



Focus on People: Workplace Practices at UBC

A Framework Presented by the
Department of Human Resources
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UBC’s mission statement, which prefaces the planning document *Trek 2010: A Global Journey*, proposes that the University will “provide its students, faculty, and staff with the best possible resources and conditions for learning and research, and create a working environment dedicated to excellence, equity, and mutual respect.”

Focus on People: Workplace Practices at UBC is a contributing framework towards the realization of that vision. It sets out strategies and corresponding initiatives to consider how we may improve or rethink our daily practices in order to create the workplace contemplated by and for staff and faculty members at UBC Vancouver and UBC Okanagan. We want to retain and attract outstanding people, and put in place the requisite elements for a work experience that is responsive to what is important to faculty and staff in this aspect of their lives, while paying attention to their broader family and social responsibilities. At the end of the day, it is vital to their success and the University’s success that we see the inherent value in our work, and how it contributes to the organization’s success.

Fundamentally, we also want all members of the University to contribute to a culture of positive values and good relations, and establish a working environment marked by respect, trust, diversity and camaraderie. This must be our goal across the organization and for all relationships, and it is particularly important in those between individuals. Our most fundamental connection to the organization is in our relationships with those whom we work, both individually and within our teams. It is particularly important in the decentralized culture of UBC that this be the localized experience of faculty and staff. Our biggest challenge is the continuity of experience, and at the same time, our biggest opportunity to make a difference.

Through the discussion and action provided for in this Framework, we must raise awareness of the importance of academic freedom, integrity, transparency, excellence, diversity and mutual respect in the workplace. It is important for us to signal fundamental aspects of the culture of the organization, both in terms of the alignment of this Framework to these organizational values and norms, and also to enable individual faculty and staff members to identify with them.

People are our core strength. UBC employs over 19,500 faculty and staff members, including almost 6,500 students. Over 5,000 alumni work at the University. Those numbers make us one of the largest employers in the province – fourth or fifth – and one of the largest, if not largest, employers of students. People-related investment comprises the largest portion of the University’s operating budget – approximately 80%.

The convergence of pressures to retain and recruit capable people at this time, and for years to come, could not make more crucial the need to answer the following questions clearly and unambiguously for faculty and staff:

“ Why should I join UBC?
Why should I stay at UBC? ”

Throughout this Framework, we have referred to the people in the workplace as faculty and staff (or staff and faculty). Language is an important reflection of the culture of the organization. We have not used the word “employees”, as notwithstanding the reality of the employment relationship, it does not resonate consistently with faculty and staff. Similarly, it does not appeal to staff to be referred to as “non-academic” staff. Their contribution is a positive one, as opposed to the absence of something. In the following pages, we are seeking to acknowledge that it is important to respect the valuable, necessary and interdependent contribution of each constituency to building a strong community.

Although the University Administration has played a role in the generation of this Framework, its direction and recommendations were very much determined by the people it is meant to serve – the faculty and staff who contributed to its creation. Their contribution defines the strategies, the order in which they appear, and many of the initiatives that are to be implemented.

And indeed, if the Framework is to be seen to have value, the success of its initiatives will depend upon the involvement of all UBC faculty and staff in focussing on our workplace “people” practices.

The Consultation Process and the Drafting of the Framework

The development of this Framework began in late 2002, with a commitment by the University Administration to support and improve “people practices” at UBC, as a response to concerns about the morale and well-being of faculty and staff, and in an effort to develop the People pillar of *Trek 2010* as it relates to faculty and staff. For the next three years, under the direction of the Human Resources Department, members of the University community were consulted individually or in groups about the appropriate directions that the University should take. These dialogues culminated in 2005 with the publication of a discussion paper entitled *The UBC People Plan: Creating the Extraordinary*.

The discussion paper was made available on-line, and members of the UBC community were invited to offer their views through a feedback form; over 18,000 copies of the paper were downloaded from the website, and approximately 800 members of faculty and staff responded.

Using the information and ideas obtained through the consultation process, the Department of Human Resources wrote a first draft of what would become the planning document we have called *Focus on People: Workplace Practices at UBC*. Over the next year, that draft underwent a number of revisions, before reaching its present form.

The Findings

What we learned from the consultation process was that most faculty and staff were generally satisfied with their job and their working conditions.

Faculty and staff generally enjoy working at UBC for the following reasons:

- the University’s highly regarded place in society and social purpose;
- the opportunity to work along side bright, capable people and improve one’s own capacity in an intellectually stimulating environment;
- the enthusiasm and promise of the students;
- the beautiful physical environment at both campuses with green spaces and gardens;
- people are generally supportive and helpful;
- opportunities to advance within the organization, and for professional and personal development;
- generous leave and benefit provisions;
- arts and culture, gardens, library, and recreational facilities; and,
- the long-term stability of the organization.

Many of these attributes of the workplace were reflected in the selection of UBC as one of British Columbia’s Top 30 Employers for 2007 and Top 40 Employers for 2008.

