and equity, and their response may be similar to those of other major Canadian organizations. In its first biennial *Report on Diversity, Priorities, Practices and Performance in Canadian Organizations* (2006), the Conference Board of Canada reported that even after twenty years of employment equity legislation, “Canadian organizations say they value diversity but have not yet fully committed their policies, practices and resources in driving diversity to the core of their operations” (p. i).

According to its survey from 120 respondents, the majority from the private sector, “most organizations surveyed have yet to achieve basic representation rates that match or exceed Canadian labour force availability rates for the four diversity groups, - Aboriginal people, members of visible minorities, persons with disabilities, and women – identified in the *Employment Equity Act* (p. i).

V. Equity and Race at UBC

In the inaugural November 2006 edition of *Equity Matters*, a new publication of the Equity Office, the Associate Vice President Equity, Tom Patch (2006), posed if “*equity*” still mattered on campus. Was it “yesterday’s vision”, and not today’s. “Perhaps the concept of equity is a vestige of the late 20th century that has outlived its usefulness, either because, as a goal, some feel it has been largely achieved or because, as a model for change, it creates inefficiencies that cannot be sustained in the competitive economies of the 21st century” (p.1).

He went on to observe that while some things have changed in relation to the representation of some of the equity target groups, “there is still work to be done”.

Not all faculties have succeeded in recruiting and retaining women and visible minorities and both groups continue to be underrepresented at senior levels in the university. Moreover aboriginal people and people with disabilities have not shown a marked increase in representation on campus, in fact, their representation has declined over the last five years (p.1).

UBC’s Employment Equity policy was approved by the Board of Governors in 1990. The policy commits the university to fundamental principles and values. (See Appendix III, Employment Equity Policy, UBC).

The fundamental consideration for recruitment and retention of faculty and staff at the University of British Columbia is individual achievement and merit. Consistent with this principle, the University will advance the interests of women, aboriginal people, persons

with disabilities and visible minorities; ensure that equal opportunity is afforded to all who seek employment at the University; and treat equitably all faculty and staff.

The policy commits UBC to “identify and eliminate any discriminatory barriers that interfere with employment opportunities in all jobs and at all levels throughout the University”; and includes objectives to “to build a workforce that is representative of the pool of potential candidates with appropriate qualifications, including women, aboriginal people, persons with disabilities, and visible minorities”.

Statistics, however, are not the entire accountability in employment equity. As editor Mark Rosenfeld noted in an issue of *Academic Matters* (2007) dedicated to “striving for equity”,

Equity, however, goes beyond the issue of representation, and more diversity is not necessarily synonymous with greater equity. The scope of equity concerns embrace university policies, processes and culture regarding hiring, promotion, curricula, academic freedom, and the determination of academic validity, merit and standards, among other considerations (p. 32).

Many systemic barriers which impact the university are still to be addressed. In a 2006 UBC Access and Diversity Office report, *Project Report on Race and Ethnicity Barriers and the Position of Diversity Advisor – Race and Ethnicity* (2006), undertaken by this same project author, the university was cited for its lack of faculty representation as compared to the cultural diversity of the student population and local community. This was a major consensus of two dozen faculty and students consulted for that office’s Race and Ethnicity position.

The major theme of systemic race and ethnicity barriers repeatedly identified by participants was the lack of representation of the diverse campus student body in the administration, faculty and staff of the university. Participants did not see the diversity of students nor the general community reflected in programs, courses, instructors, staff and the administration of the university. Not all parts of the world or First Nations peoples were represented in university curriculum, research, and faculty...Participants offered numerous impacts of this non-representation including classroom learning environment, instructional style and training, curriculum, research, course offerings, recruitment, and the general campus environment (p. 3).

Aboriginal and visible minority students “experienced isolation, marginalization, silencing and/or stereotyping in their classroom learning environment. It was reported that some minority students did not feel comfortable expressing themselves in class because of an unwelcoming environment” (p. 4). These situations were attributed to instructor or fellow student misunderstanding, undervaluing, and or negligence in understanding the experiences of visible minority and aboriginal students.²

² Similar challenges to visible minority women faculty, staff and students were reported in, “*Women of Colour Talk Back: Towards a Critical Race Feminist Practice of Services Learning*”, Dr. Begum Verjee Ph.D. Dissertation, 2005, Faculty of Education, University of British Columbia). Henry and Tator (2003) reported that, “The central narratives that emerge from the results of the survey and focus groups suggest that Queen’s, like most other North American universities, is still struggling to overcome deeply

UBC's ratings were below average in the National Survey of Student Engagement (NSSE), a widely recognized tool for providing benchmarks for the effectiveness of undergraduate education at North American universities. NSSE uses five benchmarks of student engagement: level of academic challenge, active and collaborative learning, student-faculty interactions, enriching educational experiences and supportive campus environment. The NSSE finding as reported by UBC's Planning and Institutional Research (2006) stated that;

Relative to Canadian peer universities, UBC Vancouver scores slightly below the average on most of the benchmarks but, using the NSSE statistical guides on "effect size", these differences can usually be described as small or very small. One exception is on the benchmark for "supportive Campus Environment" where UBC Vancouver Campus is below average, and the difference could be described as "small to moderate".

It should be noted that the NSSE report did not include discussion of race and equity. UBC has responded that the NSSE data "feeds directly into our SHINE 2010 (Students Horizons In Education) initiative which commits the university to supporting and measuring the impact of a range of undertakings specifically aimed at enhancing the quality of teaching and learning at UBC." ³

These surveys and reports strongly support that it is timely to look at what should and can be implemented to promote issues of race and equity on campus; and to assist the university to achieve its Trek 2010 goals for excellence in global scholarship, research, instruction and citizenship.

VI. Equity Office; Strategies and Opportunities on Equity and Race

As a result of reviews and consultations during the project, the following are identified as strategies and opportunities for the Equity Office in promoting equity and race on campus. They include examples of programs, policies and activities at UBC and at other universities. While this section includes a range of strategies and initiatives, it is intended more as a discussion of options for the Equity Office rather than specific prioritized recommendations. The Equity Office can assess these various strategies and opportunities within the context of its current resources.

entrenched cultural beliefs, values, norms and structures that preserve the continued dominance of Whiteness and maleness. Minority faculty members are faced with a multitude of experiences that reinforce their sense of "otherness", marginality and exclusion from the mainstream of University life" (p. 28).

³ According to UBC the NSSE report does "provide valuable insights that can help universities assess and improve their teaching and learning environments. In the case of NSSE, this data focuses on various aspects of student engagement that have been identified through research as important factors leading to positive learning outcomes". UBC offers "several possible explanations that may account for this difference between US universities and their Canadian counterparts". See "The Student Experiences in a Rankings Wrangle", UBC Reports, Vol. 52, No. 11, November 2, 2006.

