

LET'S BUILD A MORE INCLUSIVE UBC.

Share your voice! Here's an opportunity to provide your input to create a more welcoming and inclusive campus community.

WHAT'S THE PLAN?

At UBC, we are committed to advancing inclusion across both campuses. UBC's Equity & Inclusion Office is working with campus partners to develop an Inclusion Action Plan. The plan will identify areas and actions needed to create a more inclusive and welcoming community in which to live, work, and learn.

As a university, we recognize the value of diversity, the need for equity, and the positive impact that welcoming and inclusive environments have on the well-being, experiences, and success of students, faculty, and staff.

The Inclusion Action Plan seeks to connect existing efforts at UBC, guiding initiatives to increase inclusion for and with students, staff, and faculty at UBC Vancouver and UBC Okanagan.

i ENGAGEMENT PRINCIPLES

Our process aims to reflect best practices for meaningful engagement and is informed through evidence-based research and UBC's engagement principles and approaches.

i HOW CAN I GET ENGAGED?

1. Share your feedback on the draft actions at this session.
2. Convene a conversation with your community and share their feedback with us.
3. Help spread the word about this process and opportunities to provide feedback.

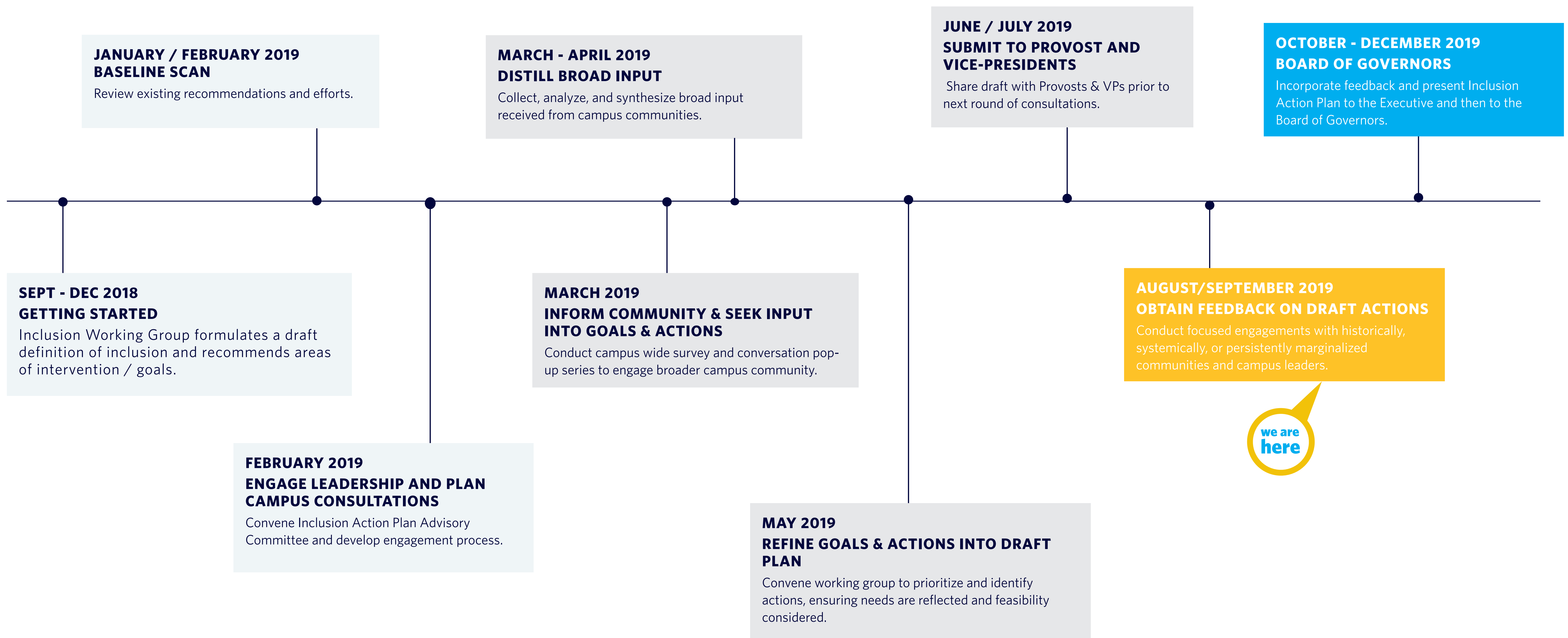


"Equity and diversity are integral to the mission of the University of British Columbia, and UBC strives to be a community in which equity is embedded in all areas of academic, work and campus life."

