



Inclusion Action Plan 2021–2022



ABOUT THIS REPORT

This is the first in what is intended to be a series of annually issued reports on the implementation progress of the inclusion action Plan (IAP).

This report is prepared by the Equity & Inclusion Office (EIO) and provides an overview of both backbone support efforts of the EIO to coordinate the implementation of the plan, as well as snapshots of centralized and decentralized efforts at the institutional, Faculty, and/or unit levels. This report is submitted to the UBC executive and the Board of Governors.



About UBC

The University of British Columbia is a global centre for teaching, learning and research, consistently ranked among the top 20 public universities in the world.

UBC embraces innovation and transforms ideas into action. Since 1915, UBC has been opening doors of opportunity for people with the curiosity, drive and vision to shape a better world.

About 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. The Inclusion Action Plan is the university's guiding framework to operationalize this commitment.

Inclusion is built by individual and institutional responsibility through continuous engagement with diversity to inspire people, ideas, and actions for a better world.

Land Acknowledgement

The IAP is grounded in UBC's location on the traditional, ancestral and unceded territory 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

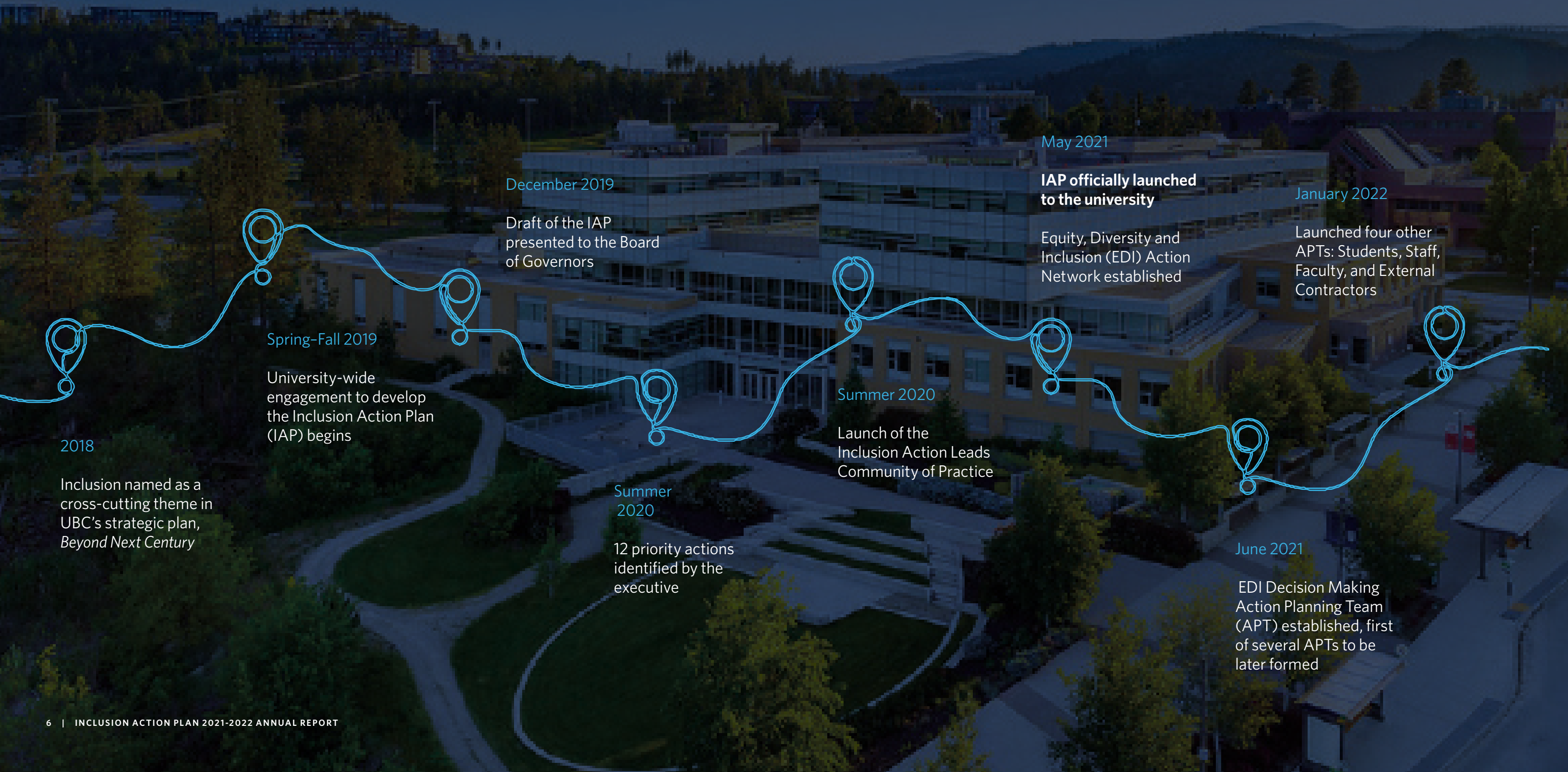
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TIMELINE

Launched in 2021, UBC's IAP expands on and provides a framework to operationalize the university's formal commitments to advancing equity and inclusion entrenched in the university's strategic plan, *Shaping UBC's Next Century*.



