2012/2013 Study
of the
Working Climate
for
Science Faculty
at the
University of British Columbia
(Vancouver Campus)

– CONCLUSIONS AND RECOMMENDATIONS –

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Conclusions and Recommendations – UBC Science's Advancing Working Climate

In 2012/2013, UBC Science conducted its second working climate study[1] (WCS) with the aim to assess changes and the progress toward a diverse and equitable working environment for faculty members since the Faculty's first WCS. Since that first report (issued in 2007)[2], the mandate to investigate and attend to faculty issues across UBC Science has focused on the following areas: diversity and transparency for faculty recruitment, retention, mentoring, career progression, and related policies and procedures. This second study's parallel objective was to determine if problems previously identified have been addressed effectively or if there were new issues, and to recommend initiatives and develop an action plan for the next five years with the goal of supporting an equitable working climate that attracts and retains a highly talented faculty.

SUCCESSES SINCE 2007

The 2012/2013 WCS identified numerous positive changes toward an equitable and diverse working environment and on faculty's career progression at UBC Science. Overall, faculty members perceived their departmental working climate more positively than reported in the first WCS, and the majority recognized the improved leadership and governance efforts taken by their heads. The main successes include:

- Following the recommendations[3] of the 2007 WCS Task Force, the Faculty Affairs Committee (FAC) was formed as a partnership between the departments and the Dean's office. Through this committee a range of **policies that address the working climate** across the Faculty of Science and in each department were developed.
- **Mentoring guidelines** were established in all nine Science departments.
- Guidelines and policies on **departmental support for research faculty on maternity/ parental/ adoptive leave** were implemented, which have generated universal awareness and satisfaction from faculty who had taken leaves.
- Most faculty members perceived their **departmental procedures on determining study leaves** as clear and handled fairly.
- Faculty members' satisfaction with the degree of support provided by their departments for their **office and laboratories** has increased since 2007.
- Faculty-wide **recruiting guidelines** were implemented including equity/diversity training for search committees, monitoring of candidate pools and increased attention to potential partner accommodations.
- As a consequence, the percentage of women among newly appointed research stream faculty increased from an average of 21% (in 2000-2005) to 33% (in 2007-2012), and the **representation of women research faculty** at UBC Science is steadily rising. Most encouraging was the strong increase in women assistant professors from 22% (in 2008) to 43% (in 2013). The source of this increase is largely due to the greater recruitment of women in the Physical and Earth Sciences units (PES) and the Mathematical and Computational Sciences units (MCS). Particularly, in PES women's representation among assistant professors jumped dramatically from 20% (in 2010) to 38% (in 2012). These units should be commended for their strong commitment and success in

[1] 2012/2013 Study of the Working Climate for Science Faculty at the University of British Columbia (Vancouver Campus) – Report: http://science.ubc.ca/faculty/diversity. The report and this summary presented by Vanessa Auld and Carola Hibsch-Jetter, UBC Science.

[2] An Assessment of the Working Climate for Science Faculty at the University of British Columbia – Report (2007): http://science.ubc.ca/faculty/diversity

[3] An Assessment of the Working Climate for Science Faculty at the University of British Columbia – Executive Summary (2007): http://science.ubc.ca/faculty/diversity

recruiting women, in particular, given the intense competition for the best scientists in these fields. The representation of **women faculty in the teaching stream** stayed at a high level of 45% on average.

- The commitment to increased diversity was also reflected in that **members of visible minorities** were hired into faculty positions at the same level as their representation in candidate pools and clearly above their representation among Science faculty.
- The increased recruitment of women into the research stream was paralleled by an increase in the percentage of women in **promotions to the rank of Full Professor**, which may reflect the greater oversight of the promotion and tenure process, implemented after 2007.
- While women faculty still lag behind men peers in promotion from Associate to Full Professor, the gender difference in **time to promotion** has greatly diminished in the most recent years.
- There are no **differences in salary** based on gender in any rank with the exception of full professors in the Life Science units.
- The majority of faculty members in each of the tenure-track and tenured ranks were satisfied with their current salary for the work they do.
- While faculty perceptions of unclear procedures and unfairly awarded merit persist, institutional data found that there were no gender inequities in the **distribution of merit awards/ performance salary adjustments** over the past five years.
- There has been substantial increase of the share of **research and teaching recognitions** received by women faculty since 2007, and a (recent) increase in Canada Research Chair positions awarded to women.
- The number of women in leadership positions at UBC Science has increased, with more than a quarter of such positions now held by women faculty.

BUILDING ON SUCCESS: RECOMMENDATIONS AND ACTIONS

In addition to the successes, this study identified some new issues and a number of concerns that have remained since 2007 in the areas of recruitment, workload expectations and teaching assignments, resource allocation, merit award/PSA reviews, promotion and tenure procedures, and faculty mentoring programs. The Faculty of Science can now learn from the successes made and expand best practices for increasing fairness and diversity in support of a highly effective teaching and research faculty. The major areas and issues together with recommended actions are outlined below.

Diversity

Gender diversity within the faculty is heavily weighted in the teaching stream (with 45% women faculty) compared to the research stream (20% women). With the majority of faculty (84%) being in the research stream, the overall increase of **women faculty at UBC Science** has been slow, especially, when combined with reluctance among senior research faculty to retire, and thus reducing opportunities for new hiring.

