University of Victoria

Employment Equity Plan

2015 – 2020

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Introduction

The University of Victoria's commitment to equity and inclusion is embedded in the university's policies and its strategic plan, **A Vision for the Future – Building on Excellence**. The first objective expressed in the strategic plan is "to be a diverse, welcoming learning community, with a demonstrated commitment to equity and fairness." The UVic Employment Equity Plan 2015-2020 defines how we will accomplish this vision. It affirms that equity underlies and is a pre-condition for excellence and that excellence is furthered by a diversity of people, perspectives and experiences.

The University Equity and Human Rights Office has taken the leadership role in the Employment Equity Plan consultation and renewal process, with ongoing guidance and advice from the broadly-represented Employment Equity Advisory Group. That said, responsibility for employment equity is shared campus-wide and the UVic Employment Equity Plan 2015-2020 articulates this shared responsibility to uphold our equity principles and goals.

The UVic Employment Equity Plan 2015-2020 consists of three key sections. Section I describes the background of the plan, the university's equity goals and principles and introduces the next two sections. Section II provides the university's numerical hiring goals for increasing underrepresented members of four specified groups as determined by the Federal Contractors Program methodology. Section III depicts the plan in a Responsibilities and Accountabilities Chart. The chart (1) sets out the university's plan for ongoing and new initiatives (2) defines the roles and responsibilities of those accountable for equity across the campus, including the Executive, Deans, Faculty Equity Committees, the Equity and Human Rights Office, the Office of the Vice-President Academic, Human Resources, and the Advisory bodies, and (3) sets the timetable for action.

Section I: Descriptive Text

1. Background

The UVic Employment Equity Plan 2015-2020 extends the work done in support of our previous 2003 employment equity plan. A series of consultations validated the three broad goals of the 2003 plan, while suggesting a shift in emphasis to focus on the benefits of equity for the university and all employees, as well as the responsibility we all share to participate in employment equity. The box to the right lists some of the broad benefits of equity.

This plan differs from previous plans in part due to changes that occurred to the Federal Contractors Program (FCP) in 2013, as a result of which the University of Victoria no longer falls within its scope. The FCP was a strong influencing factor on previous plans and on the direction employment equity has taken in Canada generally. The FCP focuses on four designated groups: women, Indigenous peoples, persons with disabilities and members of visible minorities. The consultations at UVic indicated the need to continue to monitor employment equity for these four specific groups and that there is much interest in broadening our focus to look at barriers that may exist for other groups and for people who may experience disadvantage in the workplace due to multiple aspects of their identities. The UVic Employment Equity Plan reflects the university's equity principles, satisfies the requirements for special program exemption (which allows us to engage in preferential and limited hiring) from the British Columbia Human Rights Tribunal (BCHRT) and at the same time maintains a state of readiness should UVic fall within the scope of the FCP again in the future.

The UVic Employment Equity Plan builds upon internal consultations and a recent employment systems review completed by external consultants addressing the recommendations from the review of employment practices and in light of ensuing consultations. It also addresses the results of workforce analysis, the successes of the previous plan and the areas where further work is required. This plan is informed by the University Human Rights Committee's memos to the president (2008-2013) and the results of President Cassels' Campus Conversations, and addresses recommendations from the Review of the Central Accommodation Fund and the Indigenous Staff Support Review. Feedback and suggestions from the Employment Equity Advisory Group (EMAG), other university equity-related plans, the results of FCP compliance reviews and input from various campus constituencies were also considered in the preparation of this plan and when setting the university's equity goals.

Examples of broad benefits of equity:

- Equitable hiring practices: open up competitions to a wider range and greater number of people, increasing opportunities for additional candidates and the likelihood of selecting the very best. Evaluating applicants in multiple ways expands opportunities for everyone to show their strengths.

- Removing barriers for specific groups often has unanticipated benefits for many other groups and individuals: examples are curb cuts for people who are wheelchair users benefitting people pushing strollers (and others). Reducing stress in workplaces and organizations can remove a barrier for people with mental illness but it has many benefits for everyone.

- Examining employment practices for barriers can shine a light on other difficulties and provide an opportunity to address them.

- Greater range of experiences and perspectives on teams increases creativity and quality of outcomes. Provides opportunities to learn about difference through working with people with a wide range of cultural backgrounds, gender identities, belief systems, sexual orientations, disabilities, experiences, etc.

- Equity increases retention rates: people want to work in environments that are respectful, inclusive and productive.

- Equity reduces the possibility that some people are prospering at the expense of others. It makes sure everyone has access to full range of opportunities.

- Equity creates a reputation for fairness.

- When everyone is treated fairly it motivates people to do their best and increases trust. It is important to respect the full range of difference (visible and invisible) to ensure the full benefits of diversity.

- Equity contributes to better connections between people and a greater sense of community. It promotes health and wellbeing.