Thoughts from the front-line: focus group comments from faculty and staff

“If we want to have organizational health, we need to start with our people. We need to promote this among the different employee groups and the people within each of these groups. What works for one will not work for another.”

There were a number of areas in which the University was thought to fall short of its own stated goals as an employer. Highlighted was the difficulty in job mobility experienced by many members of staff, who felt that more opportunities should be available through such avenues as earlier promotion, career or professional development, job exchanges, or job sharing.

Current structures and processes make it difficult for departments to collaborate, and many respondents spoke of the bureaucratic obstacles that make it hard to understand and transcend organizational boundaries. They also expressed concern about the inconsistent culture in the University with respect to mobility, which is sometimes seen as good for both the individual and the organization, but which is often treated as a problem, creating loss, disruption, and unwanted recruitment.

Both staff and faculty were concerned about workload, which more often than not, was expressed as a lack of balance in their personal and professional lives. While acknowledging the contributing role of our inability to harness technology (primarily e-mail and the sheer volume of information available), they repeatedly expressed concern about burgeoning expectations for “more, faster, better”, and the University’s inability to hold a focus and do a handful of things really well, rather than try to deliver on a number of fronts at the same time with diffused energy and creativity, and under the oppressive weight of urgency.

Another problem, noted by faculty as well as staff respondents, was the lack of recognition for many who may have “plateaued” professionally and see little by way of continuing acknowledgement or opportunities for advancement. Common to all areas of response was the sense of stress and frustration that can arise when one feels that one’s work is not valued, that the organization seems indifferent to individual needs, or that initiative is stifled by a lack of resources or administrative support.

Thoughts from the front-line: focus group comments from faculty and staff

“When Trek came out, there was lots of talk. What does it really mean? How are things defined? There needs to be something to define that language, to make it real. What does it mean in our unit? How is it played out? How do we 'walk the talk'? “

The consultation process also reflected uncertainty among some members of the UBC community about the University’s larger goals and their own role in achieving those goals. Ideally, people will feel positive about their work environment and engaged by their duties to the degree that they fully understand how their individual contributions are related to an institution’s overall planning framework. Where such an understanding is absent, employees tend to feel that they have little or no importance in the larger scheme of things, and find it difficult to summon up the kind of dedication and enthusiasm that is needed if an organization is to thrive.

Many UBC faculty and staff who responded to the *People Plan* discussion paper seemed to feel that there was a separation between their everyday tasks and the goals expressed by the University in *Trek 2000* and *2010* and the *UBC Okanagan Academic Plan*; that they had no special role to play. At the very least, what this suggests is a failure by the University to sufficiently engage its staff and faculty in the planning process, to communicate with them fully or frequently enough for them to understand their own roles or feel that they have a strong interest in the success of the larger project and its outcomes.

When faculty and staff are not wholly engaged by their duties, when they feel dissociated from the institution and its larger purposes, they are likely to become disillusioned, even alienated, and the inevitable consequence of such feelings is an inclination to seek greener and more congenial pastures. Another consequence is a general sense of unhappiness, stress, and the illnesses that can result from stress. Lower morale in the workplace leads to lower levels of productivity and increasing rates of absence caused by sickness.

During the lengthy course of preparing this Framework, two matters of great concern became prominent for faculty and staff,



and interestingly almost bookends an employment life cycle: access to quality child care on the Point Grey site; and the University’s policy on mandatory retirement. In the final editing of this Framework in May and June 2007, the latter had been resolved – satisfactorily it would appear – for faculty, and was finalized with some staff representatives. The resolution of the former concern was in process and would appear to need sustained attention.

Fundamental to the issue was the lack of quality and affordable child care in the province, and consequently, the expectations upon UBC, with its outstanding child care services outstripped by the need and demand of its younger faculty and staff and students, is escalating in a manner that the University has not been able to meet, and would appear to have to rethink its approach in the short, medium and long term. This is simultaneous with advocacy with the Provin-

cial Government.

Separately, although subtle in the consultation process and more directly since that time, the Department of Human Resources identified two other concerns. The first was a growing disconnect for faculty and staff – the desire to connect with and be part of building a strong and vibrant community – with their reality that many could not afford to live on or close to the Point Grey campus. Increasingly, the cost of housing in the lower mainland has been driving faculty and staff to live in the suburbs, resulting in long commutes to and from work. Consequently, at the beginning and end of the work day, faculty and staff spend their time and energy on their commutes, and not on activities that would bring them together on the campus. Where they identified with a community it was the one they lived in, and those communities were fortunate to reap the benefit of their engagement with local issues.



Although the University has been developing housing on campus (and will continue to do so), much of it is out of the reach of faculty and staff. The fact that proceeds are being placed in UBC's endowment to sustain the University's academic pursuits now and far into the future, has not been top of mind or easily understood by staff and faculty. This issue is not easily resolvable, but as a matter of concern to staff and faculty, it deserves identification, and thought and a strategy to find a balanced resolution that enables more faculty and staff to live on campus. And, for those who cannot, or do not wish to live on campus, for whatever reasons, we need to work closely with various authorities on viable options to ameliorate their commuting times, and expand their affordable transportation options.

