

**PREVENTING GENDER INEQUITIES:**

**STRUCTURAL MEASURES AND  
RESOLUTION TACTICS (SMART)  
WORKING GROUP**

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## 1. EXECUTIVE SUMMARY

***Equity and diversity are not abstract goals; they are essential qualities of an outstanding institution. UBC embraces equity and diversity as integral to our academic mission. An essential component of academic excellence is a truly open and diverse community that actively fosters the inclusion of voices that have been underrepresented or excluded. Thus, UBC is committed to fostering a living, learning, and working environment to which all can contribute and within which all can thrive.***

*UBC Equity & Diversity Strategy (2010)<sup>1</sup>*

***A diverse workplace signals that the faculty draws from the best talent available, that our students get a well-rounded education, and that our research programs are informed by diverse perspectives. Diversity is not only synergistic with excellence, but also promotes equitable access to the rewards of an academic career.***

*UBC Faculty of Science<sup>2</sup>*

**Section 2** of the report provides an overview and context for the work of the SMART Working Group, which was jointly struck in January 2010 by the Office of the Provost and the Faculty Association, in parallel with the DATA Working Group. The full terms of reference for these two Working Groups are provided in Appendices A and B.

The SMART Working Group was charged with the task of designing mechanisms and processes to address some of the structural causes of pay inequities, and given a mandate to examine four issues:

- Starting Salaries
- Equity Training
- Mentoring
- Working Climate Studies

**Sections 3 through 6** provide a detailed discussion of the report's recommendations (summarized in the table below). Each section provides the following information:

- A ranked list of recommendations
- Key rationales
- A one page explanation of each recommendation, including:
  - Target Group
  - Goal(s)
  - Specific actions
  - Implementation principles
  - Ensuring effectiveness (pitfalls, benchmarks/targets)
  - Monitoring and accountability, including reporting
  - Implementation timelines

The following table summarizes the recommendations made in the report. We note that many other issues were identified by the SMART working group that were not itemised in its Terms of Reference. These include gender equity in: awards, discretionary pay (retention and merit pay), the differential in average rates of time to promotion for men and women faculty, and the need to reassess the CPI

<sup>1</sup> [http://equity.ubc.ca/equity.ubc.ca/files/2010/07/valuing\\_difference\\_feb\\_-2010.pdf](http://equity.ubc.ca/equity.ubc.ca/files/2010/07/valuing_difference_feb_-2010.pdf)

<sup>2</sup> <http://www.science.ubc.ca/faculty/diversity>

increments system given the promotion “time-lag”. We urge the Provost and the Faculty Association to implement these recommendations as a matter of urgency, and to continue broader initiatives to address equity issues for women and other equity-seeking groups at UBC.

<b>TABLE 1: SUMMARY OF RECOMMENDATIONS</b>	
<b>Starting Salaries</b> (Section 3)	A1. Provide short-listed Tenure Track Faculty (TTF) candidates with salary and compensation for relevant disciplines during the selection process
	A2. Conduct annual audits at the Faculty and University level to review past year’s starting salaries and revise as appropriate
	A3. Develop UBC principles and guidelines on starting salaries free of gender bias
<b>Best Equity Practices in Recruitment, Retention and Promotion</b> (Section 4)	B1. Best equity practices for Deans, Heads and Directors
	B2. Best equity practices for P&T Committees
	B3. Best equity practices for Search committees (including Deans and senior administrators)
<b>Mentoring</b> (Section 5)	C1. Establish UBC-V and UBC-O mentoring offices. Generate and maintain written material describing the UBC mentoring program, with separate packages targeted to individual equity seeking groups
	C2. Revise the UBC-CV to include a section on mentoring received and mentoring provided
<b>Working Climate and Equity Initiatives at UBC</b> (Section 6)	D1. Create Senior Advisor to Provost, focusing on women faculty
	D2. Initiate Working Climate/Equity Studies in priority faculties
	D3. Develop an implementation plan for Valuing Difference Strategy <sup>3</sup> , focused on women faculty
<b>E. Monitoring and Accountability</b>	E1. Comprehensive annual employment equity and periodic pay equity audits
	E2. Reporting by Equity Office/Faculty Relations to key groups (Provost, Deans, Faculty Association)
	E3. Review and revise, as appropriate, governance structures for faculty-related gender equity issues at UBC; including (for example) an equity-focused governance body at Senate-Board level

## 2. Mandate/Overview

### 2a. Background: Analysis of pay equity in faculty salaries

<sup>3</sup> <http://diversity.ubc.ca/valuing-difference/>

In 2007 and 2009, UBC's Equity Office released two reports analyzing pay equity in salaries of full-time tenure track professors at UBC, focusing on differences due to sex or visible minority status<sup>4</sup>. Neither study found a difference due to visible minority status, but both studies found a "statistically significant" salary pay gap between men and women faculty. The studies resulted in two meetings being held between the Faculty Association, the President, and the Provost in 2009. Subsequently, the Faculty Association and Provost jointly sponsored two Working Groups:

1. the DATA Working Group (whose mandate is focused on a quantitative analysis of the pay gap) (Terms of Reference in **Appendix B**; members listed in **Appendix C**); and
2. the SMART Working Group (whose mandate is focused, as its title suggests, on structural measures to prevent and redress gender inequities amongst faculty, focusing on "equal pay for equal work") (Terms of Reference in **Appendix A**; members listed in **Appendix C**).

The Terms of Reference of the SMART Working Group, the DATA Working Group and the names of Working Group members can be found in Appendices A, B and C respectively.

These reports of these Working Groups are intended to complement one another; accordingly, it is recommended that this report be read together with that of the DATA group.

One of the significant findings in the DATA group's report was that "all else being equal, being a woman lowers the probability of being a Full Professor among current faculty members by close to 6%". In addition, the time required for promotion from Associate to Full Professor was longer for women. The mandate of the SMART Working Group did not specifically address this issue. Nevertheless a number of the recommendations below may help to reduce this promotional gap. In particular, recommendations related to best equity practices for Deans, Heads and Directors and Promotion and Tenure Committees; strengthening mentoring programmes; targeted climate surveys; and monitoring and accountability may all serve to increase the probability of women being promoted to Full Professor. We also recommend that the Provost consider supporting research to gain a clearer understanding of the factors that underlie the lower probability of promotion.