2. Equity Goals

Central to the UVic Employment Equity Plan is articulation of equity as positive for everyone and essential to both our success as a university and the realization of UVic's strategic plan goals. Equity is both a process and a goal and it is important that the means are consistent with the end. We need to ensure all our employment practices acknowledge and value difference and recognize that treating people differently is sometimes necessary to achieve equality.

The UVic Employment Equity Plan is designed to meet three broad equity goals:

1. **To promote and implement employment practices which advance equity and access for all.**
2. **To ensure the principles of fairness and equity are incorporated into all aspects of employment, including recruitment and hiring, training and promotion, and retention and accommodation in the workforce.**
3. **To improve the participation of members of designated groups in all jobs and at all levels where they are under-represented, and achieve and retain a workforce representative of the appropriate community.**

The plan is built on four pillars that will provide the basis for how UVic will achieve the above equity goals. The four pillars of the plan are (1) redefining employment equity; (2) accountability, transparency and clarification of roles; (3) consistency, and (4) implementation.

Redefining employment equity: will involve changing organizational culture and promoting understanding that equity benefits everyone and engages the principle of intersectionality. Redefining employment equity will be realized through sharing success stories and creating opportunities for people to participate in the articulation of what it means at UVic.

Accountability, transparency, and clarification of roles: building on recommendations of the employment systems review, the plan's Responsibilities and Accountabilities Chart clarifies who does what with respect to equity and identifies lead responsibilities. The Responsibilities and Accountabilities Chart will be communicated broadly and this transparency will build commitment and trust in the plan. Work in this area will involve defining good equity practices and increasing awareness and skills.

Consistency: means the level of adherence to practices across campus. Equity requires collaboration and cohesion, partnerships and building relationships. Shared responsibilities are defined in the Responsibilities and Accountabilities Chart. Work towards consistency will involve consistent application of policies and procedures with guidance provided by the Employment Equity Steering Committee and primary support from the Manager, Equity and Human Rights, a newly formed position with primary responsibility for oversight, coordination, and implementation of the plan. The Manager, Equity and Human Rights reports to the Director, Equity and Human Rights in the Equity and Human Rights Office.

Implementation: means that the equity plan is only useful if it is implemented and evaluated. The Responsibilities and Accountabilities Chart describes how the plan will be implemented and evaluated.

Fundamental to achieving the university equity goals are three equity principles discussed in the following section.

3. Equity Principles

Foundational to employment equity at UVic are three sets of equity principles: equality, dignity, and inclusion; intersectionality (how employment is affected if you are a member of more than one marginalized group or have no membership in any marginalized group); and accessibility and accommodation.

Equality, dignity and inclusion

Equality, dignity and inclusion are practices or ways we can treat people and feelings we may have (or not) about how others treat us. Equality and dignity are also fundamental values in our strategic plan that "*will inform all of our actions and are a prerequisite to fulfilling the purpose of the university*".[1] Inclusion is one of the ways these concepts can be put into practice. In large bureaucratic organizations, a concerted, consistent effort is required to incorporate these concepts into the way that everyone is treated. Equity, dignity and feelings of inclusion can be achieved more easily in a culture where people prevail and where there is a strong sense of community, an acknowledgement and a valuing of difference, and respect for all and fairness. They are abstract concepts and effort needs to be put into translating them into concrete practices. It helps to be aware of practices that leave us (and others) feeling equal and included and that preserve our dignity (as well as practices that do not achieve those ends).

Cultural safety is an example of a practice that can lead to an increase in awareness and respect for the dignity, histories and cultures of marginalized peoples. Cultural safety is important because it explicitly recognizes unequal power and involves a commitment to challenge unequal power relations at all levels of an organization. These practices underlie the creation of a more equitable workplace or service, particularly for those who are not from the dominant culture. Cultural safety has been implemented primarily to provide better health care to Indigenous Peoples by beginning to explore the relationships between colonial history and its impact on health and well-being; however, it can also be applied to other marginalized groups. For example, establishing cultural safety for people who identify as queer/trans* (i.e., gay, lesbian, two-spirited, intersex, queer, trans*) would require exploring the relationships between hetero-normativity, homophobia and the enforcement of a gender binary in the workplace. Cultural safety also recognizes intersectionality and the role we all play as bearers of culture and carriers of complex histories. Can a workplace be "culturally safe" if it is for one group but not another? It is rare that we belong and/or identify with only one group, so *intersectionality* is a crucial framework to understand and incorporate.

Intersectionality

We are all made up of many different dimensions, some are fixed, some can change, some are visible, others invisible. These dimensions can bestow unearned privilege or advantage or undeserved discrimination or disadvantage on individuals and groups. We have a tendency to look at these dimensions separately when in fact we all have many aspects of ourselves that often result in a complex mix of privilege and disadvantage. Intersectionality can also be thought of as overlapping, layering, converging and diverging. It is an essential concept when we think about difference and provides a place to begin to learn. For example, people with disabilities are often perceived through a lens that shows very little other than their disability. This results in a tendency to focus on what they can't do rather than on what they can do and to see people only as their disability rather than as a whole person (this is also true for other groups and individuals). Seeing someone with a disability through an intersectional lens encourages consideration of that individual's cultural background, their age, their gender identity, their educational background and many other dimensions. An intersectional perspective encourages recognition of differences and similarities which counteracts an 'us/them' mentality or the 'othering' of people who are different from us in some way. It is important for all of us to locate ourselves on a range of dimensions and maintain that location in our minds as we learn, work and live in an increasingly diverse society. Another reason to be mindful of intersectionality is that it is very easy to perpetuate one form of inequality while we are trying to address another.