2018

Inclusion named as a cross-cutting theme in UBC's strategic plan, *Beyond Next Century*

Spring-Fall 2019

University-wide engagement to develop the Inclusion Action Plan (IAP) begins

December 2019

Draft of the IAP presented to the Board of Governors

Summer 2020

12 priority actions identified by the executive

Summer 2020

Launch of the Inclusion Action Leads Community of Practice

May 2021

IAP officially launched to the university

Equity, Diversity and Inclusion (EDI) Action Network established

June 2021

EDI Decision Making Action Planning Team (APT) established, first of several APTs to be later formed

January 2022

Launched four other APTs: Students, Staff, Faculty, and External Contractors



EXECUTIVE SUMMARY

Working collectively with partners, the Equity & Inclusion Office (EIO) created structures and tools to coordinate action and inspire leadership that builds inclusion across all levels of the university.

BACKGROUND

Launched in 2021, UBC's Inclusion Action Plan (IAP) expands on and provides a framework to operationalize the university's formal commitments to advancing equity and inclusion entrenched in the university's strategic plan, *Shaping UBC's Next Century*. The IAP identifies five goals and associated actions that encompass the priorities and scope of inclusion work at UBC. The IAP is designed as a guide for all levels of the university—from the unit/department to the institution—to use as they consider how they can build more inclusive learning, working, and living environments for students, faculty, and staff.

Inclusion and equity are not novel ideas at UBC—there is a rich and diverse history of engagement and investment by many across the university to bring these to life across all facets of the university. Amid some progress and success, many opportunities, however, remain. The IAP aims to provide a common framework through which the institution and units can build on efforts to date. By creating structures and systems to implement the plan, the university, supported on this directly by the EIO, seeks to better coordinate and align the multitude of decentralized, cross-cutting and multi-level efforts of units, faculties, and campuses.

KEY UPDATES

Over the past year, the EIO has been working to provide the foundational support to operationalize the IAP. Using collective impact as the approach, the EIO executed efforts to coordinate the work across three levels of the University: institutional, faculty, and unit/department.

Progress to date includes planning and engagement efforts that led to:

- forming and activating five Action Planning Teams (APT) at the institutional level;
- convening several gatherings of Inclusion Action (IA) Leads to share and collaborate on a range of portfolio and faculty-level initiatives;
- developing and launching the Equity, Diversity, and Inclusion (EDI) Action Network and hosting several virtual sessions for those more deeply involved in EDI across UBC to share promising practices and learn from each other;
- developing and launching a suite of 13 tools and aligning the Equity Enhancement Fund program for faculty and staff initiatives with the IAP, all designed to support units and departments with development and activation of EDI action plans, strategies, and initiatives.

The EIO is also pleased to report that institution-wide inclusion and equity efforts are well underway—from strategies and programs to improve representation of diverse students and faculty, to initiatives to increase the level of understanding and capacity of lecturers and teaching fellows and more complex systems

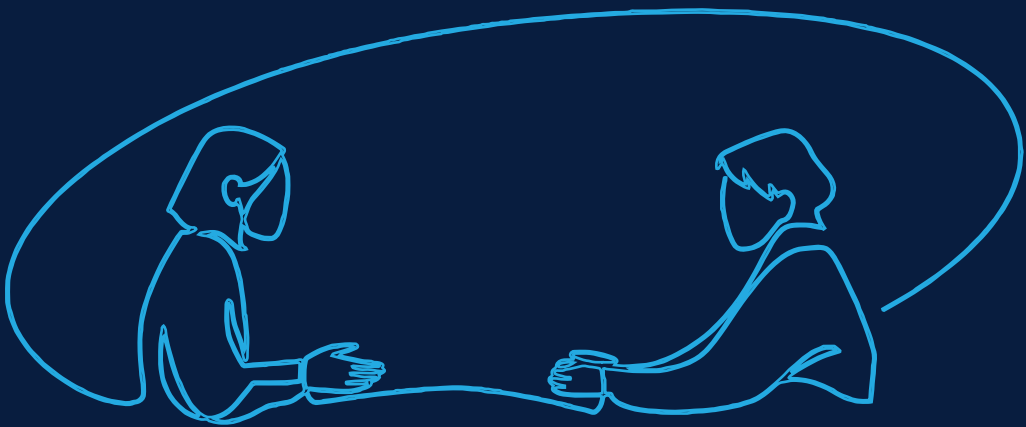
change efforts around institutional efforts to collect equity data from students, faculty, and staff.

NEXT STEPS

Still, challenges to advancing this work remain. Amid a clear desire to build more inclusive environments and communities, feedback continues to suggest that resource constraints continue to negatively impact individual and unit-level abilities to advance this work robustly and as informed by research and promising practices. These constraints include: lack of long-term funding and budgetary commitments, communication and coordination efforts across different levels of the institution, and competing priorities due to the number of existing strategies at the university. These limiting factors create barriers to further integration of inclusion practices into the daily operations and systems of the university.