The second was mostly an issue at the Vancouver campus, and mostly for newer staff members. The immensity of this campus including the hospital sites, Robson Square, Great Northern Way and Point Grey was contributing to a sense of loneliness or isolation. This was particularly prevalent for those staff members who worked in units where the number of staff was very small, sometimes as few as one, and they were geographically separated from other staff members. These feelings, if not resolved, could lead to disillusionment, or worse, illness. It is important that we ensure that we reach out to these staff members and find ways to integrate them better into the social fabric that underpins any healthy workplace.



And, while like other employers, we are identifying and coming to grips with these concerns, a broader phenomenon affecting all employers has been steadily making its way into the workplace – the impact of multiple generations of faculty and staff. Although the impact is manifested in a variety of ways, there are two of them that stand out in particular. The first is the belief of generations other than the baby boomers that the organization's culture, work rules and attention are so directed towards the needs and desires of the baby boomers that there is not much, if any, room left for them to be accommodated. Secondly, there are a growing number of baby boomers who are receiving direction or supervision from a member of a succeeding generation. This has created some tension associated with differing expectations of each other. We are aware of this, and indeed have been expecting it. While not a prevalent issue at UBC at this time, it is expected to grow in importance and we need to be mindful of and address it

in our initiatives and practices.

Overall, given the inconsistencies and vagaries of human nature and the necessary interrelationship of personal and work lives, some discontent or unhappiness is almost always to be expected in the workplace, no matter how hard an organization tries to address its employees' needs and concerns.

However, such feelings can be mitigated if they are openly and honestly acknowledged by administrators, if there is a genuine

effort to solve the underlying problems, and if the organization is willing to engage in the long and sometimes painful process of re-thinking—and possibly changing—its people practices.

The Current Context

As the drafting of this Framework evolved, the University community attempted to come to grips with two pressing issues – a budget shortfall, and in the larger context, an unsustainable budget model that did not effectively link strategic planning and budget decisions over defined cycles (e.g. three years). The concern and nervousness were palpable, as was a level of frustration with the severity of the budget situation after what seemed like “good years” and institutional success on a number of fronts such as fundraising. Hard decisions needed and still need to be made, and a process of engagement to help craft the solutions was imperative.

The Steering Committee on the Academic Planning Process (SCAPP) was formed and issued a preliminary report in July 2007. It is clear that the solutions are not short-term fixes, but rather medium and long-term integrated solutions that led to decisions for both academic and administrative units that reflected the core of the University’s operations – learning and research.

The fundamental test of our commitment to the Framework that follows is our ability and desire to commit across the organization to the people practices that it urges and requires.

It has become clear to many that as part of our organizational planning, we need to utilize technology to free up productive time by reducing demands of our bureaucracy upon faculty and staff. While people and process infrastructure is necessary at all organizational levels in a complex, decentralized institution like UBC, it is imperative that we consider, in a planned and staged way, our processes to determine if they achieve their intended purpose.

We have all expressed gratitude and frustration, and followed processes in detail and developed workarounds. By utilizing technology, we must not simply embrace it for technology’s sake, but rather for the purpose of redeveloping underlying processes to make them as relevant and simple as possible, and increasing the “touch” between people and for out of the ordinary problem solving.

The fundamental test of our commitment to the Framework that follows is our ability and desire to commit across the organization to the people practices that it urges and requires. We believe that the level of faculty and staff engagement with the questions and processes that will unfold, and the difficult discussions and decisions that will need to take place will be proportional to their experiences in the workplace, and as importantly, their perception of those experiences and the University’s treatment of them. It is therefore important that to ensure our mutual success, we must keep our values of academic freedom, mutual respect, integrity, dignity, and inclusivity in the forefront of our minds as we develop and implement action plans for the institutional change that needs to happen.

Individual Engagement and Institutional Change

We can belong to a workplace in which organizational practices and values are shared rather than seemingly imposed from above, but only if faculty and staff are invited to participate in the development of institutional goals, are regularly encouraged to engage in an open exchange of ideas and opinions about the best ways of doing things, and that they accept the invitation. This is a shared responsibility.

All members of the University community should be encouraged to learn more about the workings of their University, develop a shared understanding of values across all of its constituencies, celebrate its many successes, and contribute to solving its problems. We must make a conscious effort to share examples of good practice and give faculty and staff the opportunity to share their experiences more broadly for others to learn.

What should develop from this is a deeper understanding of the University’s role in society, a new awareness of significant

advances in learning and research, and an informed desire to contribute to the University's broader goals to create a civil and sustainable society. We could then truly honour the University's sense of purpose and build a stronger sense of "us".

Collectively, we need a greater understanding of and renewed energy for solutions to our problems. Apart from our need for financial resources that has outstripped our current ability to generate them, there are also very real concerns about a consistent and fulfilling student learning experience, our burgeoning structures and processes that are perceived to inhibit rather than enable, the blend of connectedness and independence of our two campuses, a diffused organizational focus, and more.