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[1] A Vision for the Future – Building on Excellence, Planning and Priorities Committee, February 2012 (p.6)

Accessibility and Accommodation

People need to have a way in to universities to work and to learn. Many people particularly people with disabilities (but potentially others who speak English as an additional language or come from a culture very different than mainstream North American culture, those not from middle or upper class backgrounds, etc.) face barriers both physical and attitudinal. Becoming universally accessible would necessitate removing all barriers except those that are *bona fide* occupational or educational requirements. We are not there yet which makes accommodation necessary. Accommodation either removes or provides a way to bypass those barriers. Once someone is admitted or hired they may encounter other barriers. So the need for accessibility or accommodation may continue. A mainstream organization cannot attempt to truly diversify without being open to major change. People who contribute to diversity at UVic cannot be welcomed and expected to accept the way things are when that way was set up for people very different from them. Everyone has the right to inclusion to feel a sense of belonging and to have their contribution valued. It is everyone's responsibility to work harder to understand what inclusion looks and sounds like, and how it feels, as well as to bear in mind that this may not be the same for everyone. True accessibility is compromised without inclusion.

We all have the right to equality, dignity and inclusion and we all share in the responsibility to promote and practice accessibility, inclusion and accommodation.

4. Numerical Hiring Goals

This plan involves going beyond a focus on "numbers" to improving our employment practices. That said, numbers are evidence of a successful employment equity plan and it is possible that we may again fall within the scope of the Federal Contractors Program. We therefore need to continue to set goals and monitor the representation of the four designated groups (women, Indigenous Peoples, members of visible minorities and people with disabilities) in the UVic workforce.

The numerical hiring goals in Section II of this plan are the three-year numerical goals for increasing the institutional employee representation of underrepresented members of specified groups, calculated in accordance with the Federal Contractors Program's methodology. University-wide numerical goals were determined using an online Goal Setting Tool provided by the Federal Contractors Program that sets goals for four designated groups experiencing discrimination in the Canadian Labour Market (women, Aboriginal peoples, persons with disabilities, and members of visible minorities). The assumptions used to determine UVic's institutional goals included (1) low turnover, and (2) no growth in overall employee numbers. During consultations, it was decided that the institutional goals should be broken down by Vice-President portfolios to facilitate implementation. The division across each portfolio was determined as follows: the ratio of employees in each job classification for each portfolio was first determined and then that ratio value was applied to the total institutional numerical goals by job class to provide us with portfolio-specific numbers that, if attained, would meet our institutional goals.[2]

The numerical goals, as determined via the FCP Goal Setting Tool provide a baseline for the university's hiring over the three-year period. The numerical goals provide a benchmark that we will work toward. It is our intention to achieve these baseline goals for the four designated groups. The university also intends to continue to hire members of other marginalized groups. As discussed, UVic's equity principles extend the plan beyond the four designated groups to include all marginalized peoples. Our objective is therefore to improve the participation of members of all marginalized groups in all jobs and at all levels where they are under-represented. The Responsibilities and Accountabilities Chart is our roadmap to improved participation of all groups and incorporates our equity principles into all aspects of employment at UVic.

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[2] Fractions were rounded up or down as appropriate to maintain figures that summed to the total institutional goals.

5. The Responsibilities and Accountabilities Chart

The Responsibilities and Accountabilities Chart in Section III of this plan answers the question "who does what?" with respect to implementation of the Employment Equity Plan (addressing both new initiatives and ongoing responsibilities).

The chart is also intended to assign accountability (who makes sure it gets done?), coordinate planning and reporting and achieve transparency. The chart functions as an implementation plan and a tool to communicate to the university community who is responsible for what in the realm of employment equity. It is anticipated that the chart will assist in aligning the efforts of multiple players so that we meet our equity goals.

Everyone will be encouraged to use the format of the chart for the purposes of annual equity planning and reporting and the Equity and Human Rights Office together with the Employment Equity Plan Steering Committee will review these plans/reports and the charts annually.

The chart's columns are organised by groups that play a significant role in employment equity. The rows are the various areas of activity connected to employment equity. Each area of actively has two rows, a shaded row on top and a white row below. The shaded row contains new initiatives that are part of the overall plan for 2015-2020. The white row contains ongoing responsibilities for that group in that area. Some rows identify leadership responsibility in red.

The last two rows identify the annual goals for 2015/16 and provide a reporting mechanism for the results achieved.

It is anticipated that the chart will address accountability through its clarity and transparency. Its effectiveness will be reviewed at the end of the first year of the plan and any necessary changes implemented at that time.