## **2b. Equity: Definitions and links to other UBC initiatives**

The term "equity", as used with respect to salary in the workplace, has three distinct dimensions, each with a separate definition (Box 1).

(i) "Equal pay for equal work" was the focus of the mandate of the SMART Working Group (and also of DATA Working Group). No UBC policy currently directly addresses the issue of equal pay for equal work within the professoriate (although UBC's primary document on equity, the Equity & Diversity Strategic Plan, contains a suggestion that equitable compensation for all employees be used as a potential metric for measuring workplace success)<sup>5</sup>.

(ii) "Equal pay for work of comparable worth" was not directly addressed in the recommendations of the Working Groups, although discussions within the Groups raised issues relevant to this dimensions of equity. No UBC policy addresses the issue of comparable worth.

(iii) "Employment Equity" was not the focus of the Working Groups, but is addressed in UBC's Employment Equity Plan<sup>6</sup>.

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<sup>4</sup> Marmer, O. and Sudman, W. (2006) "Statistical Analysis of UBC Faculty Salaries: Investigation of Differences Due to Sex or Visible Minority Status"; UBC Planning and Institutional Research; Marmer, O. and Sudman, W. (2009) "Statistical Analysis of UBC Faculty Salaries II", UBC Planning and Institutional Research. These studies analyzed the salaries of faculty employed at UBC's main campus in Vancouver.

<sup>5</sup> [http://www.equity.ubc.ca/assets/pdf/news/valuing\\_difference\\_feb\\_2010.pdf](http://www.equity.ubc.ca/assets/pdf/news/valuing_difference_feb_2010.pdf).

<sup>6</sup> [http://www.equity.ubc.ca/assets/pdf/Employment/ubc\\_employment\\_equity\\_plan\\_march\\_2010.pdf](http://www.equity.ubc.ca/assets/pdf/Employment/ubc_employment_equity_plan_march_2010.pdf).

**Box 1: Definitions of Equity**

(i) **“Equal pay for equal work”** refers to equal pay for jobs that are the same or substantially the same.

(ii) **“Comparable Worth”** refers to “equal pay for work of equal value” (pay levels for traditionally female versus traditionally male job classes with comparable levels of skills, effort and responsibilities).

(iii) **Employment Equity:** refers to a process for achieving equality in employment, including practices related to hiring, retention and promotion.

Note that none of the definitions of equity provided above correspond to the over-arching definition of equity stated in UBC’s Equity & Diversity Strategic Plan: “equal access – to education, to employment – and equal opportunity to succeed in these domains.” The Plan’s definition is broadly equivalent to the concept of **substantive equality** built into the Canadian legal system. This latter definition does not imply “sameness”, but rather recognizes difference (including where it arises from historical injustices) and takes difference into account to ensure a fair process and, ultimately, a fair (or equitable) outcome. This implies, as noted in the Plan, the need for universities to “reflectively examine their policies and practices related to such areas as hiring and promotion of faculty and staff, admission of students, measurements of success, curricula and climate.” (UBC Equity and Diversity Strategic Plan, 2010, p. 3).

Equity issues are also raised in the Collective Agreement (Articles 4.01 and 4.02) and relevant UBC Policies (policy #2 on employment equity and policy #3 on discrimination and harassment, particularly article 2.3 on discrimination on the basis of sex).

**2c. Factors in Pay Inequity in Salaries**

The factors which drive the salaries of professors at UBC are complex, and beyond the scope of this report<sup>7</sup>. Here, it should simply be noted that the process for determining salaries is complex, because of the fact that UBC lacks a salary grid, and also because the university incorporates a broad range of faculties, including professional schools (such as Dentistry and Medicine, where many faculty have clinical income).

For the purposes of the SMART report, the key issue is an understanding of the *mechanisms* by which salaries evolve over time (Table 2).

**Table 2: Mechanisms by which salary differentials are created**

<b>Mechanism</b>	<b>Gender difference identified in UBC study?</b>
Starting Salary (Determined via individual negotiations with candidate and university representatives, as there is	Not analyzed (due to lack of multi-year time series for salary data)

<sup>7</sup> For a brief discussion of key issues, see <http://www.facultyassoc.ubc.ca/salaries.php>.

no salary grid at UBC)	
Career Progress Increments (awarded annually for a specified number of years in each rank; years immediately after promotion receive higher salary increments) <sup>8</sup>	Yes
Discretionary Salary Increases (Merit Pay, Performance Salary Adjustment, Retention Pay, which vary in amounts by year and by unit) <sup>9</sup>	No for Merit Pay; Yes for Retention Pay and PSA
Top research positions (such as Distinguished University Professors, Canada Research Chairs, named chairs)	Yes
Senior administrative positions (Associate Dean, Dean)	Yes
“Compression”-related salary increases designed to increase the salaries of the lowest-paid members in any unit, particularly in light of the rapid increase in starting salaries in the past decade.	Not analyzed (due to lack of multi-year time series for salary data)

Table 2 lists *mechanisms* by which differences in men and women’s salaries emerge over time. No comprehensive study has been conducted at UBC of the *causal factors* underlying these mechanisms. However, the SMART Working Group was able to draw on information provided in the Faculty of Science Working Climate Study<sup>10</sup>, as well as numerous studies conducted at other universities. These studies suggest that a range of factors—in addition to direct discrimination—may be important. For example, social science researchers have investigated “unconscious bias” in academic settings, and found significant, systemic gender biases that affect perceptions of performance, which may in turn affect discretionary pay awards, as well as research awards.<sup>11</sup> The negative “gender sanctions” that are applied to women in the workplace—particularly in negotiation settings--may be another factor<sup>12</sup>. Parental leave, according to the UBC studies, did not have a statistically significant impact on the pay gap. The SMART group took this information on possible underlying causes into account when formulating recommendations to address the mechanisms identified in Table 2.