As mentioned in the beginning, the Framework sets out some strategies whereby all members of the University may be encouraged to create a culture of positive values and good relations, and establish a working environment marked by respect, trust, diversity and camaraderie. This must be our goal for all relationships, and for all faculty and staff to experience, regardless of where they work. This will form the fundamental underpinning of our working towards solutions to our problems.

An integral element of "the UBC way" is its decentralized approach to decision-making, operational requirements and distributed functions. An example of this last mention is the growing distribution of administrative work between central units and Faculty and department-based units such as IT, Finance, Development and HR. While there have been mixed reactions to the distributed model, it does reflect the organization's history, decentralized structure and grassroots approach to moving forward and getting things done.

The principles we need to sustain in this environment are that we ensure the workplace and culture we seek is commonly experienced, regardless of where a staff or faculty member works, we integrate rather than duplicate our efforts and we accept



that our progress will look different in various parts of the organization because our starting points are different. But, our goal to create a culture of positive values and good relations, and to establish a working environment marked by respect, trust, diversity and camaraderie must be unequivocally held. Our decentralized structure and processes represent the greatest risk to achieving our goal. Consequently, we need to address accountabilities, ensure we measure our success and share good practices and learnings of positive experiences with each other.

While some might see benign attitudes as being congruent with this workplace culture, we hasten to clarify that we should ensure that our actions are intentional across the organization so that the entire University moves forward in active pursuit of this Framework, and not just pockets of it. Purposeful, small steps will transform an organization over time. Within the wider goal of consistent practices across the organization, we must acknowledge that there will be a push towards allowing for differences.

At the current time, we experience this frequently in work practices between UBC Okanagan and UBC Vancouver. Because UBC is now a system, the general "rule" should be to have consistent practices – particularly as they affect people – across the organization. If we were however to look simply at the relative scale of each campus, we need to provide for differences. We should be clear about why we are doing so.

We want all faculty and staff to have clear and unequivocal answers that are meaningful to them on why they should join and why they should stay at UBC.

Thoughts from the front-line: focus group comments from faculty and staff

"The ideal workplace on campus has common goals and equal opportunities. You can communicate your own thoughts and they are appreciated; you get praise and incentives for a job well done. I think it starts with communication between staff and managers; whatever you want done,

The Structure of this Framework

The Framework has five sections, each devoted to explaining a core strategy, while recognizing they are inter-related:

1. Develop a sustainable, healthy workplace.
2. Retain faculty and staff through positive incentives.
3. Foster leadership and management practices.
4. Attract outstanding faculty and staff.
5. Identify and share institution-wide goals.

Each section offers a brief overview of the strategy under consideration, followed by a list of initiatives and matters to reflect upon that incorporate many of the proposals raised by groups or individuals during the period of consultation.



The initiatives and matters recommended here are for the most part couched in general terms, to make them as broadly applicable—or adaptable—as possible. There are those that we should address immediately in the first 3 to 6 months, and others to be met within 12 to 24 months. There are yet other practices that need to be attended to across the University as ongoing priorities. We will be reporting on our progress, and refining the next stages of initiative where more thinking or planning is required in this first stage, as well as identifying related and other initiatives for the multiple year time frame of this Framework.

It is intended that our implementation of this Framework be a clear manifestation of what we have heard about focus, workloads and doing a handful of things well, rather than doing many things and diffusing our energy and creativity across all of them.

Given their scope and level of integration, as well as their potential cost implications, many of these initiatives must be supported by the University Administration, in particular the Vice Presidents, whose portfolios should assume responsibility for seeing to their implementation. The Department of Human Resources, as an initiator of this Framework, has an obvious stewardship role for its success. That should not be seen to diminish the responsibility of every staff and faculty member to contribute to successful workplace practices at UBC.

In order to oversee the successful implementation of this Framework, including the initiatives selected for each of the five strategies discussed, a Steering Committee composed of representatives of key constituencies will be established for the first two years. Terms of reference and criteria for membership will be provided. The Department of Human Resources will provide support for the work of the Committee. This structure will be reviewed in the second year to determine whether it should be renewed, or a new structure put in place for subsequent years, as we refine and continue the work urged by this Framework.

The Appendix to this Framework offers a series of suggested actions that may be taken at the unit level by individual Heads and Directors who would like to strengthen the spirit of collegiality, collaboration and successful interactions. We have included a list of preliminary questions directed at departmental administrators, not because there is a “right” answer to each of them (there isn’t), but rather to help Heads and Directors identify those human resource issues in their own unit that may be in most need of their attention.

The questions are followed by suggestions for specific actions that might be taken within a unit to address particular concerns. The intention is not to produce a prescribed list, yet another set of directives that must be enacted by already-overburdened administrators, but rather to provide some suggestions that may help to focus discussion and subsequent action in any given unit on their priorities.

STRATEGY Develop a sustainable, healthy workplace.

1

A healthy workplace builds capacity within the organization for social and financial sustainability, and cultivates resiliency within each member of that community. This necessitates an understanding that this is a shared responsibility between the organization and the individuals within it.