While members of **visible minorities** have been hired at level of their representation in the candidate pools, there is scarce or incomplete information on these **and other designated equity groups** such as Aboriginal people, persons with disabilities, and persons of any sexual orientation or gender identity, which render an assessment of their status at UBC Science difficult.

In parallel, while the understanding of the need for a more diverse faculty has increased throughout the Faculty of Science, in some units there remains a lack of clear, transparent and consistent protocols and procedures to achieve increased **diversity and equity overall** as well as in leadership positions. In light of the remaining issues reported by women and visible minorities faculty with regard to fairness and inclusion, it is particularly concerning that about a third of faculty are not aware of the steps to take for someone with a claim of **discrimination or harassment**.

ACTION PLAN:

- The pro-active ***diversity recruitment strategy*** implemented across UBC Science will be continued including the diversity and equity training (for instance on "unconscious bias") for faculty search/hiring and tenure/promotion committees.
- The Faculty will work with the departments to ensure that the ***diversity in the recruiting committees*** is also reflected in the diversity of the chairs of the committees.
- The Faculty will pay specific attention to identify and remove potential barriers to the ***recruitment of qualified faculty across all equity groups*** including an additional focus on tracking candidate pools with regards to members of visible minorities, Aboriginal people, persons with disabilities, and gender identity and sexual orientation minorities. First steps will include advocating for the University's support to implement an e-recruit system that allows surveying candidates on equity and diversity questions. Additionally, full participation of overall faculty in UBC's Equity Census needs to be facilitated.
- With the reluctance among senior research faculty to retire, opportunities to hire a more diverse faculty are reduced, and more ***flexible retirement arrangements*** need to be considered by the Faculty and UBC to encourage faculty renewal.
- UBC Science and the departments/units will collaborate with the AVP Equity and Inclusion and the Senior Advisor to the Provost to advance faculty's awareness of UBC's Respectful Environment statement, and ***anti-bullying and anti-harassment practices***. Resources available at UBC need to be communicated more effectively to heads/directors, senior administrators and faculty members.

Workload

Concerns regarding fairness and transparency of **workload expectations and assignments** found in the 2007 WCS still persisted in 2012. Even though a number of departments had developed policies that address teaching reductions, faculty respondents still reported a lack of transparency and consistency in teaching load policies and a very strong sense of frustration at the lack of progress (since 2007) regarding equitable teaching loads and reductions.

On average, women – and particularly visible minorities women – taught larger classes than men faculty; and assistant professors taught larger class sizes than other research stream faculty (in the previous academic year).

In context of service loads, there were concerns of inadequate **recognition and compensation** for visible minorities faculty in the teaching stream. Finally, a consistent issue raised by faculty was the increasing **administrative workloads** experienced by faculty with negative impact on faculty members' time for and focus on their core duties of teaching and conducting research.

ACTION PLAN:

- The Dean's office will collaborate with the departments/units to implement regular accounting of the size and complexity of courses taught with a view to ensure an ***equitable distribution of teaching loads*** consistent for faculty in the research and teaching stream, respectively, across the Faculty.
- ***Departmental service loads need to be tracked*** also and ranked in the context of overall workload to ensure that women and visible minorities faculty or any other underrepresented equity groups are not being disadvantaged in an effort (that *per se* is commendable) to increase the diversity of committees and leadership.
- Concerns, particularly voiced by women faculty, focused on increasing administrative workloads experienced by faculty, which negatively impacts the time for and focus on their core duties of teaching and conducting research. UBC Science will lobby for the University to provide more efficient tools or more support staff for handling administrative tasks, in an effort to ***reduce the degree of administrative workload*** – downloaded onto faculty by UBC.

- The FAC, Dean's office and Science units will prioritize the development and ***implementation of workload guidelines*** in each unit to ensure transparent and equitable work expectations/loads in research, teaching and service.

Professional–Personal Life Balance

Almost half of the faculty respondents (close to 60% of women and 40% of men) reported dissatisfaction with the balance of their **professional and personal lives**, with over three quarters of faculty reporting to forego personal life activities for professional responsibilities.

More than half of faculty respondents have considered leaving UBC, a substantially greater proportion than in 2007. There were a range of reasons reported but a common theme was the high cost of housing and living in Vancouver.

Faculty expressed some dissatisfaction with **partner accommodations**. Dual-career appointments have proved to be a powerful tool in recruiting a diverse faculty. However, with no unified process or program across the university, the departments and UBC Science are left with barriers and *ad hoc* processes to finding individual solutions, which therefore may often fail.

While there was universal satisfaction with the departmental support for **faculty on maternity/ parental/ adoptive (MPA) leave**, faculty members did perceive inequities because of teaching and administrative duties being assigned to some faculty on MPA leave. Inequities in leave eligibility for adoptive compared to birth parents as well as scarcity of childcare options have remained unresolved issues.

ACTION PLAN:

- UBC Science will communicate Faculty-wide guidelines and advocate for a central office for the ***coordination and support of dual-career hiring***. While the Provost's office has been highly supportive and instrumental to the success of the majority of the partner/spousal appointments, support is provided only up to three years due to budget limitations. If UBC is to remain competitive with top universities in Canada and abroad, a central office and uniform policy needs to be implemented. There are many excellent examples at other universities that provide a central office with funds to facilitate dual-career appointments.
- The Dean will conduct an interview with faculty who leave, and explore with Faculty Relations to ***introduce an exit survey*** for determining why faculty members leave the Faculty or UBC.
- Departmental support to ***maintain research momentum for research faculty during and after MPA leave*** will be continued. The Faculty and all units should pair this with increasing the clarity on who is eligible for support, on the expectations of no teaching and service duties while on leave, and with an acknowledgement of family responsibilities when organizing events or meetings.
- ***Increased childcare options*** and particularly after-school care opportunities on campus are still needed. A "baby-sitting program" – as exemplified by other universities – can be an effective first step at minimal costs involved for UBC, and UBC Science can serve for piloting such an option.