#### 2d. Representation in senior administrative and research positions

Women make up 32% of full-time ranks at UBC, with some variation by rank (Table 3).<sup>13</sup>

**Table 3. Percentage of men and women with in the professoriate by rank at UBC-V in 2009.**  
Data are for full time faculty.

	Men	Women
Assistant Professor	62%	38%
Associate Professor	63%	37%

<sup>8</sup> [http://www.hr.ubc.ca/faculty\\_relations/compensation/salaries/facultyincreases/cpschedule.html](http://www.hr.ubc.ca/faculty_relations/compensation/salaries/facultyincreases/cpschedule.html).

<sup>9</sup> For information on retention pay, see:

[http://www.hr.ubc.ca/faculty\\_relations/compensation/salaries/facultyincreases/Retention.html](http://www.hr.ubc.ca/faculty_relations/compensation/salaries/facultyincreases/Retention.html)

<sup>10</sup> <http://www.science.ubc.ca/faculty/diversity>.

<sup>11</sup> See, for example: Wenerås C, Wold A. Nepotism and sexism in peer-review. *Nature*. 1997; 387:341-343. For a recent literature review conducted by the American Association of Medical Colleges, see [http://www.aamc.org/data/aib/aibissues/aibvol9\\_no2\\_supplement.pdf](http://www.aamc.org/data/aib/aibissues/aibvol9_no2_supplement.pdf).

<sup>12</sup> See, for example, Linda C. Babcock, Sara Laschever, Michele Gelfand, and Deborah Small, “Nice Girls Don’t Ask,” *Harvard Business Review*, October 2003; Linda C. Babcock and Sara Laschever, *Women Don’t Ask: Negotiation and the Gender Divide*, Princeton University Press, 2003; Hannah Riley Bowles, Linda Babcock, and Lei Lai, “Social Incentives for Gender Differences in the Propensity to Initiate Negotiations: Sometimes It Does Hurt to Ask,” *Organizational Behavior and Human Decision Processes* 103.1 (May 2007): 84-103

<sup>13</sup> Data Source: UBC FACSNAAPS October 2009

Professor	80%	20%
Total Faculty (UBC V)	68%	32%

Source: UBC FACSNAAPS

A detailed audit of the representation of women in holding senior research positions (CRCs and endowed chairs) and holding research awards has not been conducted at UBC. The SMART group conducted an analysis of the proportion of women holding CRCs in 2009<sup>14</sup>, and found that women faculty represent:

- 13% of CRC Tier 1 positions at UBC (versus 16% nationally and 26% at U of T)<sup>15</sup>
- 28% of CRC Tier 2 positions (versus 31% nationally and 32% at U of T)<sup>2</sup>
- 22% of all CRC positions (versus 25% nationally and 29% at U of T)<sup>2</sup>

Women are, in summary, under-represented as Canada Research Chair-holders, when compared to the national average.

In addition, the representation of women in senior management and academic leadership positions at UBC was analyzed (Table 4). The data indicate that women are under-represented in senior administrative and management positions, with the exception of the position of Associate Dean/Principal. Moreover, only two of the ten members of UBC's most senior decision-makers (the "Senior Administration" plus the President) are women<sup>16</sup>.

**Table 4: Representation of Women in Senior Management and Academic Leadership Positions at UBC**

Position	2007			2008			2009		
	Women	Total	% Women	Women	Total	% Women	Women	Total	% Women
Senior Manager*	7	29	24%	10	36	28%	10	28	36%
Dean and Principal	4	19	21%	5	19	26%	5	18	31%
Head and Acting Head	7	64	10%	11	67	16%	11	65	17%
Director and Acting Director	11	40	28%	9	41	22%	6	37	16%
Assoc. Dean and Assoc. Principal**	16	44	36%	18	44	41%	23	57	40%
<b>Total</b>	<b>50</b>	<b>203</b>	<b>25%</b>	<b>58</b>	<b>214</b>	<b>27%</b>	<b>60</b>	<b>214</b>	<b>28%</b>

\* Senior Manager includes members of the UBC Executive and Assoc. Vice Presidents. Deans are not included in this calculation of Senior Managers  
 \*\*Assoc. Principal positions are included as of 2009  
 Data compiled from Equity Office Annual Reports 2007, 2008, 2009 (preliminary)  
 Data drawn on: May 31, 2007, May 31, 2008, October 31, 2009

## 2d. SMART Working Group Activity: Summary

The SMART Working Group held eight **meetings**. Attendance was regular. Resources were provided (by the Faculty Association, Faculty Relations and the Equity Office) to obtain and analyze data, and to retain an external consultant.

<sup>14</sup> New CRC positions are announced every year, and these figures have changed for 2010. The CRC data is reported for 2009 because the salary study also used 2009 data.

<sup>15</sup> Data Source: UBC data, cross-checked with <http://www.chairs-chaire.gc.ca/about-us-a-notre-sujet/statistiques-satistiques-eng.aspx> and Ghazzali, N. and Morin-Rivest, N. 2010. CHAIRES DE RECHERCHE DU CANADA ET CHAIRES D'EXCELLENCE EN RECHERCHE DU CANADA: STATISTIQUES DÉTAILLÉES. Report published by the CRSNG Chair, University of Laval: [www.chaire-crsng-inal.fsg.ulaval.ca](http://www.chaire-crsng-inal.fsg.ulaval.ca).

<sup>16</sup> <http://president.ubc.ca/senior-administration/>.

The Working Group engaged in two primary activities:

**(i) Review of relevant UBC activities/reports**, including:

- draft Equity & Diversity Strategic Plan
- Task Force on Family Responsibilities Report
- Faculty of Science Working Climate Initiative
- Mentoring activities in Faculties of Science and Medicine

**(ii) Analysis of equity-related activities at other universities:** a Wiki (web-based document-sharing site) was created by Dr Megan Levings, and documents were uploaded by Working Group members. Approximately 200 documents, covering over 30 universities across North America, were posted. Working Group members drew on these reports in drafting their recommendations.

**Recommendations** were drafted covering four topics, as per the Terms of Reference: starting salary information; equity training; mentoring; working climate studies.