1. Executive Leadership and Accountability.

From all studies and research, the most important requirement for an organizational objective to be successful is executive leadership and support. Henry and Tator (2003) noted that, “it has been demonstrated in the organizational research literature that equity related changes in large-scale institutions do not occur without the direct, overt and highly transparent commitment of senior managers” (p. 155). Equity and race objectives for universities are no different. They are core objectives and values in UBC’s Trek 2010; and similarly are embedded in UVIC and SFU’s mission and vision statements. It is important that senior executive continue to lead in the discourse of equity and race on campus, in academic research, scholarship, hiring and promotion, and improving the learning and working environment.

According to the Conference Board of Canada (2006), accountability is central to leadership, “accountability for diversity among senior ranks sends a strong message to the entire organization. Communicating this accountability throughout the organization can bridge the gap between intention and action.” (p. 29). The Board affirmed that, “(s)uccessful diversity initiatives require clear communication about intent, strong leadership commitment, and concrete strategies and objectives linked to organizational needs and goals”(p.i).

UBC’s President Toope in his installation speech in September 2006 announced the establishment of a new position on his executive team, Senior Advisor to the President on Aboriginal Affairs as “an indication of the importance UBC places on its relations with First Nations students and their communities”. This executive commitment demonstrates important leadership on equity to the rest of the university. (UBC Media Release, Nov. 21, 2006)

2. Preferential, Limited and Restrictive Hiring

Under section 42(3) of the B.C. *Human Rights Code*, an employer may implement a special program of preferential or limited hiring if it “has as its objective the amelioration of conditions of disadvantaged individuals or groups who are disadvantaged because of race, colour, ancestry, place of origin, physical or mental disability, or sex”.⁴

The University of Victoria has developed *Guidelines on Preferential and Limited Hiring* and between 2001 and 2006 has used them 45 times, mostly for faculty positions. Its guidelines were developed through consultations with faculty and staff organizations. According to UVIC, public education and consultation with faculty and employee groups has provided support for these initiatives.⁵

⁴ This is congruent with Section 15(2) of the *Charter of Rights and Freedoms* which “does not preclude any law, program or activity that has as its object the amelioration of conditions of disadvantaged individuals or groups including those that are disadvantaged because of race, national or ethnic origin, colour, religion, sex, age or mental or physical disability”.

⁵ For more information, see the Submission by the University of Victoria to the BC Human Rights Tribunal under Section 42 of the BC *Human Rights Code*, <http://web.uvic.ca/eqhr/reports/documents/January07HRTFINAL.pdf>; and also see Appendix III, BC Human Rights Tribunal Special Programs Policy.

Section 42 provides UBC with a limited hiring option. However, as with the UVIC experience, consultation with faculty associations and unions along with a public education process is critical if this option is to be successful. This would address potential backlash and misunderstanding and create support for this approach. The Equity Office can provide advice and expertise to faculties to ensure they meet the university's policy and the requirements of Section 42. In 2005 the British Columbia Human Rights Tribunal approved an extension to UBC's employment equity plan to 2009.

3. Employment Equity Posting Statements, Expanding the Candidate Pool

Posting announcements make a clear statement not only on the qualifications for positions but also reflect the commitment of the university to equity programs. A review of employment equity postings statements of several universities showed variance in their statements on equity. (See Appendix IV, Employment Postings at Select Universities)

For example York University states, "York University has an Affirmative Action Program with respect to its faculty and librarian appointments. The designated groups are: women, racial/visible minorities, persons with disabilities and aboriginal peoples".

The University of Victoria's posting statement includes that it, "is an equity employer and encourages applications from women, persons with disabilities, visible minorities, aboriginal peoples, people of all sexual orientations and genders, and others who may contribute to the further diversification of the University".

Simon Fraser University's announcement includes, "Simon Fraser University is committed to the principle of equity in employment and offers equal employment opportunities to qualified applicants. Women, ethnic minorities and Aboriginal peoples are especially encouraged to apply".

Oregon State University affirms that, "the university has an institution-wide commitment to diversity, multiculturalism and community. We actively engage in recruiting and retaining a diverse workforce and student body that include members of historically underrepresented groups. We strive to build and sustain a welcoming and supportive campus environment. OSU provides outstanding leadership opportunities for people interested in promoting and enhancing diversity, nurturing creativity and building community".

In comparison, UBC's posting statement which was approved by the Board of Governors states, "UBC hires on the basis of merit and is committed to employment equity. All qualified persons are encouraged to apply".

The Faculty of Law complements this with, "The Faculty of Law is strongly committed to diversity within its community and especially welcomes applications from visible minority group members, women, Aboriginal persons, persons with disabilities, members of sexual minority groups, and others who may contribute to further diversification of ideas".

These posting statements reflect differing institutional policies and commitment to employment equity. They were developed in consultation with respective faculty associations and employee

groups. Other UBC faculties could follow the lead of the Faculty of Law; however such inclusion should first involve consultations with faculty, staff and students.

4. Equity Office Enhancement Fund (EEF)

The Equity Office has an Equity Enhancement Fund “designed to assist academic and administrative units in creating new initiatives which will enhance equity within the University. The new initiative may benefit students, faculty and/or staff”. The funds are allocated by the Associate Vice President Equity in consultation with the President’s Advisory Committee on Equity, Discrimination and Harassment. (See Appendix V for EEF Guidelines and supported projects).

Recent recipients from this annual initiative have included “*Affirmative Action in the Department of Curriculum Studies*”, Faculty of Education. The Department wants to “address issues of diversity broadly and acknowledge that this requires alterations in culture, authentic integration across our curriculum, recruitment from a diverse pool of students, as well as the hiring and retention of faculty”. Funding support was provided for the department’s fall 2007 conference on its affirmative action plans and policies.

The Fund also provided support to Africa Awareness 2007, the First Nations House of Learning ‘*Exploring Indigenous Identity Proposal*’, and other campus initiatives in equity, sexual orientation, gender and disability. There is much opportunity for sharing outcomes from these projects with other faculties and departments so that they can also benefit from these innovative approaches to equity and diversity at the university.