Section II: Numerical Hiring Goals

UVic's three-year numerical hiring goals provide a benchmark for increasing the institutional employee representation of under-represented members of specified groups. As a result of the manner in which data is currently collected at UVic, the hiring goals have been calculated in accordance with the Federal Contractor Program's (FCP) Goal Setting Tool. Due to changes to NOC codes at the federal level we have had to rely on 2013 figures for our goal-setting as we were unable to generate figures for 2014 through the FCP system. An ongoing project to update the UVic NOC codes is underway.

The FCP methodology determines three-year goals by considering the following factors:

- the degree of under-representation;
- the availability of qualified designated group members within UVic's workforce and in the Canadian and regional workforce;
- the anticipated growth or reduction of the employer's workforce in the period covered by the goals; and,
- the anticipated turnover of employees during the period covered by the goals.

UVic's thee-year hiring goals take each of the above factors into account and are impacted in particular by our low anticipated growth rate and the relatively low-turnover rate of employees at UVic.

Table 1: Overview of Designated Groups at UVic in 2013

Designated Group	Representation in UVic Workforce (Numbers)	Representation in UVic Workforce (Percentage)	Labour Force Availability (Percentage)	Percent at UVic relative to LF Availability[3]
Women	3,147	58.9%	54.2%	109%
Indigenous Peoples	96	1.8%	2.3%	78%
Members of Visible Minorities	400	7.5%	17.9%	42%
Persons with Disabilities	162	3%	4.6%	65%

By 2013, UVic surpassed labour force parity for women based on global figures. When analyzed by job classification, however, women continue to remain under-represented in some areas. Therefore, UVic's three-year numerical hiring goals include some hires for women in those job classifications where they remain under-represented.

UVic is 78% towards reaching labour force parity for Indigenous Peoples. The largest gap exists among sales and service personnel and so our thee-year numerical hiring goals aim to reduce this gap. With respect to members of visible minorities, UVic is only 42% towards reaching labour force parity, with gaps in most, but not all, job classifications. Our three-year numerical hiring goals therefore include targets for hires in several job classifications. UVic is 65% towards reaching labour force parity for persons with disabilities. Our three-year goals focus on several job classifications where this gap is most prominent.

[3] Labour force parity = 100%.

Table 2 represents UVic's three-year numerical hiring goals at the institutional level calculated in accordance with FCP methodology. Tables 3 to 6 provide a breakdown of the numerical hiring goals prorated by portfolio in order to facilitate implementation of the institutional goals identified in Table 2

Table 2: Institutional Numerical Hiring Goals 2015 – 2018

EEOG	Women	Visible Minorities	Indigenous Peoples	Persons with Disabilities	TOTAL
Middle/other managers		2			2
Professionals		21		5	26
Semi-professionals and technicians		5		2	7
Supervisors		2			2
Skilled Sales/Service		3			3
Skilled Crafts/Trades		2		1	3
Clerical Personnel		3	1	2	6
Intermediate sales/service	3				3
Other Sales/Service	19	6	2	2	29
TOTAL	22	44	3	12	81

Institutional Goals Prorated by Portfolio

Table 3: Vice President Academic and Provost: 2015 – 2018

EEOG	Women	Visible Minorities	Indigenous Peoples	Persons with Disabilities	TOTAL
Middle/other managers		1			1
Professionals		17		4	21
Semi-professionals and technicians		2		1	3
Supervisors		2			2
Skilled Sales/Service		3			3
Clerical Personnel		1	1	1	3
Intermediate sales/service	2				2
Other Sales/Service	12	4	1	1	18
TOTAL	14	30	2	7	53

Table 4: Vice President Finance and Operations: 2015 – 2018

EEOG	Women	Visible Minorities	Indigenous Peoples	Persons with Disabilities	TOTAL
Middle/other managers		1			1
Professionals		1			1
Semi-professionals and technicians		1		1	2
Skilled Crafts/Trades		2		1	3
Clerical Personnel		1			1
Intermediate sales/service	1				1
Other Sales/Service	7	2	1	1	11
TOTAL	8	8	1	3	20

Table 5: Vice President Research: 2015 – 2018

EEOG	Women	Visible Minorities	Indigenous Peoples	Persons with Disabilities	TOTAL
Professionals		2			2
Semi-professionals and technicians		1			1
Clerical Personnel				1	1
TOTAL		3		1	4

Table 6: Vice President External Relations: 2015 – 2018

EEOG	Women	Visible Minorities	Indigenous Peoples	Persons with Disabilities	TOTAL
Professionals		1		1	2
Semi-professionals and technicians		1			1
Clerical Personnel		1			1
TOTAL		3		1	4

