



Building Inclusive UBC: An Inclusion Action Plan

DRAFT



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Introduction

Building Inclusive UBC

In 2018, the University of British Columbia developed a new Strategic Plan, [Shaping UBC's Next Century: Strategic Plan 2018-2028](#). During the planning process, the UBC community converged on three themes: Inclusion, Collaboration, and Innovation. These three themes are cross cutting, spanning the core areas of People & Places, Research Excellence, Transformative Learning, and Local & Global Engagement.

The Strategic Plan defines inclusion as “a commitment to access, success, and representation of historically underserved, marginalized, or excluded populations”. To operationalize the inclusion theme of the strategic plan, UBC has developed an Inclusion Action Plan (IAP).

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

1. Report on the results of an extensive consultation process to develop goals and actions on building a more inclusive institution.
2. Develop a guiding framework that identifies inclusion goals for UBC and collaborative institutional actions needed to advance inclusion at UBC over the next seven to ten years;
3. Build on and connect existing equity, diversity, and inclusion efforts across UBC's campuses under a single high-level framework;
4. Develop a 'menu' of actions to ensure academic departments and operational units across UBC can incorporate inclusive actions into their unit-level planning;

The IAP is grounded in UBC's location on the traditional, ancestral and unceded lands of the Musqueam and Syilx Okanagan Nations. In exploring inclusion, this plan recognizes Indigenous people and Indigenous concerns as both within and beyond a conversation on inclusion at UBC. For this reason, throughout the Plan, some actions express direct linkages between the work of this Plan and UBC's [Indigenous Strategic Plan](#). The IAP presents an opportunity to support [UBC's commitment to Indigenous engagement](#), including with the Musqueam and Syilx Okanagan Nations, and with the Indigenous Peoples of Canada more broadly. It respects that the institution's efforts in this area, including delineation of strategic actions to advance this work, are reflected in the Indigenous Strategic Plan.

Why do we need a commitment to inclusion?

UBC has made great efforts, and good progress, to increase equity, diversity, and inclusion over the last twenty years, however, academic structures, systems, and processes were designed for a different time and population. In the late 20th century, the university's doors began to open to new groups of students, faculty, and staff, while the systems and structures have not fully adapted to ensure equitable outcomes in education and careers.



We have heard from our community - UBC's student and workplace experience surveys show clear trends of less positive scores for students, staff, and faculty from most equity-seeking groups. UBC's workforce representation is, in many occupational groups, not proportional to the available workforce for those occupations. Bullying, harassment, sexual misconduct, and discrimination issues continue. The progress is there, but it is expected that with the focus provided by this plan, UBC will be better able to build collaborative efforts across its departments and units to create inclusive campuses for all our students, staff, and faculty. UBC, as a world-leading university with influence on society, merits the excellence of a community of diverse and engaged faculty, staff, and students to tackle the challenges of the 21st Century.

What the Inclusion Action Plan Achieves

The IAP represents ideas, suggestions, and expertise of faculty, staff, students and alumni from across our campuses. It proposes a high-level framework for supporting collective action toward advancing inclusion at UBC over the next seven years. The actions included in this plan reflect promising practices and suggestions gathered through extensive consultations, and are considered to be those actions most relevant to UBC's current context. The actions cover a wide-range of areas and in committing to making progress on specific actions, we propose that divisions will pick and choose the ones that are most relevant to them, to their local context, and in areas where there is the potential for change to be tracked and measured. No one individual, unit or department is expected to complete all of these actions. Building an inclusive campus requires individual and collective responsibility to develop innovative responses.

As the actions outlined in this plan are institutional, they will require the involvement of many different bodies across our campuses. The current draft of the plan identifies executive leads and portfolios and, in many cases, other campus entities likely to have a role in supporting the implementation of the plan. In keeping with a collective impact framework within a large and decentralized system, the proposed implementation approach and structure reflects this understanding, and will be further refined in December 2019 and January 2020. Operationalizing this plan will involve many different units working collaboratively at different times over the next seven years, with ongoing coordination from the Equity & Inclusion Office. It will also involve continuing community consultations including associations, unions, societies, student government, Senate, and many others across all campuses as we pilot ideas to learn from a broad range of perspectives about creating greater inclusion at UBC.