Career Progress

Even though all Science departments have established **mentoring** guidelines for their faculty members, there remain concerns of how effective *formal* mentoring of junior faculty has been. A universal dissatisfaction with the process and a lack of clarity on the responsibilities of both mentor and mentee were articulated. In addition, previous concerns (WCS 2007) with the greater load of *informal* mentoring by women faculty still persist. This type of mentoring is difficult to track and quantify, which may lead to a significant degree of unrecognized amount of service provided by women faculty.

Faculty respondents were still concerned about the criteria required for **promotion and tenure**, particularly for promotion to Full Professor and Professor of Teaching, respectively. A lag in time to

promotion for women – to both the ranks of Associate Professor and Full Professor – continues to persist when compared to their men peers though the lag has decreased over the past five years.

While no gender differences were identified in the awarding or the monetary amounts of **merit awards/PSA** that faculty received, the perception of inequities in the merit award/PSA process still persists. The extent to which (extra) service is recognized through merit awards/PSA (or through other compensation) appears to be applied unevenly across gender and ethnicity, respectively.

There are no differences in average **salary** between men and women faculty in any rank with the exception of full professors in the Life Sciences, where women faculty earn significantly less than their peer men (before and after UBC's Pay Equity initiative in 2013).

Since 2007, there has been a general recognition of the need of more **diversity in leadership**, and an increase of women faculty as committee chairs and department heads has occurred. But the increase in representation of women faculty in leadership positions, which is higher than women's representation among faculty, has had the negative effect of increasing the overall workload for women faculty more than that for their men peers. There was no increase of visible minorities faculty in leadership.

ACTION PLAN:

- The Faculty will explore internal and external peer leader support and collaborate with the Science units on reviewing the approaches to mentoring and implement measures to ***increase effectiveness of formal mentoring*** within the departments.
- Each incoming faculty member should be provided with a *"**faculty manual**"* on departmental policies, standard procedures, workload expectations, and the protocols surrounding reappointment, merit-award/ PSA review criteria, and promotion and tenure – with requirements for tenure and promotion to Associate Professor and Sr. Instructor spelled out clearly. Such a manual will benefit all current faculty as well. A template for an online faculty manual will be generated by the Dean's office in partnership with the departments to help provide practical information for all stages of career progression and in particular for newly recruited faculty.
- The Faculty will support the departments to regularly communicate to all faculty members the ***criteria and requirements for both promotions*** to Full Professor and to Professor of Teaching (including a FAQ list of DACOPAT expectations)[4].
- For gaining a better understanding of gender inequities with regards to salary that may persist despite the implementation of the UBC ***salary adjustment for women faculty*** in 2013, these data need to be analyzed in more detail. Central support is needed to partner with the Faculty of Science and departments to adjust salary differences based on gender.
- While the increase of women's proportion in leadership roles has had a positive effect on perceived diversity and the departmental working climate, the negative impact of an over-proportionate representation of ***women in leadership positions*** and corresponding overload of senior women faculty needs to and will be addressed by the Faculty in collaboration with the Science units.
- While gender diversity has increased in leadership roles in the Faculty of Science, there are still major gaps including an underrepresentation of members of visible minorities, paired with faculty's uncertainty on how to progress into leading roles. To address these concerns and to equip potential candidates with leadership and management skills, UBC needs an ***"emerging leaders" program***.

[4] DACOPAT = Dean's Advisory Committee on Promotion and Tenure

Equitable, Transparent and Effective Policies

Based on the recommendations from the 2007 WCS, a Faculty Affairs Committee (FAC) chaired by the Associate Dean of Faculty Affairs was established. The FAC developed a range of Faculty-wide principles in partnership with departments. Policies for faculty mentoring, maternity/ parental/ adoptive leaves, merit awards/ PSA, and teaching reductions were developed, but concerns remained regarding their effectiveness, transparency and/or fair application. The gaps perceived by faculty regarding various guidelines and procedures warrant a more effective implementation and a more transparent and equitable application of departmental/unit policies. Each of these should have a "life cycle" that includes a standardized process addressing steps for development and periodical assessment.

ACTION PLAN:

- For ensuring the ***transparent and equitable application of departmental policies***, the FAC and Dean's office will continue to develop Faculty-wide principles and departmental policies paired with the assessment of their effectiveness.
- The ***protocol for policy development and implementation*** includes:
  1. Faculty of Science principles development by FAC.
  2. Policy development by each department/unit.
  3. Review by Associate Dean, Faculty Affairs, and, where applicable, by Faculty Relations.
  4. Approval by faculty members in each department/unit.
  5. Submission of approved policy to the Dean's office.
  6. Implementation of policy including proactive and periodic communication to all faculty in the department/unit as well as posting on departmental website.
  7. Periodic assessment and review of implementation and effectiveness by the department in consultation with the Associate Dean.
- In areas of concerns, where progress has stalled and past recommendations not fulfilled, the FAC, Dean's office and departments will take advantage and obtain ***guidance from peer leaders*** from other units and Faculties with expertise and experience to support these efforts.