As the EIO and the institution continue to evolve the approach to the implementation of the IAP, the office developed a framework and plan to inform a fulsome evaluation of the uptake and implementation of IAP goals and actions, as well as of efforts by faculties and units across the university. Enhancing the data collection of efforts under way across the institution, and formally evaluating those, will support ongoing learnings and growth stemming from this innovative approach to advancing inclusion.

This is the first in what is expected to be an annual update on the implementation of the IAP. The office aims to further evolve and strengthen this reporting format and welcomes feedback on our approach to date.



ABOUT THE INCLUSION ACTION PLAN

The IAP provides a framework to operationalize inclusion at both the institutional level, as well as across and within Faculties and units.

Developed through extensive university-wide engagement and building on historical knowledge and experiences of community members, the IAP represents the ideas, suggestions, and expertise of faculty, staff, students, and alumni from across our campuses.

Broken down into five goals, each with several actions assigned to one or more university portfolios, the plan offers a high-level framework for supporting collective action toward advancing inclusion at UBC over the next seven years.

Goals

1. Recruitment, Retention, and Success

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

2. Systems Change

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

3. 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.

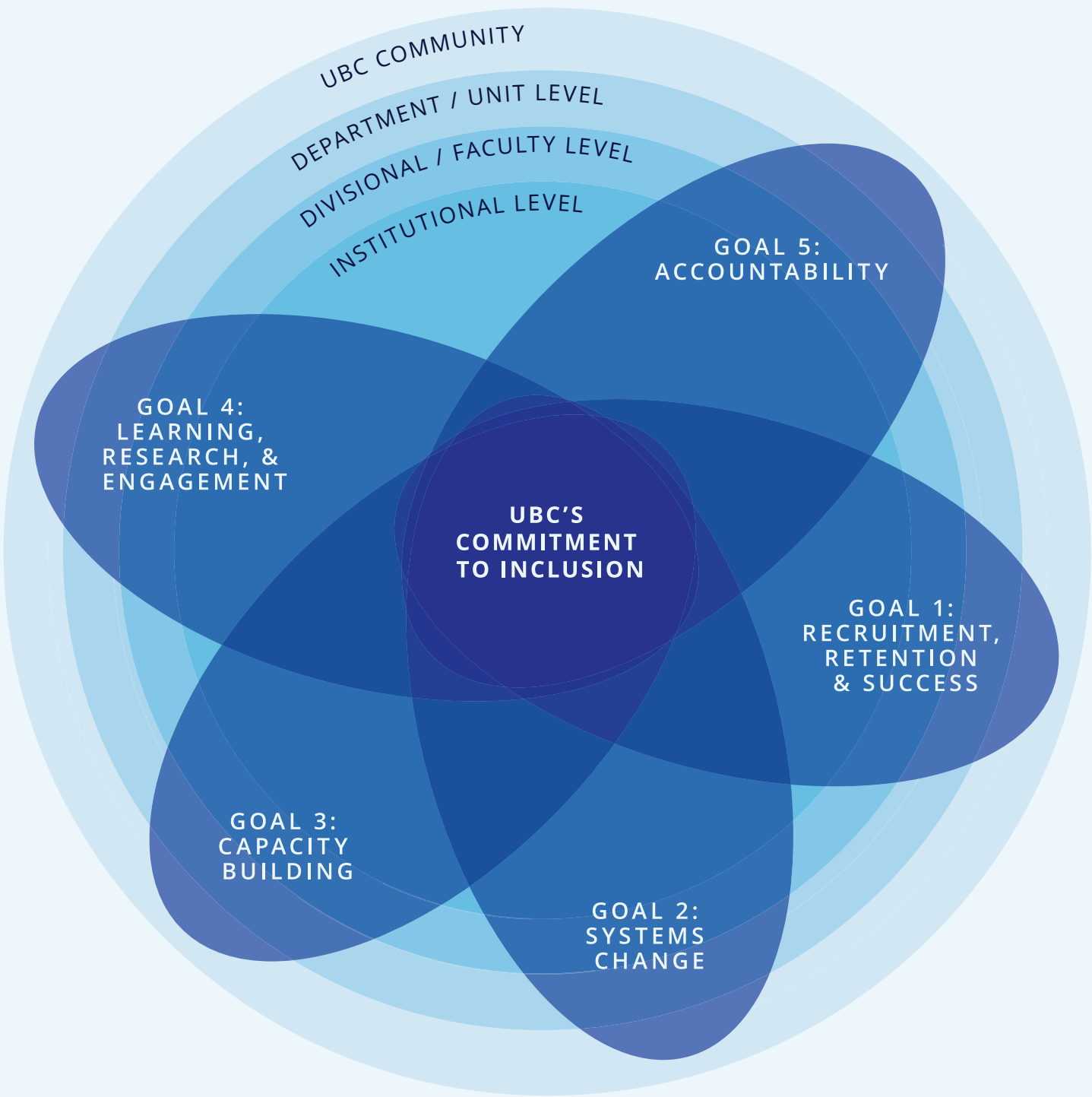
4. Learning, Research, and Engagement

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

5. Accountability

UBC will hold itself accountable for 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.

UBC'S COMMITMENT TO INCLUSION



Actions

Each goal is supported by several actions that reflect promising practices and community input gathered through extensive university-wide consultations and deemed most relevant to UBC’s current context.