ACTIVITY	EXECUTIVE	DEANS, CHAIRS DIRECTORS	FACULTY/DEPT EQUITY COMMITTEE	EQHR	VPAC	HUMAN RESOURCES	ADVISORY BODY UHRC, EMAG
LEADERSHIP & ACCOUNTABILITY *New initiatives*	Lead Establish clear accountability and ownership of employment equity outcomes in performance objectives for all unit leaders. Y2 review accountability for equity to determine whether it has been sufficiently strengthened through role clarification and leads.			Lead Chair EEP Implementation Steering Committee.	Include employment equity outcomes in performance objectives for all unit leaders	Provide leadership by establishing employment systems and processes and providing information, training, advice and resources, largely to administrative/support leaders, that support the achievement of equity and diversity goals as related to staff.	
LEADERSHIP & ACCOUNTABILITY *Ongoing*	Promote and practice equity. Ensure equity and diversity is a consideration and a key ingredient in UVic culture. Promote equity, diversity and associated initiatives and practices.	Promote and practice equity. Encourage and model integration of equity into employment practices. Nominate a representative to the Equity Committee.	Provide leadership within units on equity and diversity issues.	Promote and practice equity. Advise Executive on equity issues. Provide organizational leadership, coordination monitoring on employment equity plan, equity and diversity. Assist as vice-chair of Employment Equity and Educational Equity Advisory Groups.	Promote and practice equity. Advise faculties and units reporting to VPAC on equity and diversity. Provide central leadership within the academic areas to plan for and achieve equity and diversity goals. Chair Equity and Diversity Committee.	Promote and practice equity.	Demonstrate leadership in home units. Provide advice to the President and to university officials on the UHRC.
MESSAGING & COMMUNICATION *New initiatives*	Lead Communicate UVic's commitment to equity and inclusion as strategic priority and critical performance result area. Promote a new vision of equity which champions: equity as necessary for excellence benefits of equity for all responsibility for all to practice equity	Communicate UVic's commitment to equity and inclusion as strategic priority and critical performance result area. Promote a new vision of equity which champions: equity as necessary for excellence benefits of equity for all responsibility for all to practice equity	Communicate UVic's commitment to equity and inclusion as strategic priority and critical performance result area. Promote a new vision of equity which champions: equity as necessary for excellence benefits of equity for all responsibility for all to practice equity (using departmental communication mechanisms)	Coordinate Work with UCOM to coordinate and promote consistent messaging (university wide and communicate values underlying strategic plan and employment equity plan).	Communicate UVic's commitment to equity and inclusion as strategic priority and critical performance result area. Promote a new vision of equity which champions: equity as necessary for excellence benefits of equity for all responsibility for all to practice equity	Communicate UVic's commitment to equity and inclusion as strategic priority and critical performance result area. Promote a new vision of equity which champions: equity as necessary for excellence benefits of equity for all responsibility for all to practice equity	Communicate UVic's commitment to equity and inclusion as strategic priority and critical performance result area. Promote a new vision of equity which champions: equity as necessary for excellence benefits of equity for all responsibility for all to practice equity
MESSAGING & COMMUNICATION *Ongoing*		Share information concerning equity and diversity at faculty and departmental meetings.	Schedule at least annual meetings with department Chairs and Deans/Directors to discuss progress on equity goals and practices Report annually to faculty, staff and students	EQHR, VPAC, HR - attend to consistency between peoples' perceptions / experiences and institutional commitments / intentions. Two way communication and consultation with equity seeking groups.	EQHR, VPAC, HR - attend to consistency between peoples' perceptions / experiences and institutional commitments / intentions. Share information via equity and diversity committees. Share info at Deans' Council, Chairs' mtgs and Assoc. Deans' mtgs	EQHR, VPAC, HR - attend to consistency between peoples' perceptions / experiences and institutional commitments / intentions. Assist EQHR in the expression and dissemination of messages concerning the strategic importance of equity and diversity.	

