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INCLUSION ACTION PLAN

August 9, 2019

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Introductory Notes for Consultations in August/September

The purpose of the Inclusion Action Plan (IAP) is to:

- provide a guiding document that reflects community consultation and identifies inclusion goals for UBC and institutional actions needed over the next five to seven years. At four years, an assessment will be done to develop any new actions needed to continue progress toward achievement of the goals.
- build on and connect equity, diversity, and inclusion efforts at UBC under a single framework and reporting process on key performance metrics to enable collective impact across UBC
- ensure academic and operational units across UBC can incorporate inclusive actions into their unit-level planning.

This draft Inclusion Action Plan has been developed over the last ten months, through:

- an Inclusion Working Group process for developing the definition of inclusion and articulating five goal areas for increasing inclusion at UBC
- a broad scan of previous reports and consultations to extract action ideas
- campus-wide consultation and engagement efforts with 1600+ people to generate action ideas
- a process of analysis and synthesis of the 5400+ action ideas generated
- an Actions Development Workshop with 70 cross-campus influencers, implementers, and/or people with lived experience to create key actions
- iterative team processes within the EIO to refine actions and develop metrics
- feedback provided by the Provost (UBCV) and Vice President, Human Resources, which was responded to and incorporated into this draft of the IAP. The Deputy Vice-Chancellor (UBCO), Provost (UBCO), and Vice President, Students, will provide feedback on the next iteration.

The next steps:

- “Deep dive” consultations focused on feedback from UBC students, staff, and faculty with lived experience of being historically, persistently, and systemically marginalized
- Presentations and consultations with senior leaders to increase understanding, surface concerns, and identify champions
- consultation with UBC leaders and functional areas responsible for ensuring policies, practices, and processes are adapted
- Revision of the draft based on consultations
- Presentation to the Executive in October for endorsement of direction, overall framework, metrics and draft plans of action
- Presentation to the People, Community & International Committee (PCIC) of the Board of Governors in November and the Board of Governors in December for endorsement of direction, overall framework, and course of action.
- Provision of annual updates to the PCIC on progress

Please note:

- This draft is formulated to ensure that consultations over the next few months are focused on getting the most appropriate and effective actions to enhance inclusion into the plan.

- The actions are a menu of ways to make progress toward the goals, and have been suggested by the previous rounds of consultations to be the most relevant at this time at UBC.
- It is expected that different actions will be more relevant to some portfolios and units than others.
- The implementation plan and structure will follow and are outside the scope of this consultation – at this point we are concentrating on the actions.
- In keeping with a collective impact framework within a large and decentralized system, the implementation structure will involve many different units at different times during the next 1-7 years, with support from the Equity & Inclusion Office.
- As these actions are at the institutional level, they will require the involvement of many different bodies across campus, for example, changes to collective agreements to be more inclusive will require Faculty Relations', Labour Relations', and Employee Relations' negotiation during collective bargaining, development of new student curriculum will require input from a broad range of both Senates, Provosts, the Deans, Faculties, FNHL, and CTLT/CTL, among others, etc.
- The timeline of 7 years, with an institutional evaluation at midpoint, recognizes and is expected to accommodate the differing pace of implementation for some of these actions, while still progressing toward the goals. It also recognizes that the groundwork for accomplishing these actions has been happening in different spaces across UBC for years.
- Planning for each action will be facilitated by the Executive Lead(s) and the EIO for each action; implementation may be carried out by various units in collaboration with this Executive Lead – the intention is to be inclusive and responsive to expertise as well as emerging learning during planning and implementation.

INCLUSION ACTION PLAN

INCLUSION AT UBC:

At UBC, inclusion is defined as a commitment to creating a welcoming community where those who are historically, persistently, or systemically marginalized are treated equitably, feel respected, and belong. Inclusion is built by individual and institutional responsibility through continuous engagement with diversity to inspire people, ideas, and actions for a better world.