Main Findings of the 2012/2013 Working Climate Study

1 Overview of the Faculty

Since 2007, there has been a slow but steady increase in the representation of women in both the research and teaching faculty streams. This is in part due to many of the changes implemented after the last WCS, specifically, in the areas of recruiting and overseeing the promotion processes, which led to an increase in hiring of women faculty complemented by an increase in the percentage of women promoted from Associate to Full Professor. The departments within the Physical and Earth Sciences (PES) have seen a particularly dramatic increase in the recruitment of women into Assistant Professor positions.

The overall increase in the proportion of women faculty has been dampened by the lack of retirements (since abolishment of mandatory retirement in 2008) as fewer faculty positions are freed up for junior appointments, and the majority of full professors close to and above retirement age are men (97% of all faculty who are 60 and older are men). There would be a steady, albeit slow, increase in women in all ranks if the current proportion of women hired into Assistant Professor positions is maintained. However, most of the current hiring of research stream faculty is through Canada Research Chairs Tier 2 positions, which are only supported for maximally ten years and tied to future retirements. The lack of mandatory retirement will reduce this source of hiring, also reducing the potential to hire highly qualified women and/or candidates from any underrepresented equity group to a greater extent.

Since 2007, the representation of members of visible minorities or of other underrepresented groups such as Aboriginal people, sexual orientation and gender identity minorities and persons with disabilities has not changed. The progress that has been made on increasing the gender diversity of Science faculty and on recruiting members of visible minorities at the rate of their representation in the candidate pool, though, suggest that the Faculty can now build on that success and expand the diversity initiatives to include more underrepresented groups.

2 Professional Climate

2.1 Departmental Climate

A main reason for carrying out the 2012 WCS was to determine if faculty members' perceptions of their working climate had changed in the previous five years. In 2012, faculty members perceived a generally more positive working climate then reported in the 2007 WCS. At the same time, a number of concerns identified were, in part, similar to those reported in 2007. Specifically, women were less positive about many aspects of their working climate compared to men.

In 2012, women and, in particular, senior women more often than their men peers felt they had to work harder for recognition, and perceived that administrative loads were unfairly distributed. Women faculty also were less positive about their unit's efforts to increase the diversity of the faculty and were more likely to feel that raising concerns would negatively impact their career.

A higher proportion of faculty who self-identified as members of visible minorities felt excluded from informal networks in their unit, as compared to their white/Caucasian peers.

While the majority of faculty members felt valued by their colleagues, the response was more tempered for both women and members of visible minorities faculty.

Faculty in Physical and Earth Sciences (PES) units were less positive than those in the Life Sciences (LS) or Mathematical and Computational Sciences (MCS) about many aspects of their working climate. A smaller proportion of PES faculty (than of MCS and LS) thought they had a voice in the decision-making processes within their units and they were less likely to think their units demonstrated a commitment to diversity.

2.2 Departmental Leadership and Governance

The majority of faculty members recognized and supported the leadership and governance of their unit and the efforts taken by their heads/directors. Across all demographics, faculty consistently perceived their working climate more positively than that in 2007 and often attributed these positive changes to the leadership of their units. However, differences in perceptions still persisted based on gender and field. For instance, women were less likely than their men peers to think that problems were handled effectively by their head, and a smaller proportion of women than that of men thought reporting harassment and discrimination was encouraged. Dissatisfaction with the distribution of administrative workload was also most pronounced among senior women faculty across all units in Science.

In some areas and units faculty overall thought leadership and governance could still be improved towards a more equitable working climate. In particular, continued dissatisfaction and concerns were reported by PES faculty more frequently than by MCS or LS faculty. For instance, while faculty felt treated fairly and with respect by their unit heads, PES faculty's perceptions were less positive and had not improved much since 2007. Also in these units, faculty overall and women in particular were less satisfied with regards to the fairness of distribution of administrative and teaching loads. These concerns warrant a new approach to understanding and addressing these issues particularly in PES units.

2.3 Harassment

The proportion of faculty members who experienced or observed harassment within the departments/units was very small. The levels of experienced or observed harassment for both men and women have decreased since 2007, indicating a positive change in the working climate. However, even small numbers are of concern and need to be addressed. Among those who did report such occurrences, both women faculty and faculty who self-identified as LGB[5] reported having experienced harassment at double the rate of men and heterosexual faculty, respectively. There was a substantial percentage of faculty members who felt uncomfortable reporting harassment. In addition, one third of faculty respondents did not know the steps to take for dealing with a claim of harassment, and close to one third of faculty reported not being aware of UBC's Respectful Environment statement[6].

These results suggest the need to expand workshops about UBC's working environment where respect, civility, diversity, opportunity and inclusion are valued to encompass every unit in Science. A more proactive communication of the resources available from the Equity and Inclusion office and of the steps to take for addressing bullying or harassment would also be beneficial to heads/directors, senior administrators and faculty members.

2.4 Discrimination

The perception of discrimination was strongest among women faculty and, in particular, among women within the research stream. Women faculty from all areas of Science reported higher rates than men of having experienced discrimination. While, since 2007, there may be a slight decrease in these gender differences, the underlying causes reported by faculty have not changed substantively.