Santa J. Ono, President, The University of British Columbia

ENGAGEMENT PROCESS

Your voice is critical to ensuring that this plan reflects the needs of our community. You can share your views by providing a comment online, or by participating in a self-guided or facilitated in-person conversation on either campus. All feedback will be considered by the action plan working group and a broadly representative advisory committee from both campuses.



AREAS OF WORK

At UBC, inclusion is 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.

Building Capacity

Change is created by building individual, unit, and systems-level capacity to understand and engage in equity and inclusion. When we develop tools, training, and resources, we build the skills, strengths, and conflict fluency to engage with and value equity and inclusion.

System Change

Institutionally, but also individually, we must establish and implement processes, practices, and policies that are equitable and address those who have been and continue to be excluded or under-represented.

Learning, Teaching, and Engagement

Providing a rich learning, research, and engagement environment is evidence that we value the diversity of people within our communities, their ideas, and their experiences. When learning, teaching, research, and engagement are undertaken with an equity and inclusion lens, we contribute to advancing inclusion.

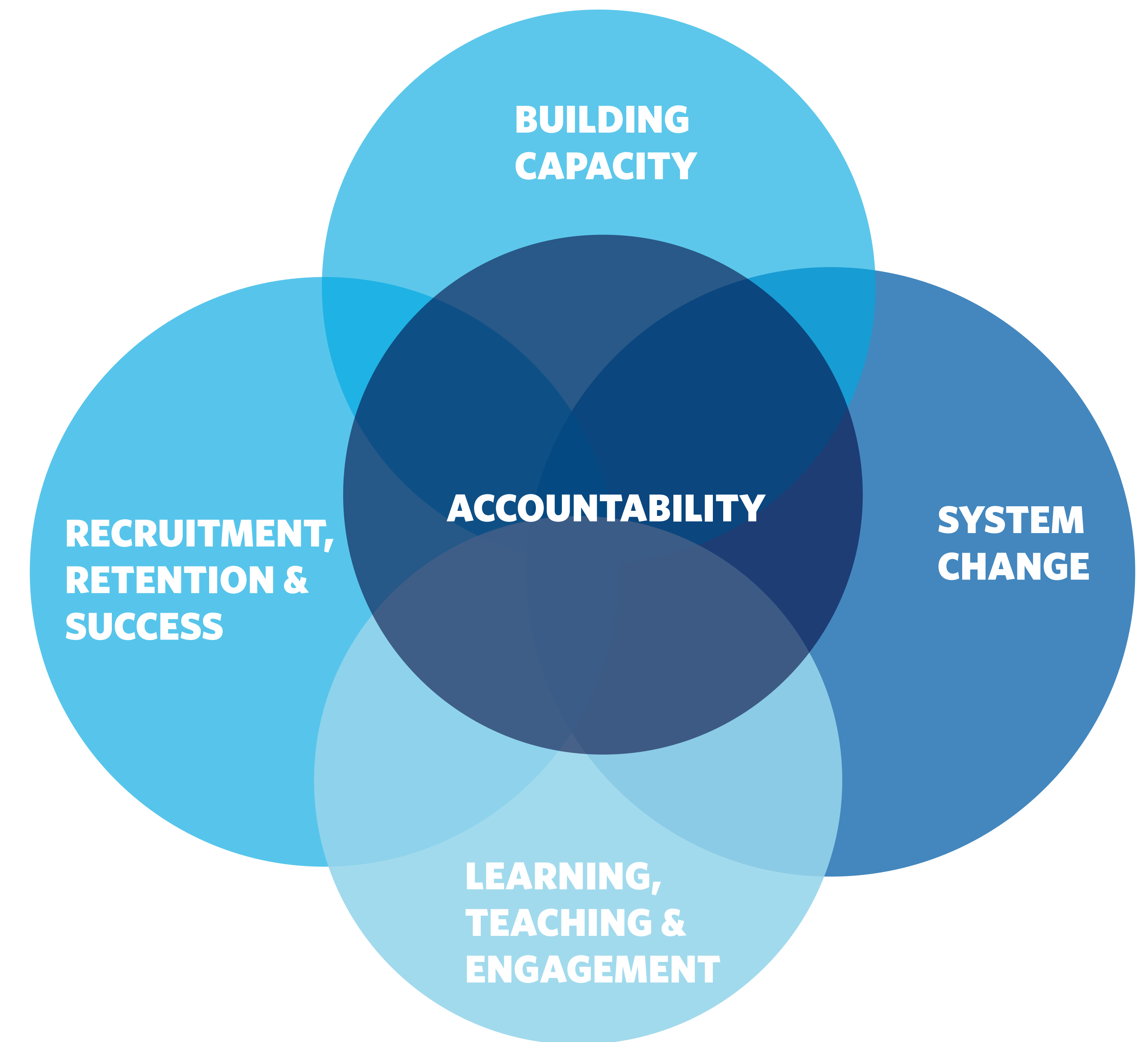
Recruitment, Retention, and Success

Intentional recruitment and active retention of a diverse faculty, staff, and student body requires institutional commitment and deliberate attention by leadership to ensure that everyone is equitably supported to be successful.