5. Ensuring Equity and Transparency in the Competition Process

UBC Human Resources and the Equity Office offer resources and advice to faculties, departments and units to assist in equitable hiring and promotion. A detailed Faculty Recruitment Guide is available from Human Resources “to assist selection committees in recruiting, interviewing, and selecting the best candidate for tenure and tenure-track faculty positions”. This provides tools for a selection process “that is bias-free, that complies with federal government regulations on hiring foreign academics and avoids potential complaints about human rights and privacy violations”. The guide includes advice on practices prior to recruiting, preparing and placing advertisement, selection committees, screening and interviewing candidates, identifying the successful candidate and the appointment process. One of the recommendations for selection committees is to “ensure that members of employment-equity groups are included on selection committees. If your unit does not have designated-group members, consider inviting a member from a related department to assist in the selection process”.⁶

⁶ See UBC Recruitment Guide, http://www.hr.ubc.ca/faculty_relations/recruitmentguide/facultyguide.html#4. The University of Victoria and Simon Fraser University also have similar resources. See University of Victoria Recruitment Handbook, <http://web.uvic.ca/hr/hrhandbook/hrresources/recruitbookfeb05.pdf>; and SFU Faculty Search Guide; <http://www.sfu.ca/avppolicy/files/FacultySearchGuide2002.pdf>. Also, the Ontario Human Rights Commission offers a very useful guide for addressing systemic discrimination in its “*Workplace policies, practices and decision-making processes and systemic discrimination*” in its Policy Guidelines on Racism and Discrimination, <http://ohrc.on.ca/english/publications/racism-and-racial-discrimination-policy.shtml>.

While the focus of *An Assessment of the Working Climate for Science Faculty at the University of British Columbia* (2007) was gender, its recommendations included the need to “develop transparent and equitable procedures and policies for hiring, promotion, retention, awards and merit reviews”. In a meeting with this project, the UBC Faculty Association conveyed that selection committees need support to ensure equity and transparency.

It is important that faculties and departments note that these policies and guides will not only produce a fair and equitable process but also prevent difficulties and violations which may result in complaints and grievances. Training in the recruitment process is critical for transparency and equity, as the process could be impacted by systemic barriers or institutional biases. For example, in the case of *Chun v. University of Toronto*, the independent inquiry “concluded that there were “serious irregularities” in the hiring process in each case and that Dr. Chun was treated unfairly”. (See Appendix VI: Press Release, Canadian Association of University Teachers, December 15, 2006), Report of the Independent Committee of Inquiry into Alleged Discrimination against Dr. Kin-Yip Chun at the University of Toronto).

6. Faculty – Student Initiatives

There are many initiatives which promote equity and race at the university ranging from faculty, joint faculty-student, and student initiated programs. The project was fortunate to attend some of these events and activities. They included annual events which are known and supported by the Equity Office, new programs recently initiated, and others which were conferences and special events. There are other campus equity and diversity activities which the project could unfortunately not attend. All of these initiatives share a strong commitment to promoting equity, race and inclusion at UBC; and it is important for the university to support and network with these initiatives and other similar programs.

a) Africa Awareness

This is a student-driven initiative encompassing students, faculty and staff, established three years ago at UBC, which receives on-going support from the Access and Diversity office. “The main focus is to encourage a critical dialogue through scholastic discourses that would lead to the inclusivity of the African Studies in the academic institution”. As a result of their concerted efforts, an African Studies Minor has been established and a new course, African Studies 350 offered for first time in Sept. 2006. Africa Awareness includes a week long program of speakers, workshops, seminars and events every January/February; and a major goal is to develop an institute on African Studies at UBC. A petition with 800 names was recently submitted to the political science department requesting a course on African politics. According to the *Ubysey* (2007), an Africa Awareness co-chair stated that “But just as UBC’s curriculum is really incomplete without [any courses] about Africa, unfortunately the African studies minor is incomplete without any [courses] in political science...It’s impossible to look at African issues in depth without a political perspective... and having a course on Africa will really enrich the poli sci department”.

b) David Lam Chair in Multicultural Education

This is an “endowed Chair established by the Honourable David Lam, former Lieutenant Governor of British Columbia, and the Governments of British Columbia and Canada. The Chair enables the Faculty of Education to provide leadership in research, teaching, and application of knowledge about multicultural education”. A major conference in April 2007 featuring Dr.

George Dei, a national expert on anti-racism education, and other anti-racism UBC scholars and students was organized by the Chair, Dr. Handel Wright, in collaboration with the Equity office. The conference entitled “*Multiculturalism With(out) Guarantees: The Integrative Anti-Racism Alternative*” was attended by over eighty faculty and students. The Equity Office provided important support in planning and funding; and staff were also panelists. This was the first time that the Equity Office had collaborated with the David Lam Chair.

c) Equity Ambassadors

This program was developed in 2001 and is a student-led initiative dedicated to promoting human rights and inclusivity, and to developing social change skills for students, staff and faculty. It is “based on the Social Change Model of Leadership, with social justice as a core guiding principle”. The program aims to “develop a greater understanding of human rights and inclusivity issues, enhance leadership skills in the areas of collaborative decision making and critical thinking, practice presentation and facilitation skills, and build connections and network with other student groups”. The Access & Diversity and Equity Offices are partners in supporting Equity Ambassadors.

d) First Nations Studies Documentary Video on Aboriginal Students

With support from Dr. Linc Kesler, Director, First Nations Studies, students have developed a documentary video, “*What I Learned at School Today, Aboriginal Students on Campus*”. The video is based on the lived experiences of Aboriginal students on campus featuring their exclusionary encounters with faculty and students. It was premiered at Realities of Race 2007 and is being prepared by the producers as part of a training program for faculty and students. They hope that this new resource will be offered by the university to promote a more welcoming and inclusive learning environment for First Nations, Aboriginal and Métis students.

e) Global Students Speakers’ Bureau (GSSB)

The Global Students Speakers’ Bureau “is a UBC community of students, staff, and faculty that, through the “Internationalization at Home” project, develops and coordinates a roster of student speakers who are eager to share their international experiences with audiences from the UBC as well as Greater Vancouver community”. GSSB engages international and domestic students together to promote knowledge-exchange opportunities, developing and sharing stories and dialogue about international experiences. The program was developed by Winnie Cheung, Director, International Community Engagement, Office of AVP International and Dr. Charlene Morton, Faculty of Education. Students, international and local, are offered mentorships to develop and showcase their public speaking skills. This program has completed two successful years through effective networking, sponsorships and student engagement.

f) Initiative for Student Teaching and Research in Chinese Canadian Studies (INSTRCC)

Established in 2007 by Dr. Henry Yu, Department of History, INSTRCC is dedicated to “teaching and research focused upon the role of Asian Canadians in the building of Pacific Canada”. It is supported by students, faculty, including faculty outside of the Dept. of History and community donors. INSTRCC aims to recover “the complex story of “Chinese Canada” as both a geographical concept-capturing the long-standing ties of the west coast of Canada with the Pacific region—and as a historical framework built from processes of migration and trade that have linked North America to Asia and the Pacific for hundreds of years”.