Draft Metric – Impact:

- Perception of students, staff, and faculty from marginalized groups of the ways their experience is changing with respect to equity, diversity, and inclusion (EDI) issues. [Source: Campus Climate Survey (CCS) on years when no WES or UES]

1.0 Goal: Capacity Building

UBC will enhance institutional and individual capacities and skills to succeed in and advance inclusive environments and work to sustain and continually evolve that capacity as skills and capabilities are increased.

Draft Metrics reported in annual dashboard:

- Perceptions of students, staff, and faculty of their capacity to contribute to a more equitable and inclusive environment at UBC. [Source: learning event evaluations]
- The numbers of students, staff, faculty, and leadership who are completing progressive levels of equity, diversity, and inclusion training from the comprehensive education framework over time. [Source: Advanced Learning component in WorkDay]
- The number and types of events where UBC demonstrates its commitment to equity, diversity, and inclusion (e.g. ceremonies, courses, workshops, training, types of reporting) [Source: Unit/Department annual reports]

Draft Actions

A. EDI Education & Training Programs **LEADS:** Provosts; VP Human Resources, VP Students

Resource, develop, implement, and evaluate comprehensive education and training programs on equity, diversity, and inclusion for students, faculty, and staff. Embed this education and training in recruitment processes, onboarding, assessment and performance reviews, and professional development for staff and faculty; and in curricular and co-curricular spaces for students.

B. Conflict Engagement & Dialogue **LEADS:** VP, Human Resources; VP, Students; VP, External Relations

Build conflict engagement skills and practices among all members of UBC's community to equip people for working across differences that matter, including engaging in dialogue and conversation around sensitive topics at UBC and beyond.

C. EDI Leadership Training **LEADS:** Provosts; VP, Human Resources

Develop EDI curriculum and deliver/leverage training specifically for leadership at all levels to deepen understanding and encourage modelling of inclusive behavior, with a focus on applied skills and performance management in diverse workplaces.

D. EDI Curriculum & Program Requirements **LEADS:** Provosts; Senates

Embed equity and inclusion education that incorporates intercultural understanding, empathy and mutual respect (Truth and Reconciliation Commission's [Calls to Action 63\(iii\)](#), building from UBC's [Indigenous Strategic Plan](#)), into curriculum and program requirements for all students.

2.0 Goal: Recruitment, Retention, and Success

UBC will actively recruit, support, retain, and advance students, faculty, staff, and leaders from systemically marginalized communities.

Draft Metrics reported in annual dashboard:

- % representation of students, faculty, and staff from marginalized groups [Source: WorkDay]
- % in retention rates for faculty and staff from marginalized groups [Source: HRMS ->WorkDay]
- Change in WES scores regarding perceptions regarding professional growth of faculty and staff from marginalized groups [Source: WES]
- % of marginalized students retained after their first year [Source: SASI ->WorkDay]
- % of marginalized students who graduate within 6 years of starting at UBC [Source: SASI ->WorkDay]
- % of marginalized faculty and staff who have a mentor (who want a mentor) [Source: WES/CCS]
- % representation of leadership and middle management from marginalized groups [Source: HRMS ->WorkDay]

Draft Actions

A. **Recruit for EDI Skills and Competencies** **LEADS:** Provosts; Senates; VP Human Resources

Actively recruit for equity, diversity, and inclusion skills and competencies and the ability to collaborate in a diverse environment in all searches and in career progression for leadership, staff and faculty.

B. **Increase Representation** **LEADS:** Provosts; VP, Human Resources; VP, Students

Increase the numbers of historically, persistently, and systemically marginalized students, staff, faculty, and leadership at UBC through a recruitment and selections/admissions process that values diversity in experience and ability, and reduces financial barriers to studying and working at UBC, including a tuition waiver for Indigenous students and affordability strategies for transit, housing, and childcare for staff.

C. **EDI in Scholarship** **LEADS:** Provosts; Senates; VP, Human Resources

Explore avenues to value diversity in scholarship rooted in differences in worldviews, inclusive teaching and learning in curriculum, and update workload policies to credit emotional labour and specific initiatives to advance equity, diversity, and inclusion.