A **review of the draft recommendations** was carried out by an external consultant. The Working Group received a verbal report from the consultant and considered her recommendations. Many of the consultant's recommendations have been incorporated into this report. In addition, the consultant made a number of useful suggestions related to implementation of our recommendations that are not incorporated into this report.

The consultant noted that this report gives no recognition to women who are members of other designated equity groups (i.e., visible minorities, Aboriginal Peoples and persons with disabilities). The Working Group recognizes that the experience of racialized women, Aboriginal women or women with disabilities may differ from that of white, able-bodied women. The mandate of the Working Group was to develop recommendations to prevent gender-related pay inequities. Although the mandate did not preclude an intersectional analysis that considered the impact of membership in more than one disadvantaged group, we did not have data to support such an analysis<sup>17</sup>. The Working Group strongly recommends that, where possible, the University incorporate an intersectional analysis into future research on employment or pay equity .

### 3. Starting Salaries

*Compiled by Liz Hodgson and Mark Trowell*

#### 1. Ranked recommendations

- a. Provide short-listed Tenure Track Faculty (TTF) (including grant tenure-track) candidates with salary and compensation for relevant disciplines during the selection process (**Appendix E**).
- b. Conduct annual audits at the Faculty and University level to review past year's starting salaries and revise as appropriate
- c. Develop and communicate UBC principles and guidelines on starting salaries free of gender bias (**Appendix D**).

#### 2. Rationale

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<sup>17</sup> Note: the salary study conducted by the University in 2006 did not identify any pay inequities related to visible minority status. However, the study did not disaggregate for gender (e.g. visible minority women versus white women), and we recommend that future studies do so, as similar studies in other universities have found that visible minority status negatively affects women's (and less frequently men's) faculty salaries.

The overarching goal of these three initiatives is to reduce gender-based inequities in starting (Year Zero) salaries and total compensation resulting from unconscious gender-bias for TTF at UBC. Hiring does not happen at one moment in the year, and salary decisions may be made by Heads, Directors and Deans without the guidance of salary scales or a formal retrospective view of previous hiring decisions. Salary variation may result from these decisions and in some cases such variation will be based upon entirely legitimate rationales. In other cases, that variation may not be consistent with the principle of “equal pay for equal work”. There is a shared responsibility between Heads, Directors, Deans and the Provost in arriving at starting salaries and ensuring any differences have a legitimate basis. Our recommendation is that a strategy consisting of the above three elements will help UBC to prevent gender-bias in starting (“Year Zero”) salaries.

### 3. Explanation

#### a. Provide short-listed Tenure Track Faculty (TTF) candidates with salary and compensation for relevant disciplines during the selection process (see Appendix E).

- i. **Target Group:** Short listed TTF candidates; Heads, Directors and Deans making hiring decisions
- ii. **Goal:** Enable short listed TTF candidates and Heads/Directors/Deans to make informed decisions during the salary and total compensation negotiation process to ensure that all parties have the same information about historical trends within a discipline and where relevant across adjacent disciplines. This will assist in reducing the knowledge-deficit which can contribute to “equal pay for equal work” discrepancies in starting salaries
- iii. **Specific Actions:**
  - a. For each competitive TTF selection process, Dean's Office with support from Planning and Institutional Research (PAIR) and Faculty Relations to develop a salary and compensation data package for appropriate rank and discipline. Salary data to include the minimum, average and maximum salaries for the time period not exceeding 3 years prior; minimum of 5 data points for meaningful comparison. Broader standardized compensation package information (see Appendix E) developed by Faculty Relations to include: UBC principles and guidelines on starting salaries, FA contact information, link to CAUT handbook: [Negotiating Starting Salaries](#), standard benefits, and other elements subject to negotiation such as start up funds, lab space, reduced teaching load etc.
  - b. Upon identification of short-listed candidates provide them with salary and compensation data package
- iv. **Implementation Principles:** Mandatory; Unit/Faculty based; implementation university-wide
- v. **Ensuring Effectiveness:**
  - a. Potential pitfalls: lack of buy-in on the part of heads/deans, inconsistent development of data packages, material not considered by candidates, and inconsistent distribution of data packages
  - b. Benchmarks/targets: 100% of short listed candidates in receipt of packages within one year of implementation
- vi. **Monitoring and Accountability**, including reporting: Dean's Office to conduct an annual audit of new hires to ensure receipt of package and value of information. Report to Faculty Relations with subsequent review with the Faculty Association.
- vii. **Implementation Date:** July 2011

#### b. Conduct annual audits at the Faculty and University level to review past year's starting salaries and revise as appropriate

- i. **Target Group:** Deans, Heads and Directors making hiring decisions, with Provosts
- ii. **Goal:** To ensure gender-bias has not entered into starting salary decision making through an annual review of starting salaries

- iii. **Specific Actions:**
  - a. In June of each year, Deans to review and report to Provosts summary of starting salary decisions for previous year
  - b. If unexplainable variations, Deans and/ or Provost recommend and make adjustments to correct post-facto anomalies.
  - c. Annual report compiled by PAIR and Faculty Relations summarizing starting salary decisions and any subsequent adjustments - reviewed with Faculty Association.
- iv. **Implementation Principles:** Mandatory; Unit/Faculty based; implementation university-wide for each campus.
- v. **Ensuring Effectiveness:**
  - a. Potential pitfalls: lack of buy-in on the part of heads/deans, inconsistent approach to review process
  - b. Benchmarks/targets: 100% of Deans participate in annual review and address anomalies as appropriate
- vi. **Monitoring and Accountability** PAIR and Faculty Relations to conduct triennial audits including review with Provost; Faculty Relations and Faculty Association to review starting salary trends at the Faculty and University level.
- vii. **Implementation Date:** July 2011

**c. Develop and communicate UBC principles and guidelines on starting salaries free of gender bias; Inform Deans, Heads and Directors on UBC policy and guidelines on starting salaries free of gender bias**