INSTRCC's first major project was a conference, *Refracting Pacific Canada: New Directions in Research on Race, Citizenship and Migration*, held March 15-18, 2007. This featured scholars from Canada, United States, Taiwan, Hong Kong and Japan and was co-sponsored by several departments and organizations at UBC. Over 150 people attended the opening program which launched a year-long commemoration of significant dates in Asian Canadian history dating back to 1907, the Anti-Asian riots in Vancouver. This *Anniversaries of Change 2007* is a coalition of Asian Canadian groups, artists, and educators dedicated to commemorating significant dates in Asian Canadian history. (See Appendix VII for INSTRCC and Refracting Pacific Canada Conference)

g) Realities of Race

This is an annual student-led week long program commemorating March 21, United Nations Day for the Elimination of Racial Discrimination. It has been held for four years and "seeks to heighten awareness of racism, both globally and locally, and to encourage members of our university community to take action for positive change...Realities of Race is an integral part of ensuring the ever-present realities of race and racism are not silenced in the UBC community". Workshops, speakers, keynotes and activities are offered "to recognize the multiple connections between our location at UBC and our roles and responsibilities as members of society, communities, and as individuals". Realities of Race also recognizes contributions to anti-racism on campus with an annual Anti-Racism Awards.

h) Other Faculty and Student Initiatives

The project was fortunate to attend other initiatives which promote race and equity issues on campus. This included a film series sponsored by the Philippine Women Centre of BC and the Department of Geography, Dr. Geraldine Pratt, which featured the showing and discussion of important community documentary films, *Brown Women*, *Blond Babies*, *When Strangers Reunite*, and *Say I do, Trafficking of Filipino Women*.

A Community Advocacy Coalition has been recently initiated by Dr. Hartej Gill, Faculty of Education. The purpose is "to connect educators, students, educational leaders, and policy makers...to counter systemic oppression and the often intersecting realities of racism, sexism, ableism, heterosexism, poverty, indigenous and aboriginal injustice". About 70 individuals have been participating in the initial sessions of this new community/university coalition.

The Asian Canadian Cultural Organization has recently been formed by a group of students whose aim is to have the university's faculty and courses better reflect the large Asian Canadian community on campus and in the province. It plans to call attention to the need for more course offerings in Asian-Canadian history, literature, and identity.

The School of Library, Archival and Information Studies (SLAIS) has initiated a multiculturalism committee of faculty, students and library professionals to advance "issues in multicultural librarianship and multilingual studies, with the goal of promoting the profession to not only undergraduate students, but to the general population interested in similar issue". This could serve as a model for other faculties interested in outreach, professional development and community engagement.

These are examples of recent activities which can be further supported through the networks and resources of the Equity Office and other equity-seeking organizations on campus.

7. Public Education and Training Programs

The Equity Office offers education and training programs on issues of discrimination, harassment, equity, diversity and human rights. These programs include “panel discussions, customized presentations, and workshops delivered to students, administrators, faculty, staff, representatives from unions, employee associations, departmental equity committees and the wider community”. There has been a good response to programs on Positive Space and Preventing Harassment and Discrimination, and Racism Free workshops. Public education programs also form an important component of the equity strategy at UVIC and Simon Fraser University.

One of the unions informed the project that it supports the delivery of anti-racism and cultural sensitivity training to all segments of the university including the Board of Governors, executives Deans, Directors, faculty and staff. Furthermore, it stated that all new staff should be required to complete such training within the first three months of being hired at the university.

8. Mentoring and Coaching

Some aboriginal and visible minority faculty reported the important role that senior aboriginal and visible minority faculty played in their consideration to accept their positions at UBC. While this mentoring was informal, developed through personal and professional contacts, it plays an important role in encouraging faculty not only to join but to remain and participate in the university community. While there is no formal university-wide mentoring program, mentoring appears to be carried out informally at unit levels through personal and professional contacts. “Effective mentoring programs to maximize faculty potential” was also recommended in the *Assessment of the Working Climate for Science Faculty at UBC* (2007).

There is potential to formally support mentoring programs through pilot projects for not only faculty and staff, but graduate and undergraduate students as well. It was suggested that professors and instructors could develop and enhance networks through regular informal gatherings. These sessions could feature a guest speaker, topic of discussion, or just “dessert”. These student gatherings would require minimum resources to develop and sustain but the benefits for social and scholarly networking could produce very positive results. This would also address the longer term goals of encouraging minority students to consider graduate studies, develop networks, and expand the doctoral candidate pool for university positions in later years.

UBC Human Resources has a professional coaching program available to all faculty and staff. Coaching is considered a very effective tool for professional development and learning, and has been well received on campus. About 200 people are currently involved in this successful program which provides resources in career development by certified coaches.

9. Communications

The Equity Office commenced a new newsletter, *Equity Matters*, in November 2006 ‘to keep faculty, staff, and students informed on equity and diversity issues’. The University of Victoria,

similarly initiated a bi-annual newsletter, *Multiplicity*, in the fall of 2006 as “a new part of the coordinated effort to implement the university’s Strategic Plan with its overarching commitment to diversity and inclusiveness”. These new resources provide important avenues for these offices to communicate equity programs and initiatives to the university community, but are not the only sources.

For example, Equity Ambassador’s “*Think Equity*” and the First Nations House of Learning “*The Longhouse News*” also provide information on their programs. There are numerous faculty and department newsletters, employee bulletins and student newspapers. The latter includes not only the *Ubyssy*, but also *Perspectives*, a bilingual English Chinese student publication, the *Thunderbird*, student publication of the School of Journalism, and the *Knoll*, produced by student resource group collective, to name a few. All of these sources have featured articles on race and equity on campus.

UBC Reports, the official public affairs publication of the university, is regularly followed by faculty, staff, students, alumni and members of the general community. Commentaries and reports on equity and race initiatives on campus reach a very vast audience and convey UBC’s support to these issues. The embedding of regular features on equity and race would communicate the university’s valuing of these objectives. As the Conference Board of Canada (2006) noted, “Communication involves more than just intermittent correspondence and blanket statements about organizational commitment to diversity. It encompasses organizational structure, politics and practices, and senior leadership behavior” (p. 29).

10. Faculty and Departmental Support for Equity

The Equity Office has recently sent a letter to all deans, directors and department heads to request an equity representative from all faculties, departments and units. This equity representative would serve as a link between the Equity Office and the unit for information, resources and communications of equity and human rights related matters. (See Appendix VIII, Letter from Associate Vice President Equity to Deans, Director and Department Heads). The response to date has been very positive from many sections of the university to participate in this new initiative. The establishment of such a network of equity contacts throughout the campus would have benefits for promoting equity at UBC and provide stronger communications with campus groups. A program of on-going support and information to the equity representatives will commence in the fall.