D. **Enhance Performance Review Processes & Discussions** **LEAD:** VP, Human Resources

Update performance review processes and discussion guides for staff and emerging leaders to recognize contributions to and participation in initiatives to advance equity, diversity, and inclusion.

E. **Implement Systems Reviews** **LEADS:** VP, Human Resources; VP, Students

Improve the experiences of those currently marginalized by implementing the recommendations of the 2018 Employment Systems Review for faculty and staff, and conduct a similar review to examine any disparities in experiences for students.

3.0 Goal: Learning, Research & Engagement

UBC will foster environments of learning, research, and engagement that value building and exchanging multiple and intersectional ways of knowing.

Draft Metrics reported in annual dashboard:

- Perceptions of inclusion among students and faculty in the classroom [Source: WES & UES]
- Perceptions of equity and inclusion amongst faculty, disaggregated by stream and rank [Source: WES]
- Perceptions of respect and inclusion at UBC among external guest instructors with lived experience of marginalization through a standardized evaluation mechanism. [TB Developed]

Draft Actions

A. EDI Awards, Funding & Incentives **LEADS:** Provosts; VP, External Relations

Establish awards, funding, and incentives that recognize outstanding equity, diversity, and inclusion initiatives and contributions in learning, research, and engagement, including community-based research and community-led initiatives.

B. Inclusive Teaching & Learning **LEADS:** Provosts; Senates

Support instructors and teaching assistants to make teaching and learning more inclusive throughout course design and teaching practice.

C. Grant Applications **LEADS:** VP, Research & Innovation; Provosts

Include equity, diversity, and inclusion principles in the review processes for all grant applications, assessing the diversity of the research team, the commitment to the development of inclusion skills and diversity competencies for highly qualified personnel, and the inclusion of an EDI lens throughout the learning, research and engagement process.

D. Government Requirements **LEAD:** Provosts

Exceed the equity, diversity and inclusion requirements of the Canada Research Chair Program and the Dimensions Program, as well as any future provincial and federal requirements.

E. Institutional Relationships & Systems **LEADS:** VP, External Relations; VP, Finance & Operations; Provosts

Proactively build and strengthen institutional relationships and improve institutional systems to work more effectively with communities and organizations representing those who have been marginalized, in particular with Indigenous Elders, with an emphasis on creating equitable and mutually beneficial relationships.

F. Student Perspectives

LEADS: Senates; VP, Students; Provosts

Review and improve mechanisms to ensure that student perspectives on the inclusiveness of their learning experiences are integrated into the improvement of teaching.

G. Indigenous Strategic Plan Alignment

LEAD: All VPs; Indigenous Engagement Committee (BOG); Provosts

Work in alignment with the Indigenous Strategic Plan to ensure that learning, research, and engagement at UBC reflect the Truth and Reconciliation Commission's Calls to Action and are consistent with UNDRIP.

4.0 Goal: Systems Change

UBC will be intentional and proactive in changing systems, structures, policies, practices, and processes to advance equity, diversity, and inclusion.

Draft Metrics reported in annual dashboard:

- Total institutional amount dedicated to equity, diversity & inclusion initiatives annually. [Source: Financial Reports]
- % of departments/units revising practices and processes to increase equity, diversity, and inclusion as reported through annual reports. [Source: IAP Annual Reports]

Draft Actions

A. EDI Decision-Making Principles

LEADS: All VPs, Board of Governors, Senate

Develop, consult on, and implement guidelines for decision-making that incorporate equity, diversity and inclusion principles.

B. Indigenous Strategic Plan

LEADS: President; Provosts; VP, Human Resources

Resource, implement, and track progress of the [Indigenous Strategic Plan](#) across all units.

C. Inclusive Action Planning

LEADS: University Executive

Ensure inclusive action plans are developed for and communicated throughout each Executive Portfolio and each Faculty.