IAP actions cover a wide range of areas and responsibilities. In committing to making progress on specific actions, the plan proposes that faculties and units identify and advance the ones that are the most relevant to their local context and with consideration of where there is greatest potential for change to be tracked and measured. No one individual, unit, or department is expected to complete all the actions in the IAP - building an inclusive campus requires both individual and collective responsibility to develop innovative responses.

The timeline of seven years, with an expectation of 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. This timeline also recognizes that the groundwork for accomplishing these actions has, through years past, already taken place in different spaces across UBC—the efforts are not starting from zero. The implementation of the IAP therefore presents an opportunity to highlight, coordinate, and amplify many of these efforts that have been, and are currently, underway throughout the institution.

Initial Priority Actions

In 2020, the sponsoring vice-presidents shortlisted the following actions for priority implementation at the institutional level.

Each number and letter identifier corresponds to the identifier listed in the IAP, with the number indicating the specific goal area.

- Recruit for EDI Skills and Competencies (1A)
- Equitable Recruitment and Admissions (1B)
- EDI Decision Making Principles (2A)
- Leadership and Succession Planning (2D)
- Job Descriptions and Performance Reviews (2F)
- Equity Leads (2K)
- EDI Education & Training Programs (3A)
- EDI Leadership Training (3C)
- Research Funding (4D)
- Indigenous Strategic Plan Alignment (4G)
- Institutional Data (5B)
- External Contractors (5D)



CONTEXT FOR INCLUSION

Amidst amplified demands to redress historical inequities, discrimination, and white supremacy, and coupled with recognized benefits that inclusion has on wellbeing, collaboration, innovation, and excellence, the time is now for higher education institutions to model the way forward.

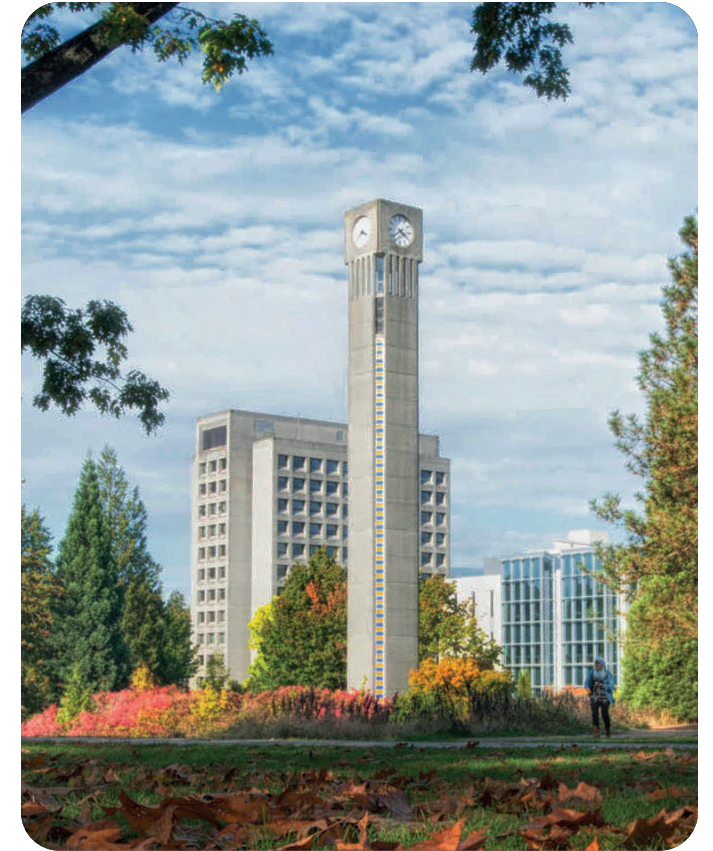


UBC initiated the development of the IAP in 2018, building on ongoing efforts to advance equity, diversity, and inclusion across the university and as a more comprehensive and detailed follow-through on the overall commitments to inclusion entrenched in UBC's strategic plan, *Shaping UBC's Next Century*.

A higher education imperative

Inclusion has increasingly been understood and recognized as critical to supporting student wellbeing, learning, and research excellence. Beyond considerations of inclusion being a "moral obligation," research and practice across higher education has shown that equity, diversity, and inclusion efforts facilitate diversity of thought and approaches, and can lead to innovation and excellence. There is recognition that Inclusion can enhance team dynamics, improve individual wellbeing and productivity, and lead to greater innovation and collaboration, two other themes in UBC's strategic plan.

The understanding and expectations of students, faculty, and staff of what an inclusive university means has shifted significantly since 2018, and there are greater demands for systemic change and, importantly, tangible, and impactful action, beyond just listing commitments in strategic plans. Responding to demographic and societal changes and with appreciation of how inclusion can positively impact individual experience, performance and overall institutional excellence, universities across Canada have more deeply engaged operationally and academically in efforts to advance and prioritize inclusion.



As agents of change and sites of research, knowledge generation and sharing, universities are uniquely and well positioned to use their campuses as sites to implement, evaluate, and report on promising practices for others to learn from.

With the launch of the IAP in 2018, UBC was one of the first universities to develop and articulate a plan formally committing the university to inclusion.