These results and faculty comments suggest the need for a more transparent communication of departmental procedures and criteria underlying recruitment, and the distribution of resources, merit awards/ PSA and workload. Comments from faculty also suggest that there is a lack of communication by the Dean's office explaining the need to correct past inequities in salary, the criteria for

[5] Lesbian, gay, bisexual or corresponding terms

[6] http://www.hr.ubc.ca/respectful-environment

awarding merit for faculty within the teaching stream, and the rationale behind the proactive recruitment of women, and especially, the appointment to leadership positions.

3 Diversity and Equity in Career Progression

3.1 Departmental Guidelines and Procedures

Since 2007, there has been a substantial investment on the part of many departments to develop a range of policies initiated by the actions of the Faculty Affairs Committee and the development of UBC Science principles. All departments have developed a maternity/ parental/ adoptive (MPA) leave policy as well as mentoring guidelines for faculty. More than half of the units have developed a teaching load and/or a more comprehensive workload policy.

Overall, the generation and dissemination of departmental and Faculty of Science guidelines and protocols have greatly improved. The progress and effect of these policies will be outlined in greater detail in the following sections.

3.2 Recruiting and Hiring

Since 2007, there has been considerable success in the recruitment of women (the largest under-represented equity group in Science) with 42% women (out of 58 faculty hired) in 2007-2012 compared to 22% (out of 158 faculty hired) in 2000-2005. Part of this rate increase can be attributed to the new Faculty of Science recruitment protocols and requirements, paired with increased understanding of the need for a more diverse faculty across all units. Also across the Faculty, the representation of visible minorities (29%) among new faculty hires closely matched that among faculty candidates (average of all searches in past five years) and has been constantly higher than that among faculty already at UBC Science (12%). As faculty members participate in recruiting new faculty, the awareness of policies and best practices for ensuring diverse applicant pools and short lists (invited candidates) will become common knowledge across the departments. However, there still is uneven implementation of clear and consistent approaches in the Faculty.

Some areas of concern identified were the relatively low proportion of women recruited in the Life Science units, which is in turn correlated with the low numbers of women applicants and interviewees when compared to the numbers of women PhD graduates and postdoctoral fellows in this field. These lower numbers are reflected in women faculty's perceptions about their units' efforts to recruit women, which were less positive in the LS units than in MCS and PES units. So while in the past the LS units have been at the forefront of increasing gender diversity, they are now lagging behind, particularly, in comparison to those units in the Physical and Earth Sciences that have put considerable effort and investment into the recruitment of highly qualified women.

3.3 Tenure and Promotion

Over the past two decades, there has been a persistent gender difference in the timing of both the career steps from pre-tenured Assistant to tenured Associate Professor and from Associate to Full Professor, with women faculty's promotions lagging significantly behind their men peers. In the academic years of 2008-2011, women faculty's promotion was delayed by an average of almost a year in each of the two career steps compared to men faculty, when taking into account maternity/ parental/ adoptive leaves.

Compared to 2007, there have not been significant changes in the overall perceptions about the clarity of the tenure and promotion processes; much uncertainty still persists. While this is not surprising for the newly implemented rank of Professor of Teaching, it is quite a concern that the communication and processes behind promotion to Full Professor seem to be unclear for many faculty and, in particular, for women in LS and even more so in PES units. These uncertainties may have contributed to the continued lag in promotion for women to Full Professor compared to their men peers.

This lag, however, appears to have been rectified in most recent years, when the same timing of promotion to Full Professor for both women and men occurred (MPA leaves taken into consideration). These results suggest that the new policies and data tracking on promotion times have started to have an impact. As the numbers of faculty members involved are small and a lag in promotion to Associate Professor still persists among women faculty, promotion rate tracking will be continued over the coming years.

3.4 Salaries

There are no differences based on gender in starting salaries. Also across Science, women faculty earn on average the same as men in each rank, with the exception of women full professors in LS. This group's average salary is significantly lower than that of their men peers. The latter maybe a hold-over from past inequities when women were paid lower starting salaries and when the time to promotion to Full Professor was significantly longer for women than for men. The recent salary award for tenured or tenure-track women faculty (UBC Pay Equity initiative[7]) has not corrected this gender difference within LS.

Most faculty survey respondents (78%) reported overall satisfaction with their salary for the work they do. However, faculty within the teaching stream were less positive than research stream faculty, who reported a lack of being valued and recognized adequately for the work they do. Full-time lecturers were most dissatisfied with their salary compared to all other ranks.

3.5 Merit Awards/PSA

While there were no differences found in the allocation of merit awards/PSA based on gender (other equity groups cannot be tracked), there is still a strong view that the system has inequities. A major cause of this perception may be the lack of transparent guidelines and procedures in many of the units.

One of the recent initiatives at the Faculty of Science is to generate merit-award/PSA guidelines and protocols that are more transparent and clear as to the process and to the criteria by which merit and PSA are awarded to full-time research and teaching faculty, respectively. All departments are developing these protocols, which are to be posted and made available to all faculty members in the near future. The expectation is that the development and communication of the departmental/unit procedures and criteria for merit awards/PSA will help to alleviate much of the concerns voiced by faculty members.

3.6 Retention

More than half of faculty respondents (55%) at Science have had considered leaving UBC – a substantial increase compared to 2007, when 31% of faculty respondents had reported such considerations.