The timeline of seven years, with an institutional evaluation at midpoint, recognizes and is expected to accommodate the iterative nature of implementation for some of these actions, while still noting annual progress toward the goals. It also recognizes that the groundwork for accomplishing these actions has been happening in different spaces across UBC for years. The IAP presents an opportunity to highlight, coordinate, and amplify many of these efforts that have been, and are currently, underway throughout the institution, e.g., the work in the Integrated Renewal Project to ensure WorkDay and its functions support this IAP, etc. It provides a roadmap for innovating and learning together about how to continue to develop inclusion across UBC.



INCLUSION ACTION PLAN

INCLUSION AT UBC:

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.

Sample 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: WES or UES]

1.0 Goal: Recruitment, Retention, and Success

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

Sample 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 of perceptions of professional growth of faculty and staff from marginalized groups [Source: WES]
- % 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

Continue and enhance active recruitment for equity, diversity, and inclusion skills and competencies, and increase the capability and capacity to collaborate in a diverse environment through all searches and in career progression for leadership, staff and faculty.

B. Equitable Recruitment & Admissions LEADS: Provosts; VP, Human Resources; VP, Students

Revise, renew, and replace recruitment and hiring/admissions processes to actively take into account equity issues in the assessment of merit, through job postings, criteria development, and selection of students, staff, faculty, and leadership at UBC.



C. Access through Affordability LEADS: Provosts; VP, Human Resources; VP, Students

Reduce financial barriers to studying and working at UBC, particularly for Indigenous and other marginalized students, and support affordability strategies for transit, housing, and childcare for faculty, staff, and students.

D. Inclusive Spaces & Initiatives LEADS: Provosts; VP, Human Resources; VP, Students

Support mentorship, peer support, and affinity/resource groups that enhance spaces for and initiatives toward inclusion. Promote extra-curricular programming, professional development opportunities and events that help build inclusive cultures.

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

Expand and enhance opportunities for scholarship rooted in differences in worldviews that advances equity, diversity, and inclusion.

F. EDI in Promotion LEADS: Provosts; VP, Human Resources

Create and embed best practice guidelines for the recognition and valuing of EDI-related work, in collaboration with Provosts, Deans, and collective bargaining units, in scholarship, teaching, educational leadership, and service for faculty.

G. Enhance Performance Review Processes & Discussions LEADS: VP, Human Resources; Provosts

Update performance review processes, discussion guides, and merit pay policies, in collaboration with Provosts, Deans, and collective bargaining units, for staff and emerging leaders to include criteria for recognizing participation in initiatives and other contributions to advance equity, diversity, and inclusion.

H. Implement Recommendations of Systems Reviews LEADS: VP, Human Resources; VP, Students; Provosts

Implement the recommendations of the 2019 [Employment Systems Review](#) that assesses disparities in experiences for faculty and staff, and conduct a similar review to examine any disparities in experiences for students, including student-staff, Teaching Assistants, and Post-Docs.

2.0 Goal: Systems Change

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

Sample 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; VP, External Relations
Support understanding and implementation of the [Indigenous Strategic Plan](#) across all units.
- C. Inclusion Action Planning** LEADS: University Executive, Senate
Ensure plans that incorporate inclusion actions are developed by and communicated throughout each Executive Portfolio and each Faculty.
- D. Leadership & Succession Planning** LEADS: Provosts, All Vice-Presidents
Develop and implement criteria for advancing into mid-level and senior leadership that requires that all leaders demonstrate commitment to principles of equity, diversity, and inclusion and reflect the diversity of the UBC community.
- E. Degree Requirements** LEADS: Senate, Provosts
Incorporate equity, diversity, and inclusion skills and competencies into degree requirements.
- F. Job Descriptions & Performance Reviews** LEADS: VP, Human Resources; Provosts
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 staff and evaluations for faculty.
- G. Workplace Accommodations for Disability** LEADS: VP, Human Resources; VP, Finance & Operations
Develop and enact an institutional level accommodation policy for faculty and staff with disabilities that is supported by a central accommodation fund.
- H. Inclusive Infrastructure** LEADS: Provosts; VP, Human Resources; VP, Students
Develop infrastructures for supporting and accommodating faculty, staff, and students with respect to religious, spiritual, and cultural observances, and flexible work, housing, and childcare arrangements.
- I. Accessibility** LEADS: VP, Finance & Operations; 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 Vice-Presidents
Provide resources for department, Faculty, and administrative unit level planning, implementation, and reporting on the Inclusion Action Plan.



K. Equity Leads LEADS: Provosts; All Vice-Presidents

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.

3.0 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.