11. Annual University Equity Event

A consideration for the Equity Office is a major high profile annual program which would clearly promote equity issues at UBC. Such a program could involve renowned international and national experts on equity, human rights and diversity, and highlight the university’s pursuit of excellence in these fields. Partnerships and sponsorships would promote greater impact and extend resources. For example in 2004, UBC and the Laurier Institution launched an annual Multiculturalism Lecture which “celebrates Canada’s diversity by examining the various aspects of today’s multicultural society and brings together speakers from many cultural backgrounds who share their views as Canadians”. Speakers have included filmmaker Mina Shum, Dr. Roy Mikki, Simon Fraser University, Dr. Leonie Sandercock, School of Community and Regional

Planning, UBC and Dr. Karim Karim, School of Journalism and Communication, Carleton University.

12. More UBC Contact with Target Groups about Employment Possibilities.

One of the employee organizations recommended that UBC work closer with aboriginal, visible minority and immigrant organizations to inform them of staff vacancies at the university. This would facilitate on-going communication and liaison about career opportunities at the university and thus increase the applicant pool for equity target groups.

13. Networking

At a larger institution such as UBC, the important role of networking for equity-seeking organizations and individuals on campus cannot be underestimated. As part of the project, an informal gathering was held amongst faculty and students active in equity and race issues. About fifteen people attended, all of whom appreciated the opportunity to meet and share their respective work in race, disability and other equity issues. Some were already working closely together, others were somewhat acquainted, but others, given their schedules, had not had a chance to meet before. There was interest in developing an informal network which could meet over a brown bag lunch with an opportunity for a guest speaker. If such a network is developed, it would need to confirm its networking and informational role as compared to a project or advocacy based role.

VII. Summary and Conclusion

The preceding outlines some of the strategies and initiatives which are being and can be employed to promote equity and race at UBC. They are not exhaustive, as the project met with a limited number of groups and individuals. In addition to race, the Equity Office also has other responsibilities including gender, disability and sexual orientation. The Equity Office will have to assess its resources to best support initiatives which would maximize strategic results. For example, the development of faculty and departmental equity representatives will have differing systemic impact than the holding of a large annual equity event on campus. With limited resources, the office will need to continue to effectively partner and collaborate with other equity-seeking campus organizations

Equity issues deal with change, and for large decentralized institutions such as UBC, there are major structural and systemic challenges to acknowledge and address. From their many years of critical anti-racist research and organization change, Henry and Tator (2007) noted that “(u)niversities appear not to understand that policies dealing with access, inclusiveness, and equity cannot be achieved without a fundamental change in the culture of the system, meaning a significant shift in values and norms that operate almost invisibly but leave their imprint” (p. 24). Rosenfeld (2007) similarly summarized the challenges for change at the academy,

Historically, there has always been resistance to equity initiatives. Their success has depended on a critical mass support – or at least acceptance once they are in place. Policies without that critical support and understanding, that are seen as simply imposed, have a tenuous existence. Policies with that critical approval and understanding have greater prospects of expanding support. The struggle for equity is a “contested terrain”.

With sensitivity and understanding, however, it can also become the politics of the possible (p.32).

A central strategy for this “*politics of the possible*” is the integration of equity and diversity into all operations and programs. Effective engagement and embedding equity into structures, policies and programs are critical to success. Networks can form and be strengthened, communications can promote and inform, pilot affirmative action programs can serve as models of innovation, and inclusive posting announcements can convey a faculty’s commitment to equity and diversity. However, the embedding, integration and monitoring of equity and diversity goals in all operations and programs will produce more substantial and sustained results.

Perhaps the most informative recent research on effective institutional change of educational institutions is the Campus Diversity Initiative Evaluation Project (CDI) of the Association of American Colleges and Universities. Prepared by Clayton-Pederson, A., Parker, S., Smith, D., Moreno, J., and Teraguchi, D. (2007), *Making a Real Difference with Diversity, A Guide to Institutional Change* (2007), evaluated the \$29 million six year change program of twenty-eight independent California institutions. CDI findings included that “institutional excellences begins with deep connections between diversity work and institutional mission, and that each new milestone is reached through strategic, pragmatic and principled action” (p. 72).

The evaluation report highlighted the role of leadership.

Leadership for comprehensive diversity work must include constituents from across campus and from all levels of the institution. The president, chief academic and student affairs officers, deans, faculty, staff, governing boards and students all have roles to play in these efforts. Likewise, leaders at different levels must be present to hold the people within their sphere of influence accountable for outcomes and ensure that those efforts align with, and connect to, institutional-level goals” (p. 31).

Furthermore, “(t)he “*academic work*” of diversity was critical to an initiative’s success. Connecting diversity to the scholarly interests of faculty, to the development of the curriculum (in both general education and the majors), and to new approaches to pedagogy were essential for sustaining and deepening diversity as a core part of educational effectiveness and institutional excellence” (p. 72).

The CDI report (2007) also discussed how to move from “*Project-it-is*” to a more comprehensive coordination action by an institution (pp. 32-33). This is not to undervalue the many projects on campus which are promoting equity and race, as they all play an important role in raising the profile of issues and in developing networks and capacity building. They should be supported and recognized for their contributions and linked to networks and the larger university mission and vision.

This project has had the opportunity to review numerous reports and initiatives and discuss the promotion of equity and race with interested and involved members of the university community.

It also benefited from attending conferences, presentations and programs promoting race and equity at UBC. As stated earlier this report should not be viewed as an end of a process but rather as a focus and discussion.

In conclusion, several key strategies stand out as critical to progress in equity.

- Executive Leadership; executive support and accountability are critical for the success of any major objectives in a large institution such as UBC. The vision, leadership, and accountability for diversity and global excellence commences at the executive level. This is especially so with “employment equity” issues which have divergent meanings and interpretations from within the academy itself.
- Embedding Equity; the importance of embedding equity into operational objectives cannot be understated. In this manner the organization takes on the responsibility and ownership of the objectives, and not just a small office.
- Structural Changes and Support; the establishment of equity representatives in faculties, departments and units will provide support to these units which seek to promote equity objectives. It will extend equity resources into more faculties, departments and units.
- Training; support and training in the selection and recruitment process are important to promote equity and transparency. Training programs can also promote inclusive workplaces to advance respect and dignity.
- Public Education; public dialogue on “equity”, “diversity” and “human rights” to faculty, staff and students is imperative for greater understanding and acceptance of these goals. “Equity” needs to be better understood if it is to be championed by the university community.
- Networking; with a large institution like UBC, there is an important role to connect the many equity-based initiatives and programs, to share information and provide support. Equity related groups and projects can obtain great benefit from dialogue and networking.
- Partnerships and Collaborations; the Equity Office can best achieve its goals through continued partnerships and collaborations with other equity seeking groups on campus. The joining of resources will enhance the visibility and promotion of equity issues.