- i. **Target Group:** Deans, Heads and Directors
- ii. **Goal:** To ensure that decision makers are sensitive and aware of potential gender bias in starting salary decisions
- iii. **Specific Actions:**
  - a. Provost's office, with support of Faculty Relations, to develop starting salary principles and guidelines
  - b. Inclusion of starting salary principles and guidelines in ALDP training on pay equity, equal pay for equal work, and the salary decision making process
  - c. Briefing by Associate Dean for Equity (or, if none, Equity Officer from Equity Office) to Heads/Directors on UBC principles and guidelines on starting salaries as part of equity briefing;
  - d. AVP Equity to brief Deans on UBC principles and guidelines on starting salaries and audit process.
- iv. **Implementation Principles:** Mandatory; Unit/Faculty based; implementation university-wide
- v. **Ensuring Effectiveness:**
  - a. Potential pitfalls: lack of buy-in on the part of Heads/Deans/Directors, tracking who has received training
  - b. Benchmarks/targets: 100% of Heads/Deans/Directors trained within three years from implementation date; each new Head/Dean/Director to receive training within 6 months of appointment
- vi. **Monitoring and Accountability**, including reporting: PAIR and Faculty Relations reporting to Provost and Deans on gender gap in starting salaries (to be monitored annually by Provost/Equity Office)
- vii. **Implementation Date:** July 2011

## 4. Best Practices in Equity Recruitment, Retention and Promotion

*Compiled by Karen Bakker and Tom Patch*

### 1. Ranked Recommendations

- a. Best equity practices for Deans, Heads and Directors
- b. Best equity practices for P&T Committees
- c. Best equity practices for Search committees (including Deans and senior administrators)

### 2. Rationale

Gender inequities may be rooted in systemic practices and procedures that perpetuate historical discriminatory practices or driven by unconscious bias. Systemic barriers and unconscious bias may exist at all stages of the employment relationship, including recruitment, retention and promotion. Where they exist, they can directly or indirectly contribute to a pay differential. They can affect starting salaries, merit increases or opportunities for promotion. These recommendations are intended to remove systemic barriers or ameliorate their impact by providing decision-makers with greater understanding of equity principles and procedural safeguards that can ensure fair and equitable employment practices. These recommendations are consistent with the goals of the UBC Equity and Diversity Strategy, the UBC Employment Equity Policy (Policy #3) and the UBC Employment Equity Plan 2010.

### 3. Explanation

#### a. Best Equity Practices for Heads and Directors

- i. **Target Group:** Deans, Heads and Directors
- ii. **Goal:** To ensure all Heads and Directors: a) have a basic understanding of equity principles, including pay equity and employment equity; b) are able to apply those principles in hiring, retention and promotion; c) are aware of the resources that are available to support them in advancing the University's equity strategy.
- iii. **Specific Actions:**
  1. Starting with newly-appointed Heads and Directors, all Heads and Directors will receive a one-on-one equity briefing. In the short term, Equity Advisors from the Equity Office will provide the briefing. In the long term, the briefing may be provided by an Associate Dean or other senior academic administrator with responsibility for equity within the Faculty. The AVP Equity will brief Deans.
  2. Possible inclusion of additional equity content in Academic Leadership Development Program
- iv. **Implementation Principles:** All new Heads and Directors will be contacted by the AVP Equity to arrange a meeting with an Equity Advisor. Although not mandatory, it is expected that new Heads and Directors will participate. The ALDP program is not mandatory, but about 20 new Heads and Directors participate each year.
- v. **Ensuring Effectiveness:**
  1. **Targets:** All new appointees to have received briefing within 6 months of their appointment. All Heads and Directors within 3 years.

2. Potential pitfalls: Lack of resources. Equity Advisors are stretched thin. Casework may take priority and delay briefing.
- vi. **Monitoring and Accountability:** Provost or FR to provide list of new appointees to Equity Office; AVP Equity reports on Equity Training of Heads and Directors annually to Provost; Deans report on equity hiring to Provost; starting salary data to be reported annually. Report by AVP Equity to Dean's meetings on equity (to include pay equity).
- vii. **Implementation Date:** Fall 2010

**b. Best Equity Practices for P&T Committees**

- i. **Target Group:** Promotion and Tenure Committees
- ii. **Goal:** To promote gender equity by eliminating systemic barriers and unconscious bias in promotion and tenure decisions
- iii. **Specific Actions:**
  1. Incorporate equity briefing into annual P&T training provided by Faculty Relations and Faculty Association
  2. Encourage Chairs of P&T committees to bring other committee members to P&T training
  3. Faculty Relations and Equity Office will develop P&T Guide, incorporating equity considerations
  4. Ask Heads to incorporate equity briefing into first meeting of P&T committee each year. Faculty Relations and Equity Office will develop slides and other information for Heads to use or distribute in the briefing
- iv. **Implementation Principles:** Training is not mandatory. However equity briefing will be incorporated into P&T training and materials
- v. **Ensuring Effectiveness:**
  1. **Target:** Incorporate equity into all P&T training beginning July 2011; increase number of members taking training
  2. **Potential Pitfalls:** Some committee members will not receive training; P&T committees are confidential so difficult to ensure application of equity principles
- vi. **Monitoring and Accountability:** Faculty Relations will work with Equity Office to provide equity content in workshops and materials; rate of promotion and gender to be reported annually
- vii. **Implementation Date:** July 2011

**c. Best Equity Practices for Search Committees**

- i. **Target Group:** Members of all search committees
- ii. **Goal:** Limit the impact of bias in the evaluation of candidate's records and in interviews
- iii. **Specific Actions:**
  1. Faculty Relations and Equity Office will organize mandatory briefing on recruitment to Heads (within two years of appointment) and Chairs of Search Committees
  2. Members of all search committees for academic appointments (including Deans and senior administrators) will receive equity briefings

3. Faculty Recruitment Guide and other equity materials will be made available to committee members
4. Consider tracking voluntarily-disclosed applicant equity data to track applicant flow
- iv. **Implementation Principles:** Should be mandatory – will require support at senior level. Recommendation: For Heads, link Provost's approval of faculty positions for department to completion of equity training by Head.
- v. **Ensuring Effectiveness:**
  1. **Target:** Provide information (in-person briefing and/or materials) to all search committees within 2 years of implementation of initiative
  2. **Potential pitfalls:** Resources – Equity Office may not be able to provide briefings for all search committees. Lack of buy-in by search committee chairs may undermine message
- vi. **Monitoring and Accountability:**
  1. Faculty Relations will notify Equity Office of all competitions; Equity Office to track frequency and nature of briefings
  2. Equity Office to track equity demographics of new hires (and applicant flow data if available)
- vii. **Implementation Date:** Fall 2011