A majority of UBC staff and faculty who contributed to the consultation process indicated that attaining a healthy workplace is a first priority, because many of us are stretched or even overwhelmed by multiple demands and are time-pressured from work and family responsibilities and life events. *Trek 2010* emphasizes the importance of providing “the best possible environment for all members of the campus community,” and proposes the promotion of “health, wellness, and safety in the UBC community throughout the year through a variety of programs, such as public lectures or annual symposia.” In addition, and particularly for staff, we need to approach work arrangements flexibly and in ways that balance operational effectiveness with their living full lives.



NEXT 3 TO 6 MONTHS

- Develop a program, supported by funding, to which departments can apply to support healthy workplace initiatives. Share examples of good practice.
- Review the *Return to Work Program* in consultation with employee group representatives. Implement solutions to ensure the Program is more effective for staff and faculty, administrators, representatives and affected units and departments, and the staff working in the Program.
- Implement a comprehensive medical surveillance program for faculty and staff to monitor and protect their health from potential exposure to biohazardous materials and agents.
- Develop a respectful working, learning, and living environment statement for students, staff, and faculty. Commence implementation of an education and awareness plan.
- Ensure planning for University Square at UBC Vancouver retains space designed for social and community building, both casual interactions and events and gatherings.

FOLLOWING 12 TO 24 MONTHS

- Improve access for staff and faculty to University recreational facilities to encourage and support their well-being.
- Expand intramurals program for staff and faculty.
- Expand healthy food choices available in new buildings at UBC Okanagan.
- In consultation with employee group representatives, establish a framework and case studies for the promotion of flexible work arrangements for staff.
- Expand initiatives that build community around the theme of a healthy workplace. At UBC Okanagan, complete healthy workplace strategy consultation, develop recommendations, and upon approval, begin implementation.
- Pursue a U-Pass for faculty and staff, based on a voluntary annual commitment, at a discounted price over existing offerings at UBC.

PRACTICES TO ATTEND TO AS ONGOING PRIORITIES

- Identify staff members working in very small units, and look for ways to have them included in social activities with other staff and faculty members.
- Engage faculty and staff in unit/department discussion on their workload, priorities and work schedules with a view to balancing their well-being with the unit/department's achievement of its objectives.
- Adapt work schedules to ensure staff at both campuses are able to attend community events such as the annual *Welcome Back Staff Barbecues* and health symposia and, for staff at UBC Vancouver, the *Seasonal Celebration at the Chan Centre*.
- Support events that enhance social interaction among faculty and staff within units or with other units. Casual events are well-received, provided they are inclusive and responsive to family responsibilities.

STRATEGY Retain faculty and staff through positive opportunities and incentives.

2

A retention-focused workplace acknowledges and rewards its employees' initiative and dedication, as well as their productivity, and tries to create a sense of belonging, purpose and dedication.

This strategy aims to encourage faculty and staff to stay at UBC by giving them incentives to attain their career goals and achieve their full productivity and potential at this institution. It values diversity within the cultural fibre of the organization - diversity of background, contribution, thought, and opinion.

We must consciously work on our retention practices. This includes strengthening systems already in place to support faculty seeking tenure and promotion. As well, we hope to increase the potential for staff and faculty collaboration to enrich each other's work, improve the prospects of job mobility, and streamline administrative processes.

Through such steps we hope to enrich the experience of working at UBC for both faculty and staff, and ensure opportunities for career advancement, and professional and personal development are offered fairly to all.



NEXT 3 TO 6 MONTHS

- Coordinate all formal learning opportunities at UBC for staff and faculty on an intuitive, easy-to-use web portal.
- Expand categories of awards available in the President's Service Award for Excellence program.
- Establish a task force with broad representation to identify issues, priorities, solutions, and resources required to support family responsibilities of students, faculty, and staff.

FOLLOWING 12 TO 24 MONTHS

- Complete expansion of child care spaces approved by the Board of Governors in July 2007 and begin implementation of next phase of expansion. Develop plan to expand services at UBC Okanagan (cross-referenced to Strategy 4).
- Establish a working group of staff and faculty to inventory and recommend recognition initiatives.
- Review policies and practices to ensure that there are no barriers that may impede some people from advancing or enriching their careers because of characteristics unrelated to their ability to perform the job.
- Develop an implementation plan to encourage and facilitate job exchanges, secondments, and job sharing for staff, within and outside the University. This should include mentoring opportunities with UBC alumni.

PRACTICES TO ATTEND TO AS ONGOING PRIORITIES

- Continue to provide and, wherever possible, increase funding for professional development, finding the balance between the needs of faculty and staff.
- Ensure that UBC's compensation frameworks are communicated transparently, and that faculty and staff have effective access to this information.
- Celebrate achievements, whether individual or team-based, at the department and institutional level.

STRATEGY Foster leadership and management practices.