Sample 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]

Draft Actions

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

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 contexts for students.

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

Facilitate and provide opportunities for dialogue and conversation around sensitive topics at UBC and beyond. Build conflict engagement skills and practices among all members of UBC's community to equip people for working across differences.

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



4.0 Goal: Learning, Research & Engagement

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

Sample 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]

Draft Actions

A. EDI Awards, Funding & Incentives LEADS: Provosts; VP, Research & Innovation

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

B. Inclusive Teaching & Learning LEADS: Provosts; Senates

Encourage and support instructors and teaching assistants to implement inclusive course design, teaching practice, and assessments.

C. Funding Applications & Award Nominations LEADS: VP, Research & Innovation; Provosts

Embed equity, diversity, and inclusion principles in the review processes for all funding programs and award nominations including VPRI administered internal funding competitions, internal research awards, institutional nominations for external awards and honours, and funding programs that require adjudication and peer-review. Equitably support researchers to develop funding proposals and award nominations.

D. Research Funding LEADS: Provosts, VP, Research & Innovation

Advance the principles and intended outcomes of the equity, diversity, and inclusion initiatives of the Canada Research Chair Program and the Dimensions Charter, as well as other existing and future government funding programs.

E. Equitable Community Relationships LEADS: VP, External Relations; VP, Finance & Operations; VP, Research & Innovation; Provosts

Proactively build and strengthen UBC's relationships and improve institutional systems to appropriately recognize and compensate community members' engagement, and work more effectively with communities and organizations representing those who have been marginalized.

F. Student Learning 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 support learning, research, and engagement at UBC that reflect the [Truth and Reconciliation Commission's Calls to Action](#), [the National Inquiry into Murdered and Missing Indigenous Women & Girls' Calls to Justice](#), and are consistent with [United Nations Declaration on the Rights of Indigenous Peoples](#).

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.

Sample 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 reporting on inclusive actions to institutional level, 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. Enhanced Reporting Mechanisms LEADS: VP, Human Resources, Board of Governors

Review and enhance streamlined mechanisms and related policies to better support people who experience harassment, discrimination, retaliation, and bullying to report incidents and policy breaches, and ensure annual reporting on aggregated incidents.

D. External Contractors LEAD: VP, Finance & Operations

Create EDI criteria to engage all external contractors to work toward supporting an inclusive environment at UBC, and as a condition for being added to the preferred list of vendors or contractors for UBC.

E. 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 efforts 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\(iii\)](#)

F. 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.



Appendix 1: Glossary of Terms and Acronyms

Diversity: Differences in the lived experiences and perspectives of our community members that may include race, ethnicity, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical disability, mental disability, sex, gender identity or expression, sexual orientation, age, criminal conviction, and/or lawful source of income.

Equity: Recognizing that everyone is not starting from the same place or history, deliberate measures to remove barriers to opportunities may need to be taken to ensure fair processes and outcomes.

EIO – Equity & Inclusion Office – equity.ubc.ca

EDI – Equity, Diversity, and Inclusion

GAIT – Goal Accountability and Implementation Team

Historically, persistently, or systemically marginalized: this language was intentionally and carefully chosen during the development of this plan to recognize that:

- UBC and other institutions throughout Canada were created at a time when societal norms privileged and included some groups and disadvantaged and excluded others. In Canada, these disadvantaged groups have been defined as Indigenous people, women, people with disabilities, racialized people, and LGBTQ2SIA+ people.
- This history entrains a legacy of day-to-day barriers that contributed to past, and perpetuate current, inequities which compound over time;
- our systems, in the form of policies, practices, culture, behaviours, and beliefs continue to maintain these barriers in the ways that they continue to create the institution. It is often not an individual intentional, systematic, effort to discriminate. It is an unconscious, unrecognized practice of doing things as they have always been done (and recreating the historical exclusions).

IAL – Inclusion Action Leads

IAP – Inclusion Action Plan

Inclusion: Inclusion is an active, intentional, and continuous process to bring marginalized individuals and/or groups into processes, activities, and decision-making to address inequities in power and privilege, and build a respectful and diverse community that ensures welcoming spaces and opportunities to flourish for all.

Intersectional: The interconnected nature of social categorizations such as race, class, disability, sexual orientation, and gender identity as they apply to a given individual or group. Intersectional identities may create overlapping and interdependent systems of marginalization, discrimination or disadvantage.

LEADS: Vice Presidents who are accountable for ensuring progress on the actions.