Shifting societal tides and expectations

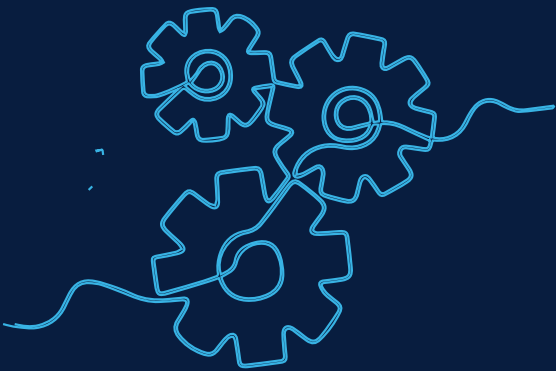
Adding to the higher education considerations, major global events and movements have further amplified the momentum and increased the demand for institutions to be more accountable for their actions and redress historic inequities and harms. Examples of more recent developments include, but are not limited to the racial reckoning that occurred after the murders

of Black men and women by police, the increase in anti-Asian racism, the findings of mass graves at sites of former residential schools, and the increased inequities exacerbated by the global COVID-19 pandemic in 2020. There is increased societal demand for action to be taken to address inequities perpetuated by systems in higher education, particularly in terms of impact on historically, systemically, and perpetually marginalized groups.

Gaps in resourcing

While there is a strong desire to advance this work across the institution and within portfolios, Faculties and units, there remains some uncertainty as to how to begin and what actions to tackle given that many Faculties and units have limited dedicated resources for this work. Since the launch of the plan, the Equity & Inclusion Office has developed toolkits and frameworks to build capacity amongst and support those interested in doing this work.

EIO continues to provide backbone and coordination support at the institutional level, while also providing support to individual leadership and EDI champions. As the office engages and supports others in this work, it will be necessary to put in place adequate support and resources in response to ongoing demand.



UPDATE ON THE IAP IMPLEMENTATION

While EIO provides backbone coordination support, multiple people across multiple levels of the university lead their respective efforts and engage in collective action towards the common goal of inclusion.

The implementation of the IAP is based on the Collective Impact framework. Collective Impact is an established framework for social change taken up from community development work. The framework is designed to create social change through fostering collaborations in a structured way. The IAP has adopted the collective impact approach to align the work across multiple levels of the university.

Foundational tenets of Collective Impact include the following:

- a backbone support organization;
- the development of a common agenda;
- using shared measurement to understand progress;
- building on mutually reinforcing activities;
- engaging in continuous communications⁵.

As the IAP continues along its lifecycle, the application of the Collective Impact framework continues to emerge and evolve.

The EIO has been tasked with providing backbone support for the IAP implementation, coordinating, and aligning institutional efforts and creating common measurements and approaches to the work.

Currently, the office has been working to further align communications related to inclusion across all levels of the university, as well as providing a

suite of consistent tools to assist in planning processes, and ensuring that recommendations that emerge from various levels and teams reach flow across the institution.

Developed and Activated Implementation Structures

In consultation and coordination with university partners and leadership, the office developed an implementation process that seeks to build on past and existing EDI efforts. The process also aims to harmonize current and future initiatives across a range of levels and contexts of UBC’s large decentralized system.

The approach to operationalizing the IAP works across three levels throughout the university’s systems, with distinct responsibilities and supports created for each level of work:

- Institutional level: to address structural and policy level change
 - o Executive Leads through Action Planning Teams
- Divisional/Faculty level
 - o Deans and Directors with support of the IA Leads Community of Practice
- Departmental/Unit-level
 - o Unit Heads and Directors with support of the Equity, Diversity & Inclusion (EDI) Action Network



IAP IMPLEMENTATION STRUCTURE

LEVEL OF IMPLEMENTATION	RESPONSIBILITY	SUPPORTS
INSTITUTIONAL	Senior Leadership Advisory Committee	Action Planning Teams
DIVISION / FACULTY	Deans & VPs Inclusion Action Leads	Community of Practice
DEPARTMENT / UNIT	Unit Heads and Directors EDI Committees & Working Groups, EDI Champions	EDI Action Network

⁵ <https://www.tamarackcommunity.ca/collectiveimpact>

INSTITUTIONAL LEVEL

We've convened five Action Planning Teams tasked with transforming policies and programs at the institutional level.

The IAP consists of 36 actions across five goals. The IAP's sponsoring Executives identified 12 priority actions to advance at the institutional level for the first one to two years of implementation.

Action Planning Teams (APTs) are responsible for developing work plans to realize prioritized IAP actions at the institutional level. More specifically, they are responsible for:

- **Researching and analyzing** recommendations and practices at UBC and from other institutions related to their IAP actions;
- **Targeted consultation** with relevant UBC stakeholders to inform the development of their work plans and initial recommendations;
- **Developing work plans** and draft recommendations for their respective actions, including an approach for monitoring progress;
- **Sending** their proposed work plans and draft recommendations for review and advice to the Advisory Committee;
- **Revising** their work plans and draft recommendations as needed following feedback.