## 5. Mentoring

*Compiled by Megan Levings and Claire Young*

### 1. Ranked Recommendations

- a. Establish UBC-V mentoring programmes; support (and where appropriate, leverage) existing UBC-O mentoring program.
- b. Generate and maintain written material describing the UBC mentoring program, with separate packages targeted to individual equity seeking groups (leveraging mentoring materials already available through UBC-TAG)
- c. Revise the UBC-CV to include a section on mentoring received and mentoring provided, under 'Service'. Prior to this amendment, discussions between the FA and University should address the relationship to Promotion and Tenure decisions (given that the language of the collective agreement does not require mentoring).

### 2. Rationale

Mentoring provides a mechanism to give all faculty a formal opportunity to benefit from the advice and experience of more senior colleagues. It is a formative process designed to help faculty excel. With specific reference to gender pay inequity, a UBC-wide mentoring program will give women faculty the opportunity to be successful in all aspects of their career. The aim is that we create conditions under which women faculty can excel and move forward in their careers. We recognise that some mentoring already takes place, but it is very ad hoc with a variable uptake by faculty. To be effective we need a centralised programme that is an integral part of UBC, a programme that plays an essential role in the progress of faculty through the ranks. The programme will be based on existing and successful mentoring programs at UBC, although it may differ between Faculties. Women (as well as other equity seeking groups) have specific areas that they are likely to request mentoring in, for example negotiating the balance between a successful career and maternity leave. To specifically

address pay inequity, the mentoring program can provide material and a list of faculty who can provide specific advice on developing negotiation and leadership skills, as well as recognizing and addressing instances of unconscious bias and discrimination. Mentoring is more effective when it is documented and when the people acting as mentors are rewarded for and/or held accountable for the task.

### **3. Explanation**

#### **3a. Mentoring program**

**i) target group:** Assistant and Associate Professors

**ii) goals:** for faculty to benefit from the experience of peers and ensure that they progress through their careers successfully.

**iii) specific actions:**

- Create a new FTE position to work under Human Resources and be the champion for the UBC mentoring programme. This position should be staffed for both UBC-V and UBC-O.
- The mandate of this office will be to facilitate the following:
  - 1) Pairing of mentors and mentees
  - 2) Guidance on the structure of meetings between mentors and mentees; 3 year commitments with a review after 1 year
  - 4) Orientation sessions for mentors and mentees
  - 5) Upon request sending email reminders for quarterly meetings
  - 6) Mentor recruitment. Note mentors can be recruited from outside UBC. UBC-V mentors can serve for UBC-O faculty
  - 7) Maintaining a web site listing mentors, searchable with key words self-identified by mentors from a list (including those related to equity - eg woman, visible minority)
  - 8) Generating and maintaining a mentoring handbook and list of resources<sup>18</sup>
  - 9) Conducting annual surveys of faculty who participate in the program (mentors and mentees) to ensure that the program is as effective in accomplishing its aims as possible

**iv) implementation procedure:**

1. The program will not be mandatory, but it will be strongly recommended by Heads and Directors that all Assistant and Associate faculty participate.
2. To be championed by Associate Deans
3. For Faculties wishing to keep existing mentoring programs, members will have the option of selecting mentors according to current process or through the mentoring office.
4. The UBC mentoring office will perform annual surveys and tracking for existing programs as well as its own.

**v) Ensuring effectiveness:**

1. A campus-wide campaign will be required to introduce the new program and recruit senior faculty to volunteer to be mentors
2. Training on the mentoring program will be included in the Heads and Directors TAG training program to ensure recognition of mentoring service
3. Brochure on program will be included in new faculty package from the FA

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<sup>18</sup> See <http://www.science.ubc.ca/faculty/mentoring>.

**Pitfalls:**

1. Faculty who need mentoring the most are the least likely to participate; it will be critical to train heads to ensure that they refer these members to the program
2. It may be difficult to recruit enough mentors initially
3. Some mentors may not be effective

**Targets:**

1. One year after the programme initiated: 70% of new hires within 1 year (mentors will be identified in the letter of offer); 20% of existing faculty have participated, either as a mentor or mentee.
2. The % of faculty participating should increase annually.

**vi) Monitoring and accountability**

1. the UBC-CV will be modified to include a new section on mentoring. In this space the mentee will document mentoring received and mentors will document mentoring given. For mentors, this activity will be considered service to the university.
2. mentoring included as a line item in annual reports from each faculty member
3. ensure chairs/unit heads are trained in best practices for mentoring
4. recognize and reward exceptional mentors via an award mechanism
5. Annual surveys of mentors and mentees who accessed the office to garner suggestions for improvement to the program
6. Mechanism to flag mentors who do not fulfill the expectations of the program
7. As the program matures, determine whether time to promotion differs between faculty who are or are not paired with mentors

**vii) Implementation deadline**

1. Mentoring secretariat/programme housed in Provost's office, July 2011
2. Modifications to UBC-CV (if agreed upon) to take effect on July 2011

**6. WORKING CLIMATE STUDIES AND EQUITY INITIATIVES AT UBC**

*Compiled by Janis McKenna and Dorothy Shaw*

**1. Ranked Recommendations**

- a. Create a Senior Advisor to the Provost with focus on women faculty
- b. Initiate Working Climate/Equity studies in priority faculties
- c. Develop an implementation plan for Valuing Difference Strategy<sup>19</sup>, focused on women faculty

**2. Justification**

- a. The recent review of UBC's Equity Office recommended that an "equity champion" was required to take forward key equity initiatives on campus. Harvard, MIT, Stanford and other comparator universities have created these types of positions (e.g. Harvard's Senior Vice-Provost for Faculty Development and Diversity).
- b. Working Climate studies, similar to the one carried out in the Faculty of Science at UBC<sup>20</sup>, can provide useful data on equity, and assist with the design of processes to correct inequities. These studies have been conducted at many other universities, including MIT, Harvard, Stanford, all of the universities in the University of California system, the University of Toronto, and McGill University.