While the reasons expressed for leaving were diverse, a common theme (more prevalent in 2012 than in 2007) was the cost of living in Vancouver. The reasons for faculty choosing to remain at UBC could be seen as opportunities to offset the high cost of living: increase of salary, housing support beyond the standard UBC offers, and appointments for partners/spouses were part of retention packages reported by faculty respondents. Correspondingly, a higher percentage of junior than senior faculty thought that a housing subsidy had been very important in the negotiations of their original job offer at UBC (see

4.4 Negotiations). There was also uniform dissatisfaction with the housing assistance provided by the University.

Of those faculty members who have left UBC (45 over 30 years), more men than women faculty left (in absolute numbers and when comparing proportions between genders). This may reflect the

[7] http://vpacademic.ubc.ca/faculty-equity-and-diversity-initiatives/gender-pay-equity-information

perception that women have greater family/spousal constraints leading to a reluctance to even consider moving away.

The allocation of retention funds was considered by many faculty respondents to be a mystery. Faculty comments suggested retention funds were given to those who were most assertive and had the greater degree of mobility. Overall, the pressures to leave UBC have substantively increased over the past five years for all faculty members, which needs to be seen in the context of an overall improved working climate at UBC Science but a very expensive city to live in.

3.7 Partner Accommodation

While a majority of faculty were satisfied with the efforts taken by their department/UBC to help find a position for their partner, there was still a large degree of dissatisfaction, particularly, with (a lack of) support for non-faculty positions (at and outside UBC). This sense of frustration is also mirrored within the Dean of Science's office that more cannot be done in these situations.

The importance of creating a "spousal/partner job placement program" has been acknowledged at UBC for a significant amount of time: Over a decade ago the targets of *Trek 2000*[8] included to implement such a program by summer 1999, but this was dropped from the *Trek 2010* document[9] and not mentioned as one of the goals in *Place and Promise*[10]. Therefore, the Faculty of Science continues to struggle with an *ad-hoc* process where each unit or department has individual approaches to different stake-holders. Without any dedicated funds for long-term support of such appointments these opportunities often fail. There are many excellent examples at other universities that provide a central office with funds to facilitate dual-career hires.

The Provost's office at UBC has been highly supportive and instrumental to the success of the majority of such appointments; however, support is only provided for three years due to budget limitations. If UBC is to remain competitive with top universities in Canada and abroad, a central and uniform policy needs to be implemented.

4 RESOURCES AND SUPPORT

4.1 Mentoring

In 2007, three out of the nine departments had implemented a mentoring policy, and 62% of faculty reported having a formal mentoring program in their department. By 2012, the situation seemed to have improved dramatically, when all nine departments had developed a mentoring policy. However, faculty perceptions have not changed as much, with 71% respondents overall (and 74% of faculty in the nine departments) reporting to have a mentoring policy in their unit. Strong dis-satisfaction with formal mentoring policies was reported across the entire Faculty and most strongly pronounced by women faculty in LS and PES units. Apparently, while all departments have these guidelines in place[11], the policies are often either not effective or not being acted upon. The improved satisfaction (since 2007) amongst men compared to women also suggests these mentoring policies are not equitably implemented or effective. On the other hand, informal mentoring was perceived very satisfactory by most faculty members, which likely reflects the positive and collegial working environment reported by the majority of faculty and their units.

Overall, these results suggest that the approach to formal mentoring needs to change to becoming more effective. Guidelines for both mentors and mentees need to be made available. Shifting the approach to a more distributed model might also help, where key people within the unit are

[8] http://www.vision.ubc.ca/targets/1999.html
[9] http://www.vision.ubc.ca/principles/people.html
[10] http://strategicplan.ubc.ca
[11] Note, this does not include the interdisciplinary units new to UBC Science, which have not had a chance to develop their policies.

identified, with whom faculty members could connect on specific issues and this way take advantage of the specific expertise and experience of senior faculty members.

4.2 Resources and Support

The majority of faculty were satisfied with the fairness of teaching assistant allocations, as well as with the degree of support provided by their units for securing research or teaching grants and for their office and their laboratories. Opinions on the latter had improved since 2007, likely due to extensive renewals or new buildings that many departments have experienced. Issues still remain for faculty within PES though and, in particular, those faculty members who had not had their facilities improved.

On the other hand, departmental guidelines and formal procedures regarding the allocation of resources for teaching or research were considered non-existent or unclear by almost half of the faculty respondents. It was strongly perceived that administrative tasks are being down-loaded on to faculty. So while faculty are satisfied with the support that their departments are providing, this is not necessarily the case regarding the support by the University in general.

4.3 Study Leave/Sabbatical

Sabbatical leaves were thought by most faculty respondents to be handled in a clear and fair manner in their unit. Given that the processes and rules around sabbatical leave are well known and clearly documented by the University, this is not surprising even when Science departments/units typically did not have written policies. Some issues that have arisen in the faculty comments or in the focus groups is the timing of sabbatical for teaching stream faculty after promotion and tenure, and the impact that maternity/ parental/ adoptive leaves have on the timing of the sabbatical clock.

Leave for improving basic qualifications (for full-time teaching faculty) seems to be a mystery for most faculty, and the implications thereof for faculty benefits may need to be more clearly communicated within the departments.

4.4 Negotiations

The majority of faculty (65%) reported that they had carried out some degree of negotiation during recruitment. Of those who had not negotiated, many faculty respondents noted that they did not even know they could have negotiated the terms of their appointment, or that their department heads had given the impression this was not possible.

Faculty within the research stream (71%) and particularly junior faculty were more likely to have had negotiated than those in the teaching stream (43%).