Appendix 2: Inclusion Action Plan Development Process

The Inclusion Action Plan development process has been underway since the fall of 2018. In summary, the content of the IAP was informed by the following:

- An Inclusion Action Plan Working Group comprised of equity and inclusion experts, community members with a diverse range of lived experience, influencers, and stakeholders from both UBC Vancouver and UBC Okanagan campuses was convened to consider previous strategic planning for inclusion, and to develop a framework for the Inclusion Action Plan. They developed a definition of what inclusion means at UBC and articulated the resulting five goal areas for advancing inclusion at UBC.
- A broad scan was undertaken of the current literature, and of previous plans and reports from the UBC community.
- Campus-wide consultations in the spring (March through May) of 2019, focused on informing the UBC campus community about the Inclusion Action Plan and opportunities to get involved. The consultations reached 1,600+ individuals and generated 5,400+ ideas for actions that would contribute to creating a more inclusive UBC campus community.
- An Actions Development Workshop in May 2019 led a cohort of over 70 students, staff and faculty at UBC who are champions, implementers and/or people with lived experience, in a series of facilitated exercises to synthesize and distill action ideas into preliminary draft actions, followed by iterative team review and feedback processes, within the EIO and with UBC Leadership, to refine draft actions and identify relevant, preliminary high-level metrics.
- Targeted consultations in the summer and fall (August through September) of 2019 focused on soliciting feedback on the draft actions from students, staff, and faculty with lived experience of being historically, persistently, or systemically marginalized, and hosting presentations and consultations with UBC Leadership (Vice Presidents, Deans, Senior administrative and academic leaders, and university-wide committees). This feedback was reviewed and integrated into revisions to produce the current version of the plan.
- Meetings with developers of mid-level institutional plans to develop shared understanding of approaches and measures and create synergies where possible.
- Presentation to UBC Executive in October 2019 for approval of direction, overall framework, draft plans of action, preliminary high-level metrics for tracking progress towards stated goals, and proposed implementation approach.
- Presentation to the Board of Governors in December for information.
- Publication of the final approved IAP on the IAP website, with the “What We Heard” Reports on campus consultations.
- Conduct consultations with Vice-Presidents and Deans regarding implementation.
- Beginning implementation (as illustrated in the chart below), and working out the shared measures of progress and mechanisms for communication.



Inclusion Action Plan – Planning and Implementation Phases

Components for Success¹	Phase I Assess Readiness 2017/18	Phase II Initiate Action 2018/19	Phase III Organize for Impact 2019	Phase IV Begin Implementation 2020	Phase V Sustain Action and Impact 2021->
Governance & Infrastructure	Convene community leaders	Identify champions and form cross-sector Advisory Committee to guide efforts	Determine initial structural “Leads”, and plan for coordination, continuous communications, and facilitation (backbone) support	Launch Steering Committee (IAPSC), Goal Accountability & Implementation Teams (GAITs), IA Leads & CoP, and EIO backbone support	Build out the backbone support; evolve Teams, Action Coordinators, and Inclusion Action Leads to meet emergent strategy
Planning	Community dialogue about issue, community context, available resources, and priority issues	Develop clear commitment and institutional goals for the plan	Clarify common agenda, broad actions, links with other initiatives, suggest implementation structures	Develop blueprint for implementation; identify quick wins	Refine strategies; continue to mobilize for quick (and longer-term) wins
Community Engagement	Determine readiness; create a community engagement plan	Begin outreach to community leaders and members	Incorporate community voices – perspectives and input on plan	Engage community more broadly and build public will; develop Community of Practice for IA Leads	Continue engagement and conduct advocacy
Evaluation and Improvement	Link to current and past efforts	Analyze baseline data to identify key issues and gaps	Develop high level shared metrics and/or strategies – refer to other mid-level plans for potential overlap	Establish shared measures (indicators and approach) at IAPSC, GAITs, and Inclusion Action Lead levels	Collect, track, and report progress (process to learn and improve)

¹ Diagram adapted from the Tamarack Institute’s 5 Phases Collective Impact Self-Assessment & Planning Tool <http://www.tamarackcommunity.ca/library/collective-impact-self-assessment-tool>



Appendix 3: Inclusion Action Plan: Proposed Implementation

Below is a proposed model for institutional implementation of the Inclusion Action Plan, based on approaches used at peer institutions with successful inclusion strategies, including the University of Michigan and UC Berkeley. Over the first few months of 2020, the Equity & Inclusion Office (EIO) will consult with Vice Presidents and Deans on this proposed model.