<sup>19</sup> <http://diversity.ubc.ca/valuing-difference/>

<sup>20</sup> <http://www.science.ubc.ca/faculty/diversity>

c. Valuing Difference is an important document which will provide important guidance and impetus for the development of equity-related policies and practices at UBC. The next step is to develop an implementation plan, within which the recommendations of the SMART Working Group should be included.

**3. Explanation** (Note: this section focuses on Working Climate Studies; the development of detailed recommendations for the Senior Advisor on Faculty Women is a separate, ad-hoc initiative led by the Provost's Office; and these Terms of Reference will shape the implementation of the Equity & Diversity Strategy with respect to women faculty)

**i. Target Group:**

The target group recommended should be at the Faculty level (rather than University-wide). This is felt to be appropriate, given the differences between, for example, professional faculties (e.g. Law, Dentistry) and undergraduate teaching-oriented faculties (e.g. Arts, Science).

**ii. Goals (Equity dimension)**

To identify areas of inequity such as starting salary, allocation of resources, allocation of teaching responsibilities, allocation of administrative responsibilities, mentoring, merit and salary adjustment processes, child care, pressure not to take parental leave.

**iii. Specific actions to be taken**

Prioritize surveys in faculties where equity issues have been identified (eg promotion from associate to full professor; appointments of faculty significantly below available pool).

**iv. Implementation principles**

Given the high cost, principles involved are that the survey should be at the unit Faculty, requested by the Provost as a result of annual reports from the Dean on recruiting objectives or through emergence of data indicating an apparent inequity eg promotion rates as above. University wide surveys not recommended.

**v. Ensuring effectiveness** (including potential pitfalls, and benchmarks/targets)

Pitfalls include low response rate on surveys; poor survey construction; high costs; inability to effectively address findings at Faculty or University level. Construction of surveys should include ability to re-sample at a later date using the same questions to determine effectiveness of implemented changes.

**vi. Monitoring and accountability, including reporting**

Ultimately to the Provost via the Deans. Best practices implemented need to be at the department/unit level eg search committees, promotions, with an expectation of annual reports from department on identified equity issues included in Faculty annual equity recruiting objectives report to Provost. These data should be analyzed and published by the Equity Office as appropriate.

**vii. Implementation deadline – TBD** in light of creation of new Special Advisor to the Provost on the Women Faculty

## 7. MONITORING AND ACCOUNTABILITY

This section provides recommendations for over-arching monitoring and accountability for equity, with a specific emphasis on gender equity.

### **Recommendation #1: Comprehensive Annual Employment Equity Audits**

Like UBC, the University of Toronto conducts an annual equity audit. This audit reports on a variety of statistics with respect to the employment of disadvantaged groups. In its report, the University of Toronto also conducts “availability analyses”, in which the proportion of women in the total pool of PhDs in Canada is compared to the proportion of applicants, interviewees, and hires. Data on the PhD pool is available from Statistics Canada and provides a more independent, objective (although admittedly approximate) target of the proportions of women at each stage of the hiring process. See: <http://www.hrandequity.utoronto.ca/Assets/reports/ee/2008.pdf>

UBC does not collect demographic data from applicants and, therefore cannot report similar applicant flow data. HR and the Equity Office should consider building this capability into the e-recruit system.

**Responsibility:** Joint HR and Equity Office.

### **Recommendation #2: Periodic Pay Equity Audit**

Universities that have conducted pay equity analyses have generally committed to monitoring pay equity on a regular basis. Discrepancies may and have crept back in (this was the case at McGill). Regular monitoring has been recommended by the DATA committee, with a study to be conducted every 5 years.

**Responsibility:** Joint Faculty Association, HR and Equity Office

### **Recommendation #3: Equity Reporting by AVP Equity to Dean’s Meetings**

Reporting on the results of the equity audits would serve to draw the Dean’s attention to key issues, while providing an opportunity to remind them of UBC policies in this regard.

**Responsibility:** AVP Equity

**Recommendation #4: Establish a standing equity-related advisory body at the level of the Senate/Board.** The institutionalization of equity concerns at the level of the Senate and Board will reinforce and complement existing UBC organizations (such as the Equity Office), and provide a means for the UBC community to collectively participate in setting priorities and fostering sustained attention to the full range of equity issues. For example, McGill has established an advisory, joint Senate-Board Committee on Equity (with a sub-committee on the Status of Women)<sup>21</sup>.

### **Recommendation #5: Review and revise, as appropriate, governance structures for faculty-related gender equity issues at UBC.**

The current approach to governance of faculty-related equity issues at UBC is relatively limited when compared to other major universities, which have senior positions and/or offices focusing on equity issues related to women faculty. For example, the University of Toronto has a Status of Women office, as well as an equity office. MIT has a Gender Equity project, as well as an Associate Provost for Faculty Equity and an Equity Office. Stanford has a Provost’s Advisory Committee on the Status of Women Faculty. Harvard has created a Senior Vice Provost on Faculty Development and Diversity, with a stand-alone office. At Berkeley, faculty gender issues are addressed by a Senate Committee on the Status of Women and Ethnic Minorities, in addition to an Office of Faculty Equity. In short, leading universities have created governance structures specifically focused on women faculty, separate from more general equity initiatives.<sup>22</sup> It may be appropriate for UBC to consider (a) similar

<sup>21</sup> <http://www.mcgill.ca/boardofgovernors/committees/other/equity/>

<sup>22</sup> See also the statement signed by leaders of 9 leading US Universities, about the need for continuing support for gender equity within the professoriate: <http://www.insidehighered.com/news/2005/12/07/gender> and [http://www.berkeley.edu/news/media/releases/2005/12/06\\_geneq.shtml](http://www.berkeley.edu/news/media/releases/2005/12/06_geneq.shtml). This statement emphasizes the fact that if universities want to strive for excellence, they need to foster a culture of equity.

initiative(s); for example, a sub-committee to the President's Advisory Committee on Equity, Discrimination and Harassment, or a position analogous to the Harvard SVP on Faculty Diversity and Development.