Accountability

As an institution we have obligations to comply with standards, policies, and legislation. Robust accountability ensures that evidence-based decision making informs the structures we create and maintain.

Accountability to our community ensures that they are able to succeed in UBC's environment, and that we are honouring the commitments we made in this plan.



GOAL 1 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 Actions	Agree	Concerns	Please tell us why.... What do you think is missing?
<p>(A) EDI Education & Training Programs 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.</p>			
<p>(B) Conflict Engagement & Dialogue 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.</p>			
<p>(C) EDI Leadership Training 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.</p>			
<p>(D) EDI Curriculum & Program Requirements 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.</p>			

GOAL 2 Recruitment, Retention, and Success

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

Draft Actions	Agree	Concerns	Please tell us why.... What do you think is missing?
<p>(A) Recruit for EDI Skills and Competencies 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.</p>			
<p>(B) Increase Representation Increase the numbers of historically, persistently, or 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.</p>			
<p>(C) EDI in Scholarship 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.</p>			
<p>(D) Enhance Performance Review Processes & Discussions 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.</p>			
<p>(E) Implement Systems Reviews 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.</p>			

GOAL 3 Learning, Research & Engagement (1/2)

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

Draft Actions	Agree	Concerns	Please tell us why.... What do you think is missing?
<p>(A) EDI Awards, Funding & Incentives 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.</p>			
<p>(B) Inclusive Teaching & Learning Support instructors and teaching assistants to make teaching and learning more inclusive throughout course design and teaching practice.</p>			
<p>(C) Grant Applications 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.</p>			
<p>(D) Government Requirements 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.</p>			

GOAL 3 Learning, Research & Engagement (2/2)

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

Draft Actions	Agree	Concerns	Please tell us why.... What do you think is missing?
<p>(E) Institutional Relationships & Systems 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.</p>			
<p>(F) Student Perspectives Review and improve mechanisms to ensure that student perspectives on the inclusiveness of their learning experiences are integrated into the improvement of teaching.</p>			
<p>(G) Indigenous Strategic Plan Alignment 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.</p>			

GOAL 4 Systems Change (1/2)

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

Draft Actions	Agree	Concerns	Please tell us why.... What do you think is missing?
<p>(A) EDI Decision-Making Principles Develop, consult on, and implement guidelines for decision-making that incorporate equity, diversity and inclusion principles.</p>			
<p>(B) Indigenous Strategic Plan Resource, implement, and track progress of the Indigenous Strategic Plan across all units.</p>			
<p>(C) Inclusive Action Planning Ensure inclusive action plans are developed for and communicated throughout each Executive Portfolio and each Faculty.</p>			
<p>(D) Succession Planning 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.</p>			
<p>(E) Job Descriptions & Performance Reviews 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.</p>			

GOAL 4 Systems Change (2/2)

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

Draft Actions	Agree	Concerns	Please tell us why.... What do you think is missing?
<p>(F) Degree Requirements Incorporate equity, diversity and inclusion skills and competencies into degree requirements.</p>			
<p>(G) Workplace Accommodations for Disability Enact an institutional level accommodation policy for faculty and staff with disabilities that is supported by a central accommodation fund.</p>			
<p>(H) Accommodations 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.</p>			
<p>(I) Accessibility Enhance the accessibility of physical and virtual spaces on UBC campuses for students, staff, and faculty.</p>			
<p>(J) IAP Planning, Implementation & Reporting Provide resources for department, Faculty, and administrative unit level planning, implementation, and reporting on the Inclusion Action Plan.</p>			
<p>(K) Equity Leads 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.</p>			

GOAL 5 Accountability (1/2)

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 Actions	Agree	Concerns	Please tell us why.... What do you think is missing?
<p>(A) Mechanisms for Annual Reporting Establish mechanisms for annual reports on unit/departmental Inclusion Action Plans, including plans for future progress.</p>			
<p>(B) WorkDay Institutional Data 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.</p>			
<p>(C) Transparent Reporting Mechanisms 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.</p>			
<p>(D) Advancement 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.</p>			

GOAL 5 Accountability (2/2)