While the project had opportunities to consult with some First Nations, Aboriginal and Métis members of the university community, their concerns and issues remain for fuller consideration in a more systematic and comprehensive manner.

It is hoped that this project report will assist the Equity Office in the planning and implementation of its equity mandate. UBC’s vision for an inclusive and accessible campus is important to pursue and much remains to be carried out; *“there is work to be done”*.

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APPENDIX I

President's Advisory Committee on Equity, Discrimination and Harassment

- Martin Adamson, Professor of Zoology, representing the Faculty Association
- William Black, Professor Emeritus of Law
- Lisa Castle, Associate Vice President, Human Resources
- Barbara Crocker, President, Association of Administrative and Professional Staff
- Hubert Lai (Chair), University Counsel and Associate Vice President, Government Relations
- Linc Kesler, Director, First Nations Studies Program, Faculty of Arts
- David Lance, Vice President, CUPE 116
- Madeleine MacIvor, Associate Director, First Nations House of Learning
- Tom Patch, Associate Vice President, Equity
- Lisa Patrick, Equity Ambassador
- Janet Mee, Director, Access & Diversity
- Margaret Sarkissian, Senior Equity Advisor
- Ruth Situma, Alma Mater Society
- Walter Sudmant, Director, Planning & Institutional Research
- Handel Kashope Wright, David Lam Chair – Multicultural Education

APPENDIX II: Project Meetings, Consultations and Conferences Attended

Alex Baynes, Director, Integrated Strategies, Human Resources
Dr. Jennifer Chan, Assistant Professor, Faculty of Education
Winnie Cheung, Director, International Community Engagement, Office of the Associate Vice President International
Colleen Garbe, President, CUPE Local 116 (correspondence)
Dr. Hartej Gill, Assistant Professor, Faculty of Education
Brian Green, Executive Director, UBC Faculty Association
Dr. Linc Kesler, Director, First Nations Studies, Assistant Professor, Faculty of Arts, President's Advisory Committee on Equity, Discrimination and Harassment
Dr. Chris Lee, Assistant Professor, Department of English
Janet Mee, Director, Access and Diversity
Susan Palmer, Members Services Officer, UBC Faculty Association
Brenda Peterson, President, UBC Faculty Association
Linda Penn, Team Leader, Human Resources
Dr. Mira Sundara Rajan, Chair- Faculty Association Status of Women Committee, Assistant Professor, Faculty of Law
Dr. Leslie Roman, Associate Professor, Faculty of Education
Linda Sproule-Jones, Director of Equity, University of Victoria
Brenda Taylor, Director, Human Rights and Equity, Simon Fraser University
Dr. Richard Vedan, Senior Advisor to the President on Aboriginal Affairs, Director, First Nations House of Learning, Associate Professor, School of Social Work and Family Studies
Shane Whittaker, Vice President, International Union of Operating Engineers
Grace Wong Sneddon, Diversity Advisor to the Provost/Vice President Academic and Student Affairs, University of Victoria
Dr. Handel Wright, Associate Professor, Faculty of Education, David Lam Chair in Multicultural Education, President's Advisory Committee on Equity, Discrimination and Harassment
Dr. Miu Chung Yan, Assistant Professor, School of Social Work and Family Studies
Sandy Yep, Director of Education and Training, Canada Race Relations Foundation
Dr. Henry Yu, Associate Professor, Department of History

Conferences, Seminars and Programs Attended

Africa Awareness, UBC, January 22-27, 2007
Department of Geography, Film Series with the Philippine Women's Centre of BC, Jan. 24 and 31, 2007
Global Students' Speakers Bureau, "A Celebration of Internationalization at Home", April 12, 2007
Lancaster House Audio Conference, Racial Discrimination in the Workplace, Understanding and Implementing Canada's Racism-Free Workplace Strategy, June 8, 2007
Multiculturalism With(out) Guarantees: The Integrative Anti-Racism Alternative, David Lam Chair in Multicultural Education, UBC, April 2, 2007
Racism Free Workplace, Human Resources and Social Development Canada, March 1, 2007.
Realities of Race, UBC, March 19-23, 2007
Refracting Pacific Canada, Initiative for Student Teaching and Research in Chinese Canadian Studies (INSTRCC), UBC, March 15-16, 2007
UBC and Community Coalition Gathering, May 9, 2007

APPENDIX III: UBC Employment Equity Policy

Employment Equity Policy, Statement of Principle

The fundamental consideration for recruitment and retention of faculty and staff at the University of British Columbia is individual achievement and merit. Consistent with this principle, the University will advance the interests of women, aboriginal people, persons with disabilities and visible minorities; ensure that equal opportunity is afforded to all who seek employment at the University; and treat equitably all faculty and staff.

The University of British Columbia has established a program of employment equity to provide a fair and equitable workplace and to offer all individuals full opportunity to develop their potential. Accordingly, the University will identify and eliminate any discriminatory barriers that interfere with employment opportunities in all jobs and at all levels throughout the University. Both current and prospective faculty and staff will receive equitable treatment in hiring, training, and promotion procedures.

Objectives

The objectives of the employment equity policy are

1. to regard individual merit as the prime criterion for the treatment of present faculty and staff and for the employment of new faculty and staff;
2. to remove any discriminatory barriers to the development of employees' career abilities, aspirations, and potential;
3. to increase the range of applicants for faculty and staff positions to reflect the diversity of the pool of potential candidates with appropriate qualifications;
4. to build a workforce that is representative of the pool of potential candidates with appropriate qualifications, including women, aboriginal people, persons with disabilities, and visible minorities.

Advertisement Wording

All advertisements shall include the following statement: "UBC hires on the basis of merit and is committed to employment equity. We encourage all qualified persons to apply."

This policy was approved by the Board of Governors, November 30, 1990; the advertisement wording was approved July 16, 1992.

APPENDIX IV: BC Human Rights Tribunal Special Programs Policy

The Chair of the B.C. Human Rights Tribunal (the "Tribunal") is responsible for approving special programs under section 42(3) of the *Human Rights Code* (the "*Code*", see Appendix "A").

If a person, business, organization, society, association or group wants to implement a special program or activity that has as its objective the amelioration of conditions of disadvantaged individuals or groups, they may apply to the Tribunal for approval of their special program or activity. The effect of having a Tribunal approval of a special program or activity is that any approved program is deemed not to be a contravention of the *Code* for the duration of the approval. Therefore, the application to the Tribunal must be consistent with this policy and provide sufficient information to enable the Tribunal to ensure that the purposes of the *Code*, and of s. 42 in particular, are fulfilled.