## APPENDIX A

### TERMS OF REFERENCE: SMART WORKING GROUP

Reporting to: Faculty Association & Provost

Preliminary Goals:

1. Agreement on specific proposals, with time-lines and required resources, benchmarks and enforcement options, on issues including but not limited to:

- a) equity training for (senior) administrators, Heads and Directors and above
- b) training for decision-makers (hiring/appointment/P&T committees, SAC)
- c) review/response mechanisms for inequities (Working Climate Studies)
- d) resourced mentoring/assistance programs
- e) salary information provision to short-listed candidates
- f) mechanisms for transparency in discretionary pay
- g) mechanisms for awarding discretionary pay

2. Agreement on Process for Periodic and Systematic Reviews/Audits

3. Agreement on Process and Timelines for Implementation, including responsible unit on campus and ongoing committee structures, if any.

4. Time-Lines:

- a) Report on 1. & by Feb 28, 2010
- b) Report on 2 by March 30, 2010
- c) Report on 3 by May 15, 2010

5. Resources/Support Staff:

6. Scheduling/Coordination: FA: Nancy Lovelace

## APPENDIX B

### TERMS OF REFERENCE: PAY EQUITY ANALYSIS AND RESOLUTION (DATA) WORKING GROUP

**Reporting to:** Faculty Association & Provost

#### **Preliminary Goals:**

1. DESCRIPTIVE STATISTICS: Agreement, or itemized disagreement with grounds, on data-sets & "raw numbers" necessary for the analysis, including but not limited to:
  - a) definition of criteria for inclusion in dataset to be analyzed
  - b) Starting salaries (with total compensation proxies)
  - c) Discretionary pay differentials (merit/PSA/retention) by gender
  - d) gender wage-gap across full-time professoriate (with total compensation proxy)
  - e) promotion: gender gap in probability of promotion; timelines to promotion by gender
  - f) proportion of professoriate that is female
2. ANALYTICAL METHOD: Agreement, or itemized disagreement with grounds, on methods of analysis of mechanisms whereby gender wage-gap is produced, including time period over which pay inequity is to be analyzed.
3. ANALYSIS: Agreement, or itemized disagreement with grounds, on a figure, in dollar terms, of actual average gender pay gap, including time period over which pay inequity is to be analyzed.
  4. PROCESS FOR RESOLUTION: Agreement, or itemized disagreement with grounds, on methods for addressing the pay gap (past compensation and current salary corrections):
    - 4a. METHOD: compensation
    - 4b. METHOD: corrections going forward
    - 4c. PROCESS: who does the analysis, on what timeline
5. AGREEMENT ON ONGOING ANALYSIS PROTOCOL: data, assessment (by whom, and how, with what resources), reporting (by whom and how)
  6. Proposed Time-Lines:
    - a) Report on 1. a & 2. b by Feb 28, 2010
    - b) Report on 3. & 4. by March 30, 2010
    - c) Report on 5. by May 15, 2010

**APPENDIX C:  
DATA AND SMART WORKING GROUP MEMBERS**

**SMART Working Group:**

Faculty Association representatives

Karen Bakker, Chair, Status of Women Committee (Faculty member, Geography)  
Liz Hodgson, President, Faculty Association (Faculty member, English)  
Megan Levings, Member, Status of Women Committee (Faculty member, Surgery)  
Janis McKenna, Member, Status of Women Committee (Faculty member, Physics)

University representatives

Tom Patch, Associate Vice President Equity  
Dorothy Shaw, Senior Associate Dean, Faculty Affairs (Medicine)  
Mark Trowell, Senior Manager, Faculty Relations  
Claire Young, Professor (Law)

**DATA Working Group**

Faculty Association representatives

Karen Bakker, Chair, Status of Women Committee (Faculty member, Geography)  
Lara Boyd, Member, Status of Women Committee (Faculty member, Medicine)  
Jim Johnson, Member, Faculty Association Executive (Faculty member, Economics)

University representatives

Nicole Fortin, Faculty Member (Economics)  
Tom Patch, Associate Vice President Equity  
Walter Sudmant, Director, Planning and Institutional Research  
Mark Trowell, Senior Manager, Faculty Relations

**Appendix D:  
Checklist/Considerations for Starting Salaries**

*Full Checklist to be prepared by Faculty Relations in cooperation with Equity Office.*

- 1. Current salary and current total compensation**
- 2. Current university**
- 3. Current rank**
- 4. Education**
- 5. Experience**
  - a. Teaching**
  - b. Scholarly and Professional Activities**
  - c. Service - to the University and Community**
- 6. Awards and Distinctions**
- 7. Internal equity - range of existing salaries in Department/Faculty**
- 8. External equity - total compensation at comparable/competitive universities**

**Appendix E:  
Total Compensation Package Information:**

<b>Item</b>	<b>Responsibility to develop</b>
<b>Base salary data: minimum, average, maximum</b>	PAIR & Faculty Relations
<b>Benefits summary</b>	<a href="http://www.hr.ubc.ca/benefits/">http://www.hr.ubc.ca/benefits/</a>
<b>Principles and guidelines on starting salaries</b>	Provost and Faculty Relations
<b>Perks</b>	<a href="http://www.hr.ubc.ca/faculty-staff-resources/perks/">http://www.hr.ubc.ca/faculty-staff-resources/perks/</a>
<b>Leaves</b>	<a href="http://www.hr.ubc.ca/benefits/leaves/faculty/">http://www.hr.ubc.ca/benefits/leaves/faculty/</a>
<b>UBC Faculty Association</b>	<a href="http://www.facultyassoc.ubc.ca/yourworklife.php">http://www.facultyassoc.ubc.ca/yourworklife.php</a>
<b>CAUT Handbook</b>	<a href="http://www.caut.ca/uploads/newfacultyhandbook.pdf">http://www.caut.ca/uploads/newfacultyhandbook.pdf</a>
<b>Department or Faculty Specifics</b>	Department to provide overview of standard start up funds, lab space, and approach to teaching load