3

A positive and supportive workplace nurtures a culture where people's creativity and capacity to initiate are fully engaged. If we are to win the respect, energy and patience of our staff and faculty, we need to give them every opportunity to flourish, grow, and succeed in meeting their personal and professional goals. For many, that will

involve the opportunity to move upwards on the organizational ladder; for others, it will be the opportunity for personal growth and development. We should create space for different needs and desires. UBC must foster its future leaders, and give them the tools to do their jobs capably and well, including the understanding that sound leadership is founded on mutual trust, respect, and confidence in the integrity and capacity of others. Those in formal leadership roles should do everything in their power to establish and maintain exemplary people practices, foster the resilience of faculty and staff to change, and treat colleagues fairly and honourably.



It is important to recognize that UBC's vision of civic responsibility, global citizenship and sustainability go further than addressing the needs of those in formal leadership roles, and give voice to a different concept of leadership that draws upon the strengths and capacity of faculty and staff at all levels of the organization. In this way, leadership is and should be dispersed throughout the organization. Sound leadership and management practices are grounded in strong values that enable the leadership potential of all. The strategies in this section are intended to tap into the leadership ability of all, and to help those already in formal leadership and management positions to develop the necessary skills and capacities to lead by example. We need to do better at recognizing those who demonstrate success and share their experiences from which others can learn.

NEXT 3 TO 6 MONTHS

- Implement a "Managing at UBC" pilot program for new administrative managers.

FOLLOWING 12 TO 24 MONTHS

- Request and support all faculties and departments to develop annual plans on actions they will take to implement this Framework, and report on their achievements annually. These should reference the unit level questions in the Appendix.
- Ensure the ongoing success of the following new leadership programs – *Academic Leadership Development Program (ALDP)*, *Community Learning Initiative Leadership Program (CLILP)*, and the *Managing at UBC* pilot program.

PRACTICES TO ATTEND TO AS ONGOING PRIORITIES

- Encourage and assist those in leadership roles to develop effective communication strategies, including modes of communication such as meetings and email, within their area of influence, e.g. resource allocation, policies, procedures and practices, general information sharing.
- Conduct performance reviews of those in senior formal leadership roles and, as part of such reviews, consider the effectiveness of their "people practices".
- Encourage awareness of those in formal leadership roles of the importance of access to learning opportunities for staff and faculty, and for those in leadership roles.
- Encourage dialogue and efforts to bridge the understanding of the interdependency of faculty and staff contributions.

STRATEGY Attract outstanding faculty and staff.

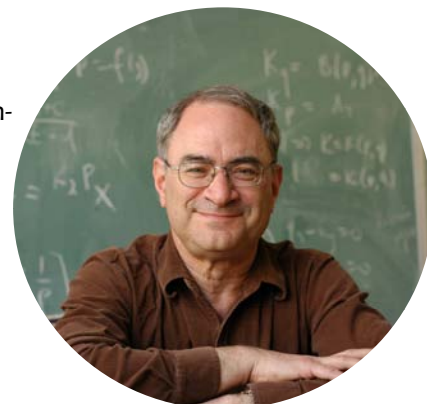
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At one time, BC had only three degree-granting institutions: UBC, SFU, and the University of Victoria. Today, a BC student may choose a degree program from 26 different universities, colleges, and institutes, and can also study outside the province. And, an even broader and deeper breadth of choice is available to potential faculty and staff. If UBC is to compete successfully for the best faculty and staff, we need to be able to show them that this university is outstanding, not only in its unique approaches to learning and research, but also in its efforts to create a truly satisfying and enabling work environment.

Certain foundational elements are in place: our location in a city that embraces diversity on the edge of the Pacific Rim, and in a city that exudes warmth and friendliness in the interior of the Province, our vision and mission and particularly its social relevance, and the sheer range of employment and other opportunities.

This entails more than the development of a good marketing campaign. We must ensure that UBC is indeed outstanding, and be able to show that we deserve our reputation as one of the leading public universities in North America. We must communicate the values that guide us, and the assets we offer. Our hiring process will be a window to our commitment to excellence and a tangible demonstration of our values to prospective staff and faculty.

Once new recruits are on board, we need to do everything possible to help them achieve their potential, advance their careers, and fully integrate into their UBC departments.



NEXT 3 TO 6 MONTHS

- Streamline recruiting processes for faculty and staff at UBC, utilizing web-based tools.
- Complete review of financial assistance options available through the *Employee Housing Program* for faculty and senior staff at UBC Vancouver.

FOLLOWING 12 TO 24 MONTHS

- Complete expansion of child care spaces approved by the Board of Governors in July 2007 and begin implementation of next phase of the expansion at UBC Vancouver. Develop plan to expand services at UBC Okanagan (cross referenced to Strategy 2).
- Establish guidelines for a formal spousal work program, and resolve process issues.
- Develop a coordinated orientation program to UBC for new faculty and staff.
- Develop and pilot a mentoring program for new faculty members in up to four departments.

PRACTICES TO ATTEND TO AS ONGOING PRIORITIES

- Advance the recruitment and hiring of members of equity groups by providing education and support to selection committees and others responsible for hiring faculty and staff.
- Annually collect and analyze recruitment data at both campuses in order to address “hot spots”, source prospective hires, define future needs and develop recruitment strategies for the medium and longer term. Utilize technology, where possible, to lessen the demands upon staff to produce the data.
- Collect and analyze data at appropriate intervals on compensation – salaries, benefits and leaves – for both faculty and staff to ensure that UBC is not falling behind the relevant markets. Utilize technology, where possible, to lessen the demand upon staff to produce the data.