The purpose of this policy is to describe what special programs are and to set out the information the Tribunal will require before it may approve a special program or activity. This policy is intended to provide information to the public and is not intended to limit the Tribunal's authority or discretion under the *Code*. The Tribunal will assess every application for a special program approval in light of this policy.

Special programs

42.

1. It is not discrimination or a contravention of this Code to plan, advertise, adopt or implement an employment equity program that
 - a. has as its objective the amelioration of conditions of disadvantaged individuals or groups who are disadvantaged because of race, colour, ancestry, place of origin, physical or mental disability, or sex, and
 - b. achieves or is reasonably likely to achieve that objective.
2. [Repealed 2002-62-23.]
3. On application by any person, with or without notice to any other person, the chair, or a member or panel designated by the chair, may approve any program or activity that has as its objective the amelioration of conditions of disadvantaged individuals or groups.
4. Any program or activity approved under subsection (3) is deemed not to be in contravention of this Code.

APPENDIX IV: Employment Posting Statements at Select Universities

York University

York University is an Affirmative Action Employer. The Affirmative Action Program can be found on York's website www.yorku.ca/acadjobs or a copy can be obtained by calling the affirmative action office at 416-736-5713. All qualified candidates are encouraged to apply; however, Canadian citizens and Permanent Residents will be given priority. or

York University has an Affirmative Action Program with respect to its faculty and librarian appointments. The designated groups are: women, racial/visible minorities, persons with disabilities and aboriginal peoples. Persons in these groups must self-identify in order to participate in the Affirmative Action Program. The [insert name of hiring department] welcomes applications from persons in these groups. The Affirmative Action Program can be found on York's website at <http://www.yorku.ca/acadjobs> or a copy can be obtained by calling the affirmative action office at 416-736-5713. All qualified candidates are encouraged to apply; however, Canadian citizens and Permanent Residents will be given priority.

Oregon State University, Corvallis, Oregon.

The university has an institution-wide commitment to diversity, multiculturalism and community. We actively engage in recruiting and retaining a diverse workforce and student body that include members of historically underrepresented groups. We strive to build and sustain a welcoming and supportive campus environment. OSU provides outstanding leadership opportunities for people interested in promoting and enhancing diversity, nurturing creativity and building community.

Queen's University

The University invites applications from all qualified individuals. Queen's is committed to employment equity and diversity in the workplace and welcomes applications from women, visible minorities, aboriginal people, persons with disabilities, or persons of any sexual orientation and gender identity. All qualified persons are encouraged to apply.

Simon Fraser University

Simon Fraser University is committed to the principle of equity in employment and offers equal employment opportunities to qualified applicants. Women, ethnic minorities and Aboriginal peoples are especially encouraged to apply.

University of Victoria

The University of Victoria is an equity employer and encourages applications from women, persons with disabilities, visible minorities, aboriginal peoples, people of all sexual orientations and genders, and others who may contribute to the further diversification of the University.

University of British Columbia

UBC hires on the basis of merit and is committed to employment equity. All qualified persons are encouraged to apply.

University of BC, Faculty of Law

The University of British Columbia hires on the basis of merit and is committed to employment equity. The Faculty of Law is strongly committed to diversity within its community and especially welcomes applications from visible minority group members, women, Aboriginal persons, persons with disabilities, members of sexual minority groups, and others who may contribute to further diversification of ideas. All qualified candidates are encouraged to apply; however Canadians and permanent residents will be given priority.

APPENDIX V: Equity Enhancement Fund (EEF) Guidelines

The Equity Enhancement Fund is a University resource designed to assist academic and administrative units in creating new initiatives which will enhance equity within the University. The new initiative may benefit students, faculty and/or staff. Examples of appropriate use of the Equity Enhancement Fund (EEF) include, but are not limited to,

- hiring a consultant to design and offer diversity workshops for a unit's specific needs
 - purchasing resource material or funding invited speakers on diversity issues
 - seed money for developing a program to enhance designated-group member's employment opportunities
1. A request for funds must be endorsed by a head of unit and submitted to the Associate Vice-President, Equity, by March 15 or October 15. Funds will be allocated by the Associate Vice-President, Equity, who will seek advice from the President's Advisory Committee on Equity, Discrimination & Harassment (PACEDH).
 2. A request for funds must be accompanied by a clear statement of project objectives, rationale, and methods, a detailed outline of costs, and by a means to evaluate project outcomes. Preference will be given to projects accompanied by a long-term plan to maintain the initiative on a continuing basis through unit operating funds.
 3. Where possible, funds should be used to match unit funds.
 4. In most circumstances, requests for funds should not exceed \$5,000. In exceptional circumstances, funding may be provided yearly for up to three years in order to develop and to initiate long-term projects.
 5. In most circumstances, funds should be allocated to provide the greatest good for the greatest number of faculty, staff, and students.
 6. Innovative projects are encouraged. Funds will not be used to fund a project that is a normal part of the unit's responsibilities and operating expenses, or, except in exceptional circumstances, to reinstitute a previously funded project in a unit.
 7. Priority will be given to projects that will make observable and/or measurable differences in the representation of students, staff, and faculty who are members of designated groups. In addition, priority will be given to projects that will have a continuing effect on enhancing employment or educational equity in a unit.
 8. The amount of funds and guidelines for their disbursement will be reviewed annually by the Associate Vice-President, Equity, and the PACEDH.

EEF Guidelines have been revised to make the fund more flexible. In particular, the revisions clarify that the funds are available to any academic or administrative unit with the endorsement of the head of unit. Proposals are reviewed twice each year, with application deadlines of March 15 and October 15. For information on the Guidelines, please visit www.equity.ubc.ca.

APPENDIX V: Equity Enhancement Fund (EEF)

This year EEF provided funding support to the following initiatives:

Africa Awareness 2007 Conference – Africa Studies Research Dinner: As part of the Africa Awareness initiative, this event featured Dr. Pablo Idahosa from York University, where he directs the African Studies Program.

UBC Law Outlaws student group - Standard Margins: Emerging Issues in Canadian Law and Sexuality: A three day conference highlighting new research and legal developments in the field of law and sexuality.

First Nations House of Learning ‘Exploring Indigenous Identity Proposal’: This series of workshops, speakers and panel presentations will begin addressing complex issues of Aboriginal identity in order to facilitate individual and collective action that contributes to a more inclusive environment at the Longhouse.

Faculty of Education, Curriculum Studies – Affirmative Action Project: This project will assist in translating the department’s Affirmative Action Plan into practice with research and a workshop on affirmative action and employment equity.

Faculty of Applied Science, Centre for Professional Skills Development - ‘Networking Engineering Women – NEW@ubc’: This project’s aim is to attract, retain and support women in engineering by building strong, supportive networks for women in engineering.