D. Succession Planning

LEADS: Provosts, All VPs

Develop and implement a succession planning process for senior leadership positions that requires that all leaders demonstrate commitment to principles of equity, diversity, and inclusion and reflect the diversity of the UBC community.

E. Job Descriptions & Performance Reviews

LEAD: VP, Human Resources

Incorporate equity, diversity, and inclusion skills and competencies into job descriptions and provide training in how to assess these skills and competencies through performance reviews for all staff and evaluations for faculty .

F. Degree Requirements

LEADS: Senate, Provosts

Incorporate equity, diversity and inclusion skills and competencies into degree requirements.

G. Workplace Accommodations for Disability

LEADS: Provosts; VP, Human Resources; VP, Finance & Operations; VP External Relations

Enact an institutional level accommodation policy for faculty and staff with disabilities that is supported by a central accommodation fund.

H. Accommodations

LEADS: Provosts; VP, Human Resources; VP, Students

Develop an infrastructure for supporting and accommodating faculty, staff, and students with respect to religious, spiritual, and cultural observances, flexible work arrangements, housing, and childcare to enhance opportunities for success and retention.

I. Accessibility

LEADS: VP, Finance & Operation; VP, External Relations

Enhance the accessibility of physical and virtual spaces on UBC campuses for students, staff, and faculty.

J. IAP Planning, Implementation & Reporting

LEADS: Provosts; All VPs

Provide resources for department, Faculty, and administrative unit level planning, implementation, and reporting on the Inclusion Action Plan.

K. Equity Leads

LEADS: Provosts; VP, Human Resources

Appoint a faculty or staff member within each department or unit who is responsible for coordinating the implementation of commitments made in the Executive or Faculty level plans at the local level, supported by an Equity Leads Network facilitated by the Equity & Inclusion Office.

5.0 Goal: Accountability

UBC will hold itself accountable to its commitment to inclusion through clear and timely processes, thorough evaluation, and transparent reporting to the UBC communities on its progress on this action plan.

Draft Metrics reported in annual dashboard:

- % of Executive portfolios and Faculties that report annually on their inclusion action plans

Draft Actions

A. Mechanisms for Annual Reporting

LEADS: VP, Human Resources; Provosts, VP Students

Establish mechanisms for annual reports on unit/departmental Inclusion Action Plans, including plans for future progress.

B. WorkDay Institutional Data

LEADS: VP, Human Resources; VP, Finance & Operations; VP, Students

Ensure Workday collects institutional data with appropriate privacy safeguards to enable regular systematic analyses of access, engagement, promotion, success, attrition, etc., for students, staff, and faculty.

C. Transparent Reporting Mechanisms

LEADS: VP, Human Resources, Senates, Board of Governors

Review and enhance streamlined mechanisms and related policies for people who experience harassment, discrimination, retaliation, and bullying to report incidents and policy breaches to ensure transparency.

D. Advancement

LEADS: Provosts; VP, Human Resources

Evaluate mechanisms to consider that promotion, merit pay, and consideration for leadership roles for all faculty and staff include an annual assessment of demonstrated diversity skills and competencies.

E. External Contractors

LEAD: VP, Finance & Operations

Create EDI criteria that must be met by all external contractors as a condition for being added to the registered list of vendors or contractors for UBC.

F. External Reviews

LEADS: Provosts; Deans

Create terms of reference for the self-study document and directions to reviewers for external department and/or program reviews that includes:

- a. an examination of the diversity of people within the department and concrete plans to address any under-representation
- b. an analysis of the integration of historically marginalized forms of knowledge into the curriculum

- c. a demonstration within the department of the fulfillment of the Truth and Reconciliation Commission's [Calls to Action, particularly Call 63\(iii\)](#)

G. Annual Reporting on this Plan

LEAD: EIO

Report annually to the campuses' community on the progress of this plan, including actions planned and undertaken in each division, progress made, and updated information on changes in the metrics for each goal.

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