STRATEGY Identify and share institution-wide goals.

5

In any successful organization, employees remain engaged when they have a sense of achieving solid, viable goals that they understand and may have helped to identify and/or define. Faculty and staff who are satisfied with their work and themselves, who feel themselves to be an integral part of their unit, and who can be shown that they are contributing to a larger good, will be committed to achieving the goals of UBC as these have been articulated in *Trek 2010* and the UBC Okanagan's *Academic Plan*. This strategy is inextricably linked to the other four that have been discussed, and our success in achieving it will rely upon the success of the others. In many ways, to use a metaphor, this strategy is the part of the iceberg that lies beneath the surface of the water.

This strategy promotes communication of the University's vision and goals, and encourages discussion at both the departmental and the University level to assist staff and faculty to see what meaning these may have in relation to their own aspirations, and provide them with the opportunity to contribute more broadly. Work should not be a series of tasks, but rather should be "meaning making". A true understanding of individual contributions within the larger context, will lead to a shared meaning of the University's goals, and an overall sense of trust in the capacity of our leadership.

By integrating the *Trek* vision into the work accomplished at more local levels, and by enabling faculty and staff to develop shared values of civic responsibility, global citizenship and sustainability, UBC can provide a milieu for all its faculty and staff can feel actively involved in a larger vision for the world. The University community's commitment to the annual United Way campaign is an example of this integration. This strategy is intended to deepen and strengthen these connections.



NEXT 3 TO 6 MONTHS

- Communicate clearly and effectively about the mid-level academic planning, the *Trek* goals to be implemented as part of that academic plan during the next three years, and the associated three year budget process and decisions.

FOLLOWING 12 TO 24 MONTHS

- Develop and implement a framework to encourage staff to engage in volunteer activities, both within the University community, and in the larger community it serves, as part of their work responsibilities (not in addition to their assigned duties, but rather as part of them).
- Develop and implement effective communication vehicles for faculty and staff. Share good practices. Clarify and assign responsibility for internal communications at UBC Vancouver.

PRACTICES TO ATTEND TO AS ONGOING PRIORITIES

- Ensure every staff and faculty member has the opportunity to attend a congregation ceremony at appropriate intervals, as a clear and wonderful reflection and reminder of the University's core and important social purposes.
- Provide information to all faculty and staff at both campuses about the *Celebrate Research Week* program, and encourage them to become involved in developing, supporting and attending events.
- Regularly update the UBC community about the accomplishments of particular units, both academic and administrative, in meeting the University's goals.
- Provide opportunities for public discussion of UBC's goals and encourage the expression of diverse perspectives around them and the initiatives to support them.

APPENDIX: At the Unit Level - Moving from the Plan to Implementation

We've provided the following suggested guidelines for Department Heads and Directors who can facilitate in moving the Framework to workplace practices at UBC.

STRATEGY 1 Develop a sustainable, healthy workplace.

PRELIMINARY QUESTIONS

- How do you engage the people in your unit/department in discussions with regard to issues of well being such as stress, workload, and work schedules?
- How might you and your colleagues set out to define the factors that would contribute to a healthy workplace in your unit?
- How does your department encourage people with difficulties to come forward for support?
- Are the members of your unit familiar with the kinds of support programs available to UBC faculty and staff, such as the Employee and Family Assistance Program?

SUGGESTIONS

- Create an environment and a structure in which faculty and staff feel safe to bring forward “work stress” concerns.
- Examine the continued relevance of some work and streamline and/or enrich processes as appropriate.
- Where funding permits, seek upgrades of your unit’s facilities (e.g., painting of offices, addition of a social lounge, new floor coverings, etc.).
- Encourage faculty and staff to propose new ideas and practices that might be integrated into the workplace and improve the working environment.
- Develop an understanding of resources available at UBC to support the well-being of faculty and staff.

STRATEGY 2 Retain faculty and staff through positive opportunities and incentives.

PRELIMINARY QUESTIONS

- What system do you have in place to ensure that faculty and staff receive timely, ongoing feedback about their performance and progress?
- How do you ensure that faculty and staff receive appropriate recognition for their efforts and achievements? What recognition and rewards system do you have in place to encourage excellent performance?
- In what ways does your unit make special effort to honour diversity and create an environment of mutual respect and understanding?
- In what ways are you able to access developmental funds for the unit?
- How would you calculate the cost to your department of turnover or inadequate performance?