The large percentage of junior faculty (83%) who reported initial negotiations suggests that the climate and culture around the amount of negotiation has shifted – both in the research and teaching streams: 62% of Full, 79% of Associate and 95% of Assistant professors reported that they had negotiated some aspect of the original offer. The same pattern holds true in the teaching stream, where 35% of faculty at rank of Professors of Teaching or Senior Instructor, and 62% of Instructor 1 faculty reported that they had negotiated at the time of their initial appointment.

Start-up funds, salary, lab space and course release time were considered the four most important aspects of initial negotiations, with a significantly higher percentage of junior than senior faculty considering negotiations about start-up funds and course release time as very important. In addition, junior faculty was almost twice as likely as senior faculty to have considered housing support beyond the UBC policy as a very important aspect of their contract negotiations.

5 WORKLOAD

5.1 Service Load

Faculty overall reported equal committee loads across all groups with the exception of junior faculty (reporting, as could be expected, relatively small loads). Teaching stream faculty were more likely than research stream faculty to think the committees they served on were important to them, suggesting that the assigned committee work may be of more direct relevance to teaching faculty careers.

A big change since 2007 is that, among senior faculty and on average of past five years, women chaired 1.5 times the amount of committees that men peers chaired. This may reflect that departments have recognized the need to increase gender diversity in leadership positions (see also section *6.3 Leadership* Opportunities). Many senior women faculty disagreed with that administration and service duties were distributed fairly, suggesting that a higher representation of women in leadership positions than in overall faculty is having the negative effect of increasing the workload for women.

5.2 Mentoring Load

With the implementation of departmental mentoring policies since 2007, a concern was that the loads of formal mentoring of other faculty would increase. In 2012, however, more faculty respondents (54%) thought that their loads of formal mentoring of faculty were smaller than their peers' compared to 38% of faculty in 2007. While this perception is shared by women and men for formal mentoring, women consider – even more than in 2007 – their informal mentoring load being greater than their colleagues' duties. Women faculty in the research stream also report that their formal mentoring of graduate students (either as supervisors or on supervisory committees) is often greater than their peers' load.

These results suggest that the concerns from 2007, which were centred on the greater mentoring load for women faculty, still persist. While the formal mentoring duties are more evenly distributed in 2012, women faculty are carrying out an extra amount of service as informal mentors. This type of mentoring is more difficult to quantify and track than formal mentoring duties, perhaps leading to a significant degree of unrecognized service on the part of the women faculty.

5.3 Teaching Load

Assessing teaching assignments and equitability of teaching loads were a rather multi-faceted issue. While the majority of faculty respondents (73%) thought (at least to some degree) that teaching loads were distributed fairly in their department, there were concerns raised regarding an equitable accounting of size and work intensity of classes (which can vary immensely between different courses).

Issues with the lack of transparency or consistency of teaching load criteria became apparent when fewer than half of the faculty respondents perceived their unit's teaching assignment and reduction policy as clear and fair. Concerns with equitable assignments of courses perceived by faculty were supported by institutional data of course sizes, where women faculty consistently taught larger courses than men peers, and women who identified as members of visible minorities, on average, taught larger courses than any other faculty group.

In addition, there were pre-tenure research faculty who had to teach large introductory courses, which is unacceptable. As the one-year snapshot data on class sizes and course levels analyzed could potentially represent an anomaly, a regular accounting of the size and complexity of courses taught is needed, with a view to ensure an equitable distribution in any academic year. The assignments have to change over time so that the large courses are experienced by less junior faculty rather than by those who may not have the seniority or power to decline such loads.

5.4 Teaching Reduction

A major recommendation from the 2007 WCS was to increase transparency and clarity on the allocation of teaching loads and on course buy-out criteria. The development of departmental teaching reduction policies has only partially occurred in the past five years, and many of these do not appear to having been implemented. Accordingly, many issues centred on teaching loads and reductions remain. A very strong sense of frustration at the lack of progress in this area was voiced in both faculty survey comments and focus groups.

Departmental policy development and, specifically, ensuring an equitable and effective implementation of policies regarding various aspects of workload will be a priority for UBC Science.

6 RECOGNITION AND LEADERSHIP OPPORTUNITIES

6.1 Research and Teaching Recognitions and Canada Research Chairs

Compared to 2007, gender diversity among recipients of research recognitions increased substantially, now matching the gender proportions among Science faculty overall. However, there remains a gap between the proportion of women recognized by awards from Canadian institutions and the representation of women faculty in UBC Science. This suggests a continued need for analyzing the nomination process, and consultation with departments/units to increase awareness and the representation of women nominees for these awards.

There was a recent increase in the proportion of Canada Research Chairs (CRC) held by women faculty, and women Science faculty's share of teaching awards has doubled, both suggesting that the remaining gender gap can be closed in the near future with greater awareness.

The overall increase in recognition and awards for women faculty may explain faculty's general satisfaction with, and perceived fairness of, the awards nomination process in Science. Among the three fields, most faculty in MCS units (90%) knew about such a formal process implemented in their unit and, compared to LS and PES faculty, reported the highest level of satisfaction with it.

Senior women faculty in the research stream were most dissatisfied (compared to any other demographic group) with the nomination processes, which correlates with the group that would be most affected by the past inequities in nominations. Junior women and men faculty were equally positive about the current award nomination process and its fairness, suggesting that the procedures and their transparency have improved more recently.

The Dean's office will continue to monitor these data and to work in partnership with the LS and PES departments for increasing the transparency of their nomination processes.