Faculty of Education, Educational Studies - ‘heARTS series: Disability as higher education through the Arts’: A speakers series will launch this project which intends to encourage a critical public dialogue about disability, equity and social justice.

APPENDIX VI: Report of the Independent Committee of Inquiry into Alleged Discrimination Against Dr. Kin-Yip Chun at the University of Toronto

Press Release: Canadian Association of University Teachers. More action needed to combat discrimination on campus:

(Ottawa – December 15, 2006) An independent committee of inquiry looking into allegations of discrimination at the University of Toronto has concluded that universities and colleges must do more to promote diversity and equality.

While a settlement has been reached in the dispute between Dr. Kin-Yip Chun and the University of Toronto, the committee's report concludes there are important lessons to be learned for all post-secondary institutions.

“[U]niversities have a responsibility not only to eliminate discriminatory conduct, but also to take positive steps to promote equality,” the report states. “We urge universities to expand their efforts to identify barriers to equality at earlier stages of the educational process and to identify mechanisms to correct such inequities.”

The committee, established in 2003 by the Canadian Association of University Teachers but operating independently, was asked to investigate allegations of discrimination and harassment against Dr. Chun, a research associate in the Department of Physics at the University of Toronto. After being turned down on two occasions for a permanent position with the department, Dr. Chun began to express concerns about unequal treatment. After unsuccessful third and fourth competitions, Dr. Chun alleged that he was a victim of systemic discrimination.

After reviewing the facts, the committee concluded there were “serious irregularities” in the hiring process in each case and that Dr. Chun was treated unfairly.

The committee of inquiry also found that after Dr. Chun had made allegations of systemic discrimination, he was subject to various forms of harassment and unfair treatment. He was prevented from attending departmental meetings, denied a faculty library card, frustrated from pursuing his research, and prohibited from teaching courses. These actions constituted a serious violation of Dr. Chun's academic freedom.

“Academic freedom, in our opinion, is hindered not only by prohibitions on the expression of particular views, but by limitations on the opportunity to exchange views and to have access to the views of others. The physical and social isolation of Prof. Chun within the department obviously deterred such exchanges of views.”

In assessing the broader implications of the case, the committee recommends that universities and colleges adopt more effective affirmative action hiring policies, that decision-makers have training about racial discrimination, and that all institutions have in place a fair, accessible and quick internal dispute resolution process to deal with complaints that arise.

“[W]ays must be found to resolve such disputes in a manner that is less damaging to all concerned. We hope that our factual findings will help identify missteps that could be avoided in the future.”

The members of the independent committee of inquiry were: Constance Backhouse, Distinguished University Professor and University Research Chair at the Faculty of Law, University of Ottawa; Nobel Laureate Philip W. Anderson, Professor of Physics at Princeton University; and William Black, Professor Emeritus at the Faculty of Law, University of British Columbia.

APPENDIX VII:

Initiative for Student Teaching and Research in Chinese Canadian Studies (INSTRCC)

In 2007, UBC officially launched the Initiative for Student Teaching and Research in Chinese Canadian studies (INSTRCC). Built from the ground up by students over a three year period, INSTRCC is the first stage of a permanent commitment to teaching and research focused upon the role of Asian Canadians in the building of Pacific Canada. Supported by the commitment of its participating students, faculty, and community donors, INSTRCC focuses on recovering the complex story of “Chinese Canada” as both a geographical concept--capturing the long-standing ties of the west coast of Canada with the Pacific region--and as a historical framework built from processes of migration and trade that have linked North America to Asia and the Pacific for hundreds of years. <http://www.instrcc.ubc.ca/INSTRCC/INSTRCC.html>

Refracting Pacific Canada will launch a year-long series of events at UBC in 2007 marking the 100th anniversary of the 1907 Vancouver Anti-Asian Riots, the 60th anniversary of the 1947 Canada Citizenship Act, the 40th anniversary of the 1967 Canada Immigration Act, and the 10th anniversary of the 1997 reversion of Hong Kong's sovereignty from Britain to the People's Republic of China. Like a prism, these moments refract the history of Canada's ties to the Pacific world. We are inviting internationally recognized scholars to discuss the relationship between Asia and the Americas. In addition, we hope this event will provide an opportunity for invited guests to dialogue and network with Canadian scholars working on race, globalization, and comparative studies. Special Issues of B.C. Studies and Amerasia Journal will focus on the themes of the conference. The conference will open with a public lecture and reception on Thursday, March 15, with plenary panels on Friday, March 16, and a series of small workshops on Saturday, March 17, and the morning of Sunday, March 18. <http://www.instrcc.ubc.ca/refracting/>

APPENDIX VIII: Letter to Deans, Directors and Department Heads
THE UNIVERSITY OF BRITISH COLUMBIA

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May 18, 2007

To: Deans, Directors and Department Heads

From: Tom Patch, Associate Vice President Equity



Re: Unit Equity Representatives

The UBC Vancouver Equity Office and Human Rights & Equity Services (HES) at UBC Okanagan are committed to promoting and supporting efforts to advance human rights and equity and to create and sustain respectful work and study environments throughout UBC. To achieve this goal, the Equity Office and HES must be able to provide equity-related information and training that is sensitive to the needs of particular units and to respond directly and quickly to issues that arise within the unit. This means that the Equity Office and HES need to have effective two-way communication with all units at UBC. Given the enormity of this task, we are requesting your assistance in identifying a representative who would be willing to be the equity point-person in your unit.

The equity representative would ideally be an individual who is willing to commit to a minimum 1 year term and would serve as

- a 'first-contact' person for students, faculty or staff if human rights concerns arise within your unit
- a resource/information point on human rights training and education needs and employment equity
- a communication link between the Equity Office or HES and your unit

The equity representative would not be expected to resolve or manage disputes, but would refer people to the Equity Office or HES, or would work with the Equity Office or HES and the Head of Unit to resolve the matter.

If your unit now has an equity advisor or an equity committee, the advisor or a member of the committee would be a suitable representative. If not, the representative should be someone who is interested in equity and human rights issues and is respected within your unit for his or her interpersonal skills.

The equity representative would receive human rights awareness training from the Equity Office or HES as well as be part of a community of representatives who would meet on a regular basis with our staff for updates on human rights issues, consultation and support.

In Vancouver, please e-mail Chris McKay (cmckay@equity.ubc.ca) of the Equity Office or in Kelowna, Marie Molloy (marie.molloy@ubc.ca) with the name of your representative. We would like to have equity representatives in all units before the fall semester begins, so your early response is appreciated.

Please call me or Marie Molloy at UBC Okanagan if you require additional information or have questions. I look forward to your support and assistance with this endeavour.

Thank you in advance.