We envision the IAP as having a seven-year timeline. In the first year of implementation, the work will focus on creating institutional governance and infrastructure to develop priorities and begin action, to establish shared measures and reporting systems, and to ensure continued broad engagement in the work of the IAP. Engagement will include ongoing conversations with our faculty, staff, and students; varying levels of university governance; our staff and faculty associations and unions; and members of the broader community, as we strive to implement the plan both institutionally and also at the local level. We will work closely with divisional leadership in Faculties and Vice-Presidential portfolios to assess their current progress on the five goals and support them in developing their own inclusion actions that may inform an existing strategic plan, or form a new divisional inclusion action plan.

The first IAP annual report (March 2021) will communicate progress and learning from the above process.

In subsequent years, inclusion actions will expand further into units and departments, with subsequent engagement and reporting. In Year 3, the EIO will conduct a mid-term evaluation of the plan to update the actions and adjust where necessary. Going forward, the revised IAP will continue to be implemented with ongoing measurement of impact.

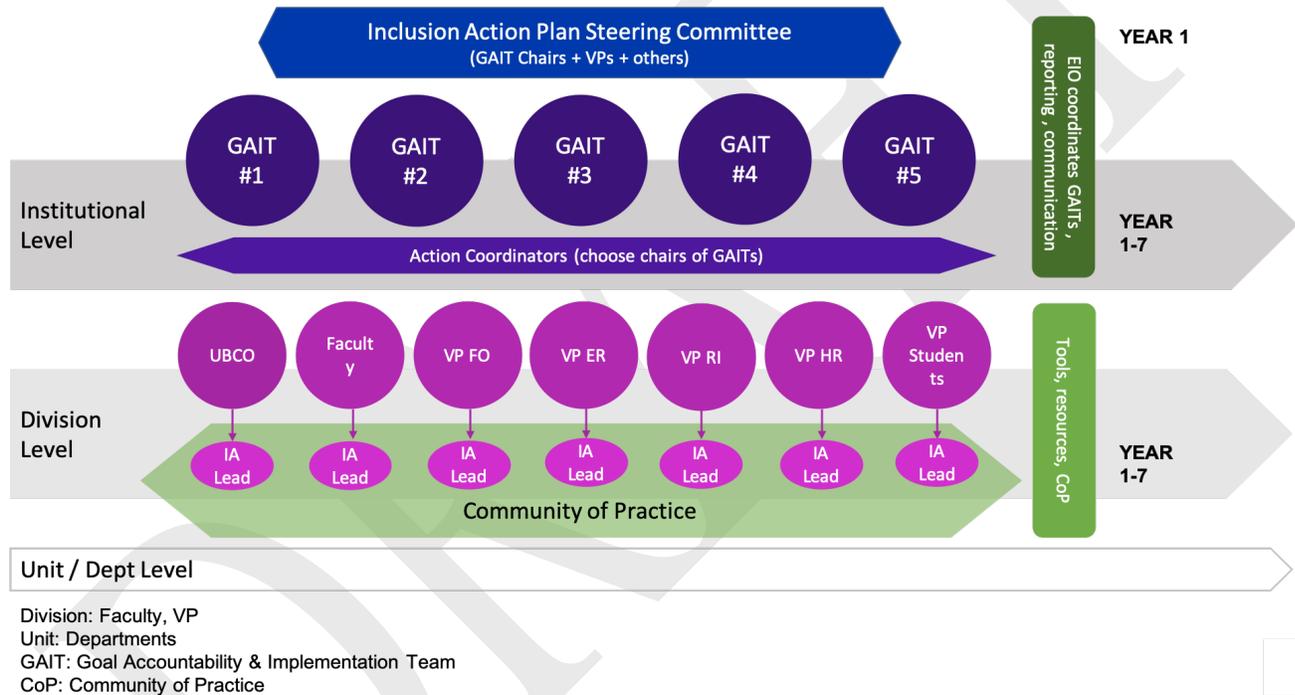
The implementation approach intentionally recognizes the following:

- a) that UBC is not starting from zero in any of these areas – though there may be academic and administrative units that are much further ahead than others;
- b) while the actions in this plan support each other, the expectation is that their collective implementation over time will achieve greater inclusion across the institution – not every action will be appropriate or relevant for every portfolio or unit;
- c) flexibility in implementation will be key to ensuring participation across the institution: the plan is designed to present an opportunity to choose the actions at the portfolio or unit level that are most relevant for that context at that time;
- d) UBC will approach the plan from a “piloting” perspective to examine which actions, and which implementation processes, are most effective at enhancing inclusion;
- e) that enhancing EDI in a large, decentralized institution affected by, and influencing, wider society, is a collaborative process, rather than a task to be completed.