SUGGESTIONS

- Provide each staff and faculty member with an individualized professional development plan, designed in collaboration with a faculty mentor or a staff supervisor.
- Take every opportunity to celebrate the unit’s achievements, whether these are by individuals or come as a result of group effort.
- Ensure that all junior faculty members are properly mentored and advised throughout the period preceding their tenure application.
- Review departmental policies and practices for barriers to a diverse complement of faculty and staff.
- Discuss with your colleagues how the members of your unit, individually or collectively, might best contribute to the University’s three-year academic planning goals and

- How do you encourage people to share their knowledge with others, and to grow from such interactions? What formal or informal opportunities for sharing do you provide?
- Are there ways in which you might better involve faculty and staff in decisions that affect them?
- How can you encourage others in your department to provide appropriate recognition and acknowledgement of colleagues' achievements?
- Do all members of your department have the skills, resources and tools necessary to discharge their responsibilities effectively?
- How do you determine whether all staff and faculty are able to participate in learning opportunities?
- What steps have you taken to create an environment in which people have equal opportunities and are able to come forward and discuss individual career goals, or job enrichment opportunities?

budget priorities aligned with the themes of *Trek 2010: A Global Journey*.

- Examine the effectiveness and value to your unit of short-term and temporary appointments.

STRATEGY 3 Foster leadership and management practices.

PRELIMINARY QUESTIONS

- What opportunities are available to the people in your unit/department to engage in open discussion about leadership expectations or the leadership and management practices in your unit?
- How do you inform the members in your unit of your expectations with respect to people practices?
- What processes do you have in place to create an environment of mutual respect and honouring of diversity?
- What kind of feedback do you think that staff and faculty would give you about your own performance?
- What strategies are you employing to build your own leadership skills and those of your team?
- How do you discuss the developmental needs of your staff?
- What strategies do you use within your area of influence to promote effective two-way communication?
- How do you solicit faculty and staff views for improvements in the department?

SUGGESTIONS

- Allocate adequate time, people, and financial resources to support peer networking, coaching, and mentoring opportunities in all areas of your department.
- Encourage and assist those in managerial or leadership roles to develop effective two-way communication strategies within their area of influence.
- Bring the members of your unit together periodically to discuss possible improvements to organizational and administrative practices. Pace the introduction of change by integrating it into the workload at a sustainable level.

STRATEGY 4 Attract outstanding faculty and staff.

PRELIMINARY QUESTIONS

- To what extent is your unit experiencing frequent turnover and cyclical recruitment for certain positions?
- How difficult is it to recruit staff into your unit? How can you identify whether this is a systemic or incidental issue?
- How well have you informed yourself about the marketplace and the diverse communities from which you will be recruiting?
- To what extent have you informed yourself about your competitors in the recruitment process?
- What means of orientation are provided in your department to support the accelerated integration of new recruits?
- How might you develop an active system of mentorship to support new recruits?

SUGGESTIONS

- Develop a long-term hiring plan for both faculty and staff, and review this annually with your colleagues.
- Identify and integrate organizational/departmental values into job profiles, use them in the selection of the preferred candidate, and communicate expectations clearly during the hiring process.
- Ensure that all members of your unit understand the importance of equity issues, and that equity considerations are actively considered during any hiring process.
- Provide orientation, mentoring, and support to ensure successful integration of new hires.
- Ensure that new members of your department are made to feel welcome and valued by paying particular attention to their work and offering encouragement and recognition whenever possible.

STRATEGY 5 Identify and share institution-wide goals.

PRELIMINARY QUESTIONS

- Has your unit considered or articulated ways in which it contributes to the University's overall goals as expressed in the *Trek 2010* and UBC Okanagan's *Academic Plan* documents?
- How have you communicated with faculty and staff about the department's strategic direction and goals, and what means are there to encourage feedback?
- By what means do you share important or time-sensitive information with people in your unit?
- To what extent do you consult students about academic or administrative goals or priorities?
- How do you publicize your unit's progress and achievements so that others in the University can acknowledge them and perhaps benefit from the department's experiences?
- Should there be any changes in your unit's structure or systems to improve the state of administration-employee relations in the unit?
- To what extent do you encourage interested faculty and staff in your department to participate in volunteer activities, as encouraged by UBC's mission document *Trek 2010*?

SUGGESTIONS

- Discuss with colleagues how your unit might usefully incorporate the University's academic planning goals and budget priorities aligned with *Trek 2010* into the unit's goals and practices.
- Invite members of senior administration to meet periodically with your unit, to discuss the University's short and long-term goals and the unit's role in achieving them.
- Develop an interactive communication framework (regular meetings, an on-line newsletter) to help all members of your unit understand the rationale behind the introduction of new goals or operations, or changes to current practice, designed to meet University goals or priorities.
- Encourage colleagues to consult and communicate with students about your department's goals as these mesh with the themes articulated in *Trek 2010*.
- Provide opportunities and time for staff and faculty to engage in community service and volunteer work and acknowledge their contributions in a way that is meaningful to them.

Thank you for your time in reading through this Framework.

A report will be provided in fall 2008 on our progress in achieving the strategies and initiatives, and periodic updates will be provided on the Department of Human Resources' website (www.hr.ubc.ca).

We invite you to write to us at any time, to comment upon your these initiatives and priorities, to relate your experiences, or to tell us where you think we may need to amend or make changes to this Framework.

Comments, questions, and feedback are always welcome.
Please contact Lisa Castle, Associate Vice-President, Human Resources.