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 Actions	Agree	Concerns	Please tell us why.... What do you think is missing?
<p>(E) External Contractors 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.</p>			
<p>(F) External Reviews Create terms of reference for the self-study document and directions to reviewers for external department and/or program reviews that includes:</p> <ul style="list-style-type: none"> • an examination of the diversity of people within the department and concrete plans to address any under-representation • an analysis of the integration of historically marginalized forms of knowledge into the curriculum • a demonstration within the department of the fulfillment of the Truth and Reconciliation Commission’s Calls to Action, particularly Call 63(iii) 			
<p>(G) Annual Reporting on this Plan 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.</p>			

QUICK FACTS: DIVERSITY AT UBC

Explore a few facts about student, faculty, and staff diversity at UBC and their experiences.

FACULTY & STAFF



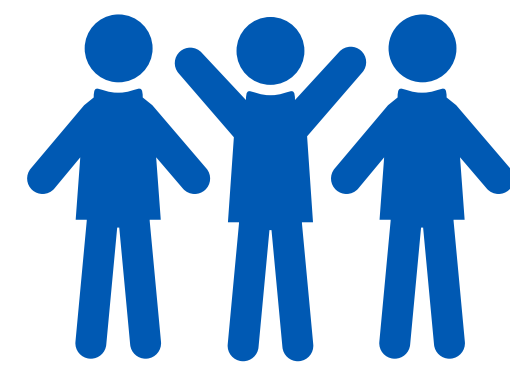
57%
women

35%
racialized

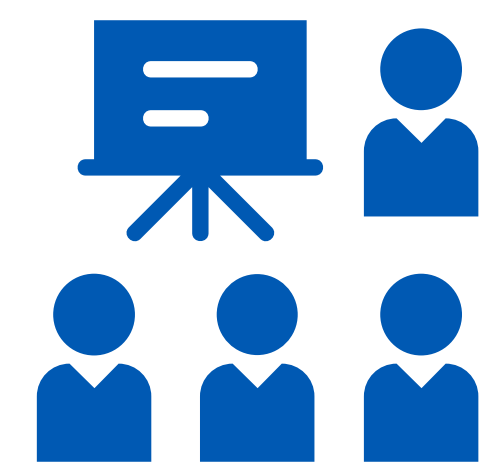
7%
LGBTQ2SIA+

4%
persons with
disability

2%
Indigenous



70%
feel part of
community at
UBC



75%
feel they have
opportunities to learn &
grow professionally



76%
feel people treat each
other with respect

STUDENTS

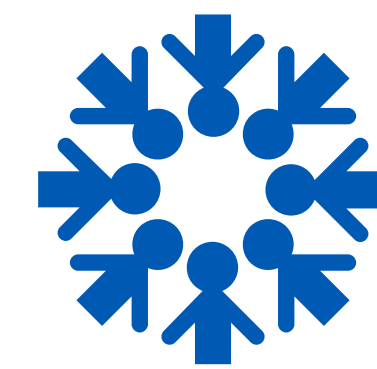
75%
domestic



25%
international



3%
Indigenous



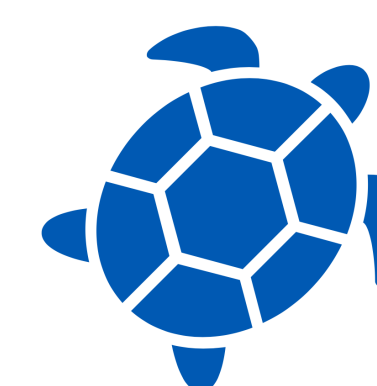
55% feel like they belong at UBC*



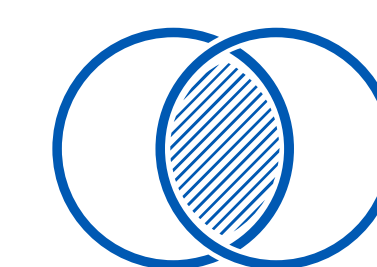
81% are comfortable working with people
from other cultures/backgrounds*



74% have the ability to engage with diverse perspectives*



30% understand Indigenous perspectives*



70% understand racial and ethnic differences/issues*

*Based on self-reported data.

HOW ARE WE DOING?

Share a dot and let us know what you thought of this session and the overall plan.

This workshop helped me better understand UBC's inclusion planning efforts.

STRONGLY DISAGREE

NEUTRAL

STRONGLY AGREE



This workshop was engaging. I was able to provide feedback and felt heard.

STRONGLY DISAGREE

NEUTRAL

STRONGLY AGREE



How close are we to getting this plan right?

NEEDS MORE WORK

NOT SURE

LOOKS GREAT