Institutional Governance and Infrastructure

Institutional oversight for the IAP will sit with the IAP Steering Committee, who will ensure collaborative efforts across campus and annual reporting on the plan to the Board of Governors. The Chairs of each of the Goal Action & Implementation Teams (see below), Senior Advisors to the Provost and President, interested members of the current Inclusion Advisory Committee, and leads of the other mid-level strategic plans will form the IAP Steering Committee, convened by the Vice-Presidential Sponsors of this plan. UBCO will have their own IAP Advisory Group that will collectively define priorities and objectives for the Okanagan campus, and appoint a UBCO Advisory Group Coordinator to sit on the IAP Steering Committee.



Goal Action and Implementation Teams (GAIT)

Each of the five goals in the IAP has a number of progress indicators in its ‘dashboard’ to assess progress toward the goal. Actions within each goal have Vice-Presidential Leads named to champion that action.

For each of the five goals, the Vice-Presidential Leads will name one (or more) Action Coordinators from within their teams to work on the Goal Accountability & Implementation Team (GAIT) for a two-year term (renewable). GAIT members will prioritize and coordinate work to accomplish each goal, and report annually on actions taken and progress made. The GAITs will recognize and engage the community of leaders, faculty, staff, and students in collaborative efforts to improve outcomes in the areas that each GAIT will focus on as the plan rolls out over the next seven years.



At the divisional level, Inclusion Action Leads appointed by VPs and Deans will also participate in the IAP Community of Practice to support their learning and the capacity-building activities in their portfolio.

Key Responsibilities for Building Inclusive UBC

To strategically address UBC's decentralized context, the implementation approach depends on six key functions.

1. Vice-Presidential Sponsors of this plan (Vice-President, Human Resources; Provosts; Deputy Vice-Chancellor; Vice-President, Students) will convene the IAP Steering Committee to provide institutional oversight, with the membership outlined above and including Chairs of each of the five Goal Accountability and Implementation Teams (GAITs).
2. Leads at the executive level have been named for each action in the plan, as the champions for making progress on that action. The expectation is that those Leads will appoint Action Coordinator(s) from their teams to serve on the GAITs. The Chair of each GAIT is chosen by the Action Coordinators. The Action Coordinators will determine when and how to implement each action collaboratively within the GAIT and gather reports on progress and results (at quarterly meetings).
3. At the divisional level, VPs and Deans will:
 - appoint Inclusion Action Leads to facilitate implementation of this plan
 - with the Inclusion Action Leads, and supported by Strategists from the EIO, review the “menu” of actions provided in this plan and choose a suite of actions to move inclusion forward within their own portfolio.
4. Inclusion Action Leads for Portfolios and Faculties will:
 - collaboratively examine inclusion actions in conjunction with their other strategic priorities to develop timelines and implementation plans within their portfolio
 - participate in a Community of Practice with Inclusion Action Leads from across the Faculties and portfolios to support momentum and learning through bimonthly meetings
 - report annually to the GAITs on progress toward the goals.
5. Where desired, after divisional implementation, Deans, Heads, VPs, and Sub-Unit Directors may name Unit Level Inclusion Action Leads to act as leaders and champions to ensure that:
 - networks of communication are expanded and maintained to support momentum and learning
 - assessment, planning, and evaluation tools are utilized to develop unit-level actions for inclusion
 - annual reports on inclusion actions progress are fed into the executive-level reporting
 - UBC is developing a rotating cadre of faculty and staff with expertise in how to recognize and remove barriers to EDI for faculty, staff, and students within units.



6. The Equity & Inclusion Office will support:

- planning and evaluation through the development of tools and resources
- reporting and communications
- institutional facilitation and convening of the overall IAP Steering Committee and Goal Accountability & Implementation Teams, as well as the Community of Practice for Inclusion Action Leads.

As a framework to align and report on collective action across UBC, the IAP Steering Committee will task the Goal Accountability & Implementation Teams with determining priorities and developing implementation plans.

IAP IMPLEMENTATION TIMELINE – 2020-2021