ACTIVITY	EXECUTIVE	DEANS, CHAIRS DIRECTORS	FACULTY/DEPT EQUITY COMMITTEE	EQHR	VPAC	HUMAN RESOURCES	ADVISORY BODY UHRC, EMAG
CONSULTING & PARTICIPATING *New initiatives*			Share information with directors, managers, supervisors and other staff members on equity issues.	Distribute and collect charts to identify/acknowledge contributions to equity of groups outside of admin structure. Consult staff with disabilities on how to strengthen retention.	Consult faculty with disabilities on how to strengthen retention.		
CONSULTING & PARTICIPATING *Ongoing*	Sponsor and consult UHRC Consult with EQHR, the Equity & Diversity Adviser, HR and external bodies as appropriate on issues of equity, diversity and inclusion. Participate in equity and diversity related events.	Support and consult with equity committees in unit. Seek out diverse perspectives. Participate in equity and diversity related events.	Participate on Equity and Diversity Steering Committee, faculty level and other equity related committees. Share info with Deans, Chairs and Directors Engage undergraduate/graduate students & leaders in equity committee activities and goal development.	Provide admin support and coordinate the UHRC. Provide information and resources to campus community. Consult, receive, resolve, refer and investigate informal and formal complaints	Participate on UHRC. Inform and consult EMAG and EDAG on EEP initiatives as appropriate. Receive, resolve and refer complaints and provide resources and facilitation.	Membership on UHRC. Membership on EMAG, Student Mental Health Advisory Committee, Joint Accommodation Committee, and the Mental Health Task Force. Inform and consult EMAG on plans and initiatives as appropriate. Advise and refer managers on issues and complaints.	Provide ideas and input on matters such as: •training, development and education strategy •embedding diversity/inclusion as core competency in all employment systems •mechanisms to monitor and evaluate plan's effectiveness •provide advice to the president and other equity leaders •share inform and consult with constituency groups
TRAINING & EDUCATION *New initiatives*	Consider undertaking training.	Encourage unit to participate in educational and training opportunities related to equity.	Undertake training on fair and equitable hiring practices & other inclusion issues, such as accommodation and harassment, minoritized students, racism, Islamaphobia, homophobia & colonization/Indigenization and organize such training sessions for staff members, especially hiring committee members, within units.	Lead Director to convene leaders of units offering equity related training annually to review existing offerings, identify how efforts can be strengthened and translate results into goals for future years, provide an annual report to Executive. Y2 with group above and in consultation with Executive, develop training education strategy incorporating results of e-learning pilot project. Explore ways to reduce stigma and promote anti-racism through education.	Provide required training for Search & Appt, ReAppt, Promotion and tenure (ARPT) Committees.	Collaborate with EQHR and VPAC to explore new equity-related training programs and opportunities.	Engage in training as appropriate.
TRAINING & EDUCATION *Ongoing*	Stay informed and current with equity and diversity training and education.	Participate in VPAC campus-wide equity training.	Annually schedule at least one educational session for faculty, students, staff and administration Develop posters, info-graphics, case study scenarios that help support educational and training goals	Provide university-wide training on human rights issues, harassment and discrimination, accommodation, fair & equitable hiring practices, etc.	Academic leadership initiatives and training. Coordinate and work with other units to provide training. Comprehensive website. Provide training on fair and equitable hiring practices.	Partner with EQHR and/or VPAC to provide or facilitate the provision of training and orientation on fair and equitable hiring practices, diversity, conflict resolution, accommodation, mental health, health promotion and respectful workplace, etc. Produce general and targeted information and publications in support of our employment equity goals (Indigenous handbook, mental	

ACTIVITY	EXECUTIVE	DEANS, CHAIRS DIRECTORS	FACULTY/DEPT EQUITY COMMITTEE	EQHR	VPAC	HUMAN RESOURCES	ADVISORY BODY UHRC, EMAG
						health, accommodation, respectful work place, job evaluation, recruitment handbooks)	
POLICY *New initiatives*	Attend to equity and diversity dimensions when reviewing/ revising policies.	Consider reviewing internal policies and practices with an equity lens.	Undertake other equity related training as needed. Consider reviewing internal policies and practices with equity lens with assistance from EMAG and/or EQHR.	Initiate review of discrimination and harassment policy.	Review internal policies with equity lens.	Develop and review HR policies with equity lens, and where appropriate, provide leadership in identifying and eliminating systemic barriers. (e.g. new policy requiring current job descriptions prior to posting through UVic Careers)	
POLICY *Ongoing*	Be familiar with and implement equity policies.	Be familiar with and implement equity policies.	Notify directors, managers and supervisors of any gaps between departmental practices and university policies.	Develop a plan for reviewing all equity policies (timing to be determined with VPAC & HR). Review new and revised policies with equity lens. Participate in reviews and development of equity related policies with USEC/VPAC/HR. Lead review of employment equity policy and plan. Implement discrimination and harassment policy.	Participate in policy reviews related to equity and diversity.		Review and assist with consultation on equity related policies.
EMPLOYMENT PRACTICES *New initiatives*	Review current Indigenous academic and support programs with a view to identifying opportunities to increase capacity for long term program planning and employment stability for Indigenous employees.	Outreach to sources of designated group members when recruiting. Ensure that available tools are used and fair and equitable hiring practices are followed. Consider use of preferential/ limited/ equity planning hires to achieve numerical goals, where appropriate.	Encourage outreach when recruiting. Ensure that available tools are accessible and encourage use of fair and equitable hiring practices.	Engage with local and national organizations who support employment for people with disabilities and Indigenous Peoples. Encourage use of fair and equitable hiring practices and careful consideration of preferential/ limited/ equity planning hires to achieve numerical goals. Consider recommendations of Indigenous staff review and implement as appropriate. Review preferential/ limited/ equity planning hires for staff with a view to eliminating stigma. Together with HR encourage training on fair and equitable hiring practices for at least one member of all staff selection committees. Y1 establish working group to look at casual hiring and make any necessary revisions.	Lead Ensure that available tools are used and fair and equitable hiring practices are followed. Consider use of preferential/ limited/ equity planning hires to achieve numerical goals. Consider recommendations of Indigenous staff review and implement as appropriate (L AVP Academic Planning). Review preferential/ limited/ equity planning hires for faculty with a view to eliminating stigma. Explore expanding options of co-op, internships and summer employment for Indigenous and visible minority students and students with a disability (L ED of Co-op and Careers).	Lead Encourage consideration of the use of diversity hiring tools (preferential/ limited hiring); ensure tools/ information is easily accessible. Consider recommendations of Indigenous staff review and implement as appropriate. Gather (voluntary) equity related information about applicant pool. Embed equity and diversity related values in our core and leadership competencies (and therefore our performance management processes). Embed equity responsibilities in all mgmt excluded job descriptions.	