Five Action Planning Teams have been convened to date – 1) students, 2) faculty, 3) staff, 4) external contractors, and 5) institutional decision-making. The teams are tasked with developing a set of workplans to implement 12 priority actions for their respective area of focus. Work plans will be submitted to senior leadership for approval, coordination of resourcing and implementation, and ongoing monitoring and reporting, as relevant to their respective portfolios.

Teams are comprised of executive designates and leads from administrative units with responsibility for implementing a particular action, as well as advisors from across the institution who lend knowledge and experience with respect to promoting EDI.

DIVISIONAL AND FACULTY LEVEL

The EIO launched a Community of Practice for 24 Inclusion Action Leads and engaged faculty and administrative leadership across 13 Faculties in knowledge and practice sharing.

The Inclusion Action (IA) Leads Community of Practice (CoP) was established to create a space for leadership in Faculties or administrative units to meet regularly to share their work towards inclusion and to learn from each other.

Currently there are 24 IA Leads from 13 different Faculties or divisions, with some divisions or Faculties that have yet to appoint IA Leads and/or participate in the CoP. Most of the participating IA leads have access to their Faculty or division-level equity and inclusion committee.

The CoP provides opportunities for IA Leads to:

- **Broaden their understanding** of the implementation contexts and approaches to the IAP across UBC, and the tools and supports available to support their work;
- **Share ideas** with each other about potential initiatives they are considering in their Faculty or division, and get feedback;
- **Discuss challenges** encountered in this work and ideas for tackling them;
- **Celebrate learning and positive changes** when there are wins, and find support for the heavy personal work, with a cohort of colleagues in similar roles across campus.

The CoP continues to meet on a bi-monthly basis. Sessions to date have covered exchanges related to the development and integration of faculty and division-level EDI action plans, EDI capacity building initiatives, curriculum change initiatives, and efforts to incorporate and evolve EDI in their hiring practices.

UNIT AND DEPARTMENT LEVEL

The EIO convened an Equity, Diversity, and Inclusion Action Network to facilitate learning among the growing community of 150 students, faculty and staff deeply engaged in EDI work across the university.

The EDI Action Network aims to build capacity of community members in support of changes that promote EDI in their units and departments. Through online events and information exchanges, the network engages those advancing EDI initiatives across the university.

The network gathers twice a year for half-day engagements while a Microsoft Teams channel provides network participants with an opportunity to connect between meetings.

The EDI Action Network now includes over 150 changemakers representing units and departments across both campuses. The events provided opportunities to share case studies of promising practices and have averaged over 65 participants each, with over 90 per cent agreeing they would like to participate in future meetings of the network.

THE EDI ACTION NETWORK

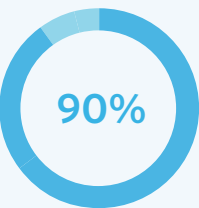


150

CHANGEMAKERS ACROSS BOTH CAMPUSES

65

PARTICIPANTS AT EACH EVENT (ON AVERAGE)



WOULD LIKE TO PARTICIPATE IN FUTURE MEETINGS

LAUNCHED IMPLEMENTATION TOOLS AND RESOURCES

The EIO launched a suite of 13 tools and refined a funding program to support units with development and implementation of EDI action plans, strategies, and initiatives.

Activating Inclusion Toolkit and Inclusion Self-Assessment Tool (ISAT)

In addition to creating community and learning spaces for those engaged in EDI, the office developed and launched a toolkit to support UBC community members working towards advancing inclusion. The suite of 13 tools to date focuses on supporting units and departments in developing and activating EDI action plans, strategies, and initiatives.

To date, the toolkit contains a library of tools, guides, and resources that support inclusion planning, implementation, and evaluation.

The toolkit is structured along four phases of a cycle of planning, learning, and action, with each phase containing multiple tools. Units may decide to use one or more of the tools in each phase depending on their needs and context.