6.2 Recognition for Service

Overall, half of the faculty respondents reported having received some kind of recognition for service to their department. Teaching stream faculty were almost twice as likely as their research stream peers to receive recognition for service.

Regarding the type of recognition, men and women faculty in the research stream seem to receive teaching reductions and merit awards for service at similar rates, whereas, within the teaching stream, there are gender differences in the way faculty are recognized. In the teaching stream, men were more likely than women faculty to be recognized with teaching reductions and merit-award/PSA increases, while 29% of women faculty reported "other" forms of recognition, compared to 11% of men faculty.

Visible minorities faculty appear to receive recognitions of any type less frequently than their Caucasian/white peers.

These results suggest that a more transparent and standardized approach needs to be achieved with respect to the circumstances that lead to recognition for service within the departments. Also, heads/directors and merit-award/PSA committees should be made aware of these differences to ensure a uniform distribution of recognition for service across all faculty members.

6.3 Leadership Opportunities

In the 2007 WCS report it was suggested that the very low proportion of women holding a senior administration position would be related to the low percentages of senior women faculty members. This may well be the case as, observed in 2012, the percentage of women had increased within the senior ranks (full professors: from 7% to 16%) as had the number of women in leadership positions (heads/directors/associate deans: from 0 to 27%) since 2006. This increase – above the proportion of women faculty in senior ranks – is also likely due to the realization that a diverse leadership allows for a more successful working environment and to the proactive recruitment of women into leadership positions by the Dean of Science.

However, there is a concern of accessibility to leadership positions for visible minorities faculty, who were more likely than their Caucasian/white peers to disagree that such opportunities were open to them and who were also more uncertain about the criteria for gaining such positions. Women more often than men faculty across all fields thought there were an insufficient number of visible minorities faculty in leadership positions in their department. In 2012, only one out of 26 leadership positions Faculty-wide was held by a visible minority faculty.

7 PROFESSIONAL AND PERSONAL LIFE

7.1 Balance of Professional and Personal Life

Only a little over half of faculty respondents reported to be satisfied with their professional–personal life balance, with women being less satisfied than men faculty and Caucasian/white less satisfied than visible minorities faculty.

A number of negative influences on this balance were reported including 75% of faculty respondents foregoing personal life activities for professional responsibilities. Close to 60% of women faculty were not satisfied with their workload, a significantly higher proportion than the 35% of their men peers. Accordingly, more of the women than of the men faculty had considered leaving UBC to improve their professional–personal life balance.

The cost of living was the most common reason cited by those faculty members who have considered leaving UBC. Housing costs and a significant degree of dissatisfaction with the UBC Housing Assistance was a major issue for junior faculty within the research stream. With the implementation of the new UBC Housing Plan, it remains to be seen if the options available in the plan help alleviate these issues.

7.2 Children and Childcare

Since the 2007 WCS, the percentage of faculty who reported having children has slightly increased but a significant difference between women (56%) and men (75%) having children persists, and this difference is most prominent within MCS and PES units.

While the impact of career considerations on the decision to have or adopt children has lessened overall, a significantly higher percentage of women – and particularly in the research stream (29%) – than men faculty (8%) still report a lot of influence that career considerations have/had, and junior women (32%) reported the greatest influence. This lack of change in perceptions over the past five years suggests that the climate or culture centred on supporting faculty in making this decision has not substantially improved for women. One possible exception is within LS, where there were no significant gender differences regarding the number of children faculty members reported and regarding the impact of career considerations on their choice to have or adopt children. As the LS units have the greatest proportion of women faculty within Science, this might indicate a trend in that a negative impact of career considerations on the decision to have children may diminish with increasing representation of women faculty in a unit.

Another issue that may underlie the decision to have or adopt children is the lack of adequate access to childcare provided by UBC. A third of women respondents reported dissatisfaction with the availability of UBC childcare. This issue has also been a very important aspect of initial negotiations, reported by 35% of junior and 47% of teaching stream faculty. Despite the expansion of the available childcare centres across campus in recent years, women faculty's dissatisfaction with childcare availability has only slightly improved since 2007, suggesting that the recent increases in childcare spots were not sufficient to meet the demand for positions.

Within the departments/units, there has been a marked improvement in the perceptions that the need to schedule meetings and events to accommodate family commitments has been recognized, with faculty in MCS units reporting greatest satisfaction on this topic compared to LS and PES faculty.

7.3 Family Leaves and Family Responsibilities

Between 2007 and 2012, women faculty took an average of six months for maternity/ parental/ adoptive (MPA) leaves and men took an average of 2.5 months. These times have not changed substantively when compared to the five-year period before the first WCS. In 2007, faculty reported being assigned teaching or administrative duties during leave and this still remains the case in 2012, when in some units faculty still reported having duties while on leave, which they should have been released from. This illustrates the need to have a far clearer communication to heads and faculty members about the requirements for MPA leave as there seems to be some confusion. Also, there is the misconception in some units that faculty on MPA leave are not eligible for merit awards/PSA.

This suggests that a clear communication is necessary on the underlying expectations for MPA leaves (both on Federal law and UBC policies) and for the department-level support of research faculty while on MPA leave so that parental leaves are not considered a "mini-sabbatical" by some.

In addition, the persisting inequities in the system for those who take adoptive leave need to be addressed.

The 2012 survey did not explore other family-care or compassionate leaves, but faculty comments pointed out that situations of faculty members having to care for an ailing family member are largely ignored and are not supported similarly to faculty on MPA leaves.