ACTIVITY	EXECUTIVE	DEANS, CHAIRS DIRECTORS	FACULTY/DEPT EQUITY COMMITTEE	EQHR	VPAC	HUMAN RESOURCES	ADVISORY BODY UHRC, EMAG
EMPLOYMENT PRACTICES *Ongoing*	Model, require and support fair and equitable employment practices, including accommodation, compensation and recruitment. Continue to increase diversity at executive level.	Monitor and where possible address potential barriers in all employment practices. Include equity hiring reports (including a summary of fair and equitable practices used) in annual equity summaries to VP. Ensure completion, retention and eventual secure destruction of hiring files.	Monitor retention and recruitment as part of annual reporting Consider mentoring programs to support equity and diversity Engage new faculty in an overview of institutional and departmental/faculty level equity policies, practices and activities	Receive complaints under the discrimination and harassment policy. Serve as resource to campus by consistently defining and communicating equity practices. Monitor climate, identify barriers and co-develop strategy to dissolve them. Provide leadership and support in identifying and eliminating systemic barriers.	Provide training including career progression workshops. Provide orientation program for new academic leaders, new faculty members and librarians and sessional instructors. Provide mentoring program. Support, advise and provide resources on recruitment, retention and issues related to faculty and librarians. Provide leadership and support in identifying and eliminating systemic barriers. Support, advise and provide resources for academic units.	Administer gender neutral job evaluation systems. Employ outreach strategies to expand candidate pool for jobs. Administer short and long term disability plans – in conjunction with plan carrier. Provide leadership and support in identifying and eliminating systemic barriers.	Provide forum for discussion. Raise issues with President.
ACCOMMODATION *New initiatives*	Gain strong understanding of the central accommodation initiatives.	Gain strong understanding of the central accommodation initiatives.	Communicate and share information about accommodation policies and practices for faculty and staff Become knowledgeable about institutional policies and contractual obligations.	Educate university communities about accommodation and disability issues more broadly.	Lead Educate university communities about accommodation and disability issues more broadly.	Lead Implement recommendations of review of central accommodation fund. Develop and publish terms of reference and procedures to access central accommodation fund.	
ACCOMMODATION *Ongoing*	Show leadership in supporting accommodation.	Show leadership in supporting accommodation.		Provide advice, training and support. Provide basic information on duty to accommodate university-wide. Receive complaints concerning accommodation.	Provide advice, training and support for senior leaders on accommodation, sick leave and return to work. Collaborate with HR/unions on best practices related to accommodation, sick leave and return to work. Facilitate joint committee on accommodation, sick leave and return to work. Support all potential employees requiring accommodation during the recruitment process in collaboration with the hiring unit. Develop case studies or scenarios as a tool for discussing accommodation issues and potential organizational responses.	Partner with department heads and unions to manage requests for accommodation. Administer central accommodation fund allocations. Provide training, including joint training on accommodation, and publish information, including a website with employee-group specific resources on accommodation.	Provide forum for discussion. Advise President.