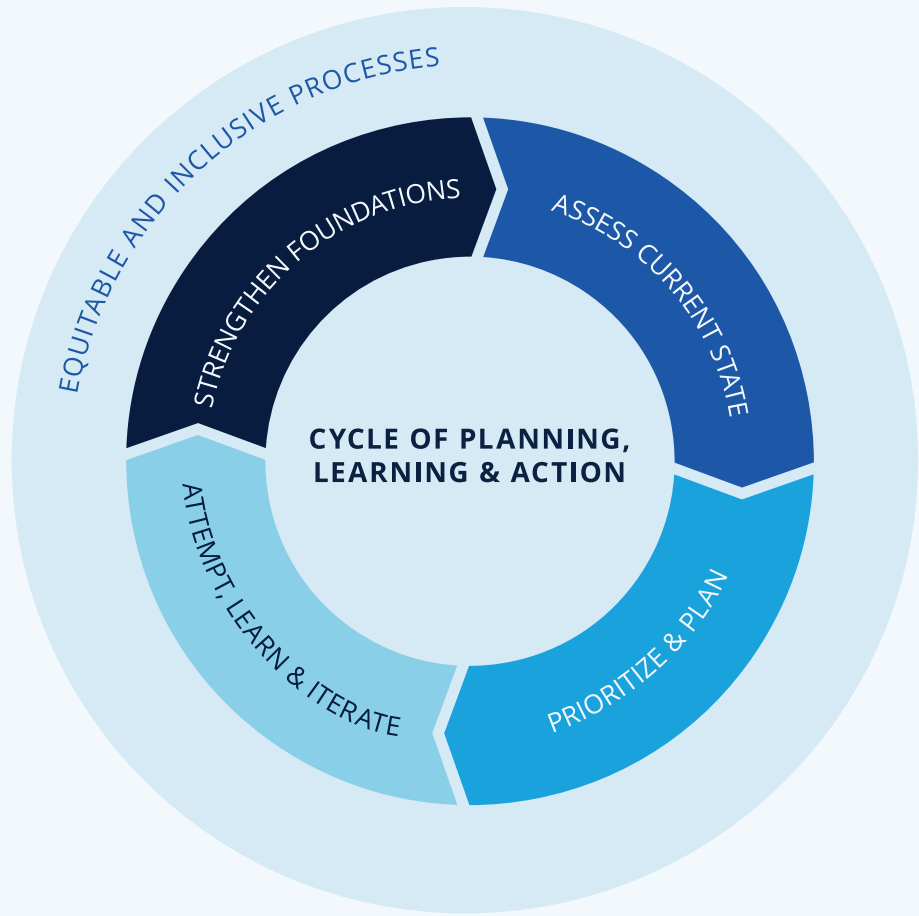
The toolkit includes tools that cover topics such as: building a team to undertake planning; creating an EDI committee; understanding one's current operational and EDI contexts; finding the right data and information to support decision making; prioritizing what areas to address; tracking progress; and learning from and evaluating one's efforts.

The flagship tool in the toolkit is the Inclusion Self-Assessment Tool (ISAT). The ISAT features a series of 24 statements that units can assess themselves against to gain a better understanding of their strengths and opportunities with respect to advancing EDI.

Since its publication in February 2020, the ISAT has been accessed by at least 95 individuals. The ISAT has helped units to create action plans, build capacity and understanding of EDI, identify specific actions they could take to become more equitable and inclusive, and begin to create cultural shifts in their ways of working together. Below is some information about the EIO's engagements and uptake of the ISAT across campuses.

To develop the ISAT, the office consulted 45 faculty, staff, and students. Since the launch of the tool, the EIO hosted two formal sessions on the ISAT, engaged 26 community members, and supported 20 units in their engagement with the tool.

CYCLE OF PLANNING, LEARNING & ACTION



DEVELOPING THE INCLUSION
SELF-ASSESSMENT TOOL (ISAT)

45

FACULTY, STAFF &
STUDENTS CONSULTED

26

COMMUNITY MEMBERS
ENGAGED THROUGH ISAT
WORKSHOP

95

REQUESTS FOR
DOWNLOAD FOR ISAT
FROM WEBSITE

20

UNITS SUPPORTED IN
THEIR ENGAGEMENT

HIGHLIGHTS OF INSTITUTIONAL, FACULTY, AND UNIT EFFORTS

The following are updates from staff and faculty APTs, along with select examples of activities across institutional, Faculty, and unit levels that align with IAP goals.

The list is a small sample of the depth and breadth of the various initiatives underway and the office aims to present a more comprehensive overview in future reports.

Faculty and Staff Action Planning Teams

The Faculty and Staff APTs have been meeting bi-weekly around the IAP goals related to Recruitment, Retention and Success (actions 1A & 1B), Systems Change (actions 2D & 2F), and Capacity Building (actions 3A & 3C). The groups have representatives from various Faculties and units of the university and represent both campuses.

In consultation with the EIO advisor and coordinator, the groups are progressing through the research phase, including a review of what others in the post-secondary environment are doing and reviewing what is already occurring across UBC with an eye to looking for local initiatives and best practices that might be scaled up to be university-wide. The teams are beginning to brainstorm and discuss potential options and initial recommendations that will be used for discussion purposes, using processes provided by the EIO. There are plans to have joint meetings between faculty and staff APTs that are working on common goals.

This work is critical and important and it's important to recognize the work the EIO has done to begin moving the APTs into action. However, it's important to recognize the difficulties in moving this forward due to a lack of resources and multiple priorities even though all participants remain committed to this work.



Goal 1 Recruitment, Retention, and Success

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



INSTITUTION

Title	Description	Target Population
Creating IBPOC faculty and staff appropriate counselling supports	UBC is working with the Employee and Family Assistance Program (EFAP) vendor to address EDI related opportunities including: racial matching with counsellors, broadening the network of Indigenous counsellors, and increasing IBPOC workshop facilitators. The desire is to ensure that the EFAP program is meeting the needs of IBPOC faculty and staff.	Staff
Launched scholarships and supports for Black Canadian students	<p>Beyond Tomorrow Scholars is a first-of-its-kind initiative in Canada that provides both scholarships and a range of integrated institutional supports to help provide a pathway to success for Black Canadian students at UBC.</p> <p>Through the program, UBC students can access a variety of one-time and renewable awards of up to \$80,000 as well as programming that aims to build community among Black students at the Vancouver and Okanagan campuses.</p>	Students