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COORDINATE/ COLLABORATE / SUPPORT / SPONSOR *New initiatives*			Actively sponsor and support student, faculty & staff events devoted to enhancing equity and inclusion across campus	Lead Annual inventory of equity and diversity related events; identify duplications and/or gaps; compile list to present to Executive.			
COORDINATE/ COLLABORATE / SUPPORT / SPONSOR *Ongoing*	Support and sponsor equity and diversity related events including but not limited to Diversity Research Forum, Dec 6 event, etc. Require and support coordination and collaboration across portfolios.	Support and sponsor equity and diversity related events including but not limited to Diversity Research Forum, Dec 6 event, etc.	Connect with other equity committees for ideas, information and collaboration. Promote annual Diversity Conference. Where appropriate, sponsor events. Create a notice board, list serv or other communication/coordination tool through which to regularly share information Meet annually with Department Chairs/Deans to assist with and review the departmental/faculty equity reports submitted institutionally	Sponsor events related to mental health, national day of remembrance and action on violence against women, human library, conversation cafes, etc. Coordinate and support planning, implementation and reporting on equity and diversity for admin units. Collaborate with HR, bargaining units, support advocacy groups for diverse campus communities (for example Positive Space Network, International Employee Support Network, etc.). Collaborate with and support equity seeking groups on campus. Work with Diversity Adviser, HR, other key partners and entire campus community. Coordinate and support planning and implementation of equity and diversity for admin units. Prepare internal and external reports.	Sponsor events / community outreach (Diversity Research Conference, Diversity Writing Contest, Advocacy Activism Awards, Community Building Fund, Human Library). Coordinate and support planning, implementation and reporting of equity and diversity for faculties. Collaborate with HR, EQHR, bargaining units, support advocacy groups for diverse campus communities. Collaborate to promote corporate culture of welcoming, inclusive and diverse workplace.	Sponsor Mental Health fair, Annual Diversity Research Conference, Connect U. Collaborate with EQHR and/or VPAC on training initiatives such as the Fair and Equitable Hiring workshop. Collaborate on the Student Mental Health Task Group (Advisory Committee). Collaborate with HR, EQHR, bargaining units, support advocacy groups for diverse campus communities.	Collaborate with and support equity seeking groups on campus.
PLANNING, MONITORING & REPORTING *New initiatives*	Approve employment equity plan. Responsible for including equity and diversity in planning/ reviewing processes and for holding direct report accountable. Approve annual equity and diversity plans and receive reports on outcomes.	Plan, review and report on equity goals.	Report annually on equity practices in faculty, department and units. Review institutional equity reports and consider implications for departmental/faculty activities, policies and practices.	Lead Develop template for unit planning / reporting. Lead implementation of revised census to assess impact of new plan on representation. Promote cultural safety practices.	Monitor diversity practices and numbers. Collect and compile annual plans and reports from academic units. Share information via Equity and Diversity Advisory Committee. Institutional Planning / Analysis and Diversity Adviser to assist with census.	Support EQHR with data capture, analysis and strategy development.	Plan annually for work of committee and review at the end of year.

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PLANNING, MONITORING & REPORTING *Ongoing*			Monitor internal equity issues (hiring, retention, accommodation, etc.) and identify potential barriers.	Collect and compile annual plans and results for Executive and BCHRT. Monitor success of underrepresented groups (racialized peoples, people with disabilities and Indigenous Peoples) in the hiring/ selection process.	Conduct exit interviews for faculty and librarians.	Establish equity goals in annual HR service plan.	Meet annually with President. Assist in monitoring results of plan.
OTHER *New initiatives*						Ideas - President's Distinguished Service Award that recognizes an individual's excellence in contribution to equity and diversity at UVic.	
OTHER *Ongoing*				Conduct environmental assessments. Oversee and ensure compliance with BCHRT and preparedness for FCP re-entry. Monitor progress on numerical goals.			
ANNUAL PLANS 2015/16	Review and endorse development of institutional messaging, development and plans for dissemination, tailoring and consistency. Review and revise or confirm equity structure. Approve new plan and goals for 2015/16. 2016 consider taking training.	Develop equity goals for faculty, departments and units.	Be aware of institutional equity plan goals and work to support them as appropriate. Individual committees to decide on several specific goals. Develop an annual plan that includes measurement against benchmarks and goals and report on it in each year. Set in place a minimum target of action in at least one priority area annually.	Lead with VPAC and EEP Steering Committee **EQHR Plans/Goals for 2015/16** Together with EEP Steering committee and VPAC collect and compile annual equity plans through VP's. (Sept) Chair 2-3 meetings of EEP Committee (1 upon receipt of plans and 1-2 to review progress) Work with UCOMM on communication plan for employment equity (Oct/Nov) **Together with HR and VPAC (5, 6, 7 and 8)** Encourage and support fair and equitable hiring practices and careful consideration of limited/preferential/equity planning hires to achieve numerical goals (ongoing)	Lead with academic units Together with EEP steering committee and EQHR collect and complete annual equity plans on academic side. Together with HR and EQHR work to complete #s 5-8 in the EQHR column.	Move forward with recommendations flowing from accommodation fund review. New policy requiring current job descriptions prior to posting in UVic Careers. Update HR website with new information on health promotion, recruitment and accommodation. Joint Accommodation Training (with CUPE) offered. Fair and Equitable Hiring Practices workshop with EQHR offered.	1. Review existing tools (equity lenses, diversity audits, measures of adherence to fair and equitable hiring practices) 2. How can EMAG communicate UVic's commitment to equity and inclusion considering audience, purpose, desired action and result?

Y1-5 =Year of plan to commence implementation

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				Consider recommendations of Indigenous staff support review and implement as appropriate (Nov) Lead review of limited / preferential and equity planning hires for staff positions with view to eliminating stigma (Jan 2016) Provide education about accommodation and disability issues more broadly **Together with HR (9)** Establish a small committee to lead a review of hiring practices for casual workers (Nov) Convene leaders of units providing equity related training (3 meetings Fall 2015) Send out chart to groups outside administrative structure and invite them to complete and send back (Summer 2015)			
ANNUAL PLANS 2015/16 *Ongoing*			Reports should be highly accessible and circulated broadly to the various communities (faculty, staff, students, administration) Assess annual plans and make recommendations for subsequent committee, faculty, and departmental activity/actions.				
RESULTS REPORTING **** *Provides format and structure for ongoing reporting of goals and objectives***							
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