FACULTY

Title	Description	Target Population
Committed to hiring more Indigenous and Black faculty	UBC has made a commitment to hire more Indigenous and Black faculty. The Provost’s office will support Faculties to hire Indigenous and Black faculty members, with a commitment of \$75,000 per each of four faculty members per year for seven years for each initiative.	Faculty

UNIT / DEPARTMENT

Title	Description	Target Population
Supporting recruitment and retention of under-represented students in Computer Science	The Department of Computer Science created a Committee for Outreach, Diversity and Equity (CODE) to support under-represented populations to enter computer science. One of the initiatives engaged alumni in efforts to recruit and retain women students and other marginalized students.	Students

Goal 2

Systems Change



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

INSTITUTION

Title	Description	Target Population
Updated UBC application systems to be more inclusive of diverse identities	VP Students worked to change and update student application systems for UBC to be more inclusive of people’s identities. In the EducationPlannerBC, a centralized BC-wide post-secondary application system, applicants are now able to identify as Woman/Man/Non-Binary, or choose not to disclose. Applicants also have the option to identify a trans-experience if they choose to. Previously, UBC applicants were only able to choose from Male or Female as identifiers.	Students
Creating enhanced supports for faculty and staff with disabilities	VP Human Resources consulted with the Disability Affinity Group to review and improve the accommodation process at UBC informing efforts that led to the launch of a new Centre for Workplace Accessibility in Vancouver. CWA supports faculty and staff and works to remove barriers, expedite the accommodation process, and where possible, minimize the medicalization of disability by identifying resources, supports, or workplace adjustments.	Staff

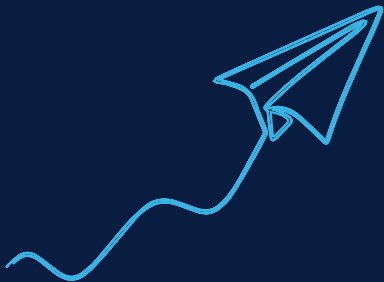
FACULTY

Title	Description	Target Population
Addressing systemic issues in the Faculty of Education	The Faculty of Education has, over the past two years, engaged in efforts to change systems, policies, and processes as through the work of the Task Force on Race, Indigeneity and Social Justice (henceforth Task Force on RISJ). The Task Force provided a number of recommendations to address systemic issues and policies to advance inclusion.	Students, staff, and faculty
Developing new hiring guidelines in the Faculty of Science	The Faculty of Science updated faculty recruitment guidelines by specifying accountability measures for faculty shortlists. Shortlisted candidates should approximate that of the candidate pool and divergence from this needs to be justified. Any candidate short-list must be approved by two Deans and is designed to put into practice equitable hiring practices.	Faculty

UNIT / DEPARTMENT

Title	Description	Target Population
Removing systemic racism and barriers in Biomedical Engineering	The school of Biomedical Engineering created a Respect, Equity, Diversity, and Inclusion committee. The committee is hard at work creating an action plan focused on identifying and removing systemic racism and impediments to participation in all SBME programming.	Student, staff, and faculty

Goal 3 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.

INSTITUTION

Title	Description	Target Population
Developing equity and inclusion competencies in managers	In order to support those in leadership roles, the Managing@UBC program for new managers offered two new workshops “Undoing Inequities through Leadership” and “Navigating Conflict”. The goal of the two new workshops is to build the capacity of managers to address equity and inclusion issues that emerge.	Staff

FACULTY

Title	Description	Target Population
Building capacity for student engagement in the Faculty of Land and Food Systems	The Faculty of Land and Food Systems Undergraduate Society (LFS US) formalized support for EDI by creating an EDI Coordinator position and a subcommittee to specifically support the student body on inclusion matters. These new resources will lead to educational, community building, and advocacy-focused initiatives with an aim to foster an inclusive environment within the faculty. To start, the LFS US held a workshop called Understanding the Different Contexts of Food Sovereignty Work.	Students
Creating an EDI training portal in the Faculty of Forestry	The Faculty of Forestry is building out a Canvas site that will allow individuals in the Faculty to engage in a variety of EDI related, including anti-racism, activities and to track and report on those activities. This would include both mandatory and non-mandatory training, workshops,	Students

UNIT / DEPARTMENT

Title	Description	Target Population
Fostering more inclusive workplaces for co-op students and employers	The Faculty of Arts Co-op program has developed a number of resources to support both students and employers in fostering a diverse and more inclusive workplace. The program also created scholarships to reduce financial barriers to co-op participation.	Students



Goal 4 Learning, Research, and Engagement

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

INSTITUTION

Title	Description	Target Population
Providing resources and workshops to instill inclusive teaching practices	UBC’s Centre for Teaching, Learning and Technology (CTLT) delivered workshops for those in the UBC teaching and learning community who seek to better foster learning environments where all students feel that their differences are valued and respected, have equitable access to learning and other educational opportunities, and are supported to learn to their full potential. Topics include intentional approaches to curriculum, course design, teaching practice, and assessment.	Faculty
Appointing an Associate Provost with a focus on anti-racism and inclusion	UBCO appointed an Associate Provost with a responsibility to develop programs and a teaching and learning portfolio with an anti-racist and inclusive focus.	Students
Identifying and eliminating systemic barriers in research ecosystems	In collaboration with the Equity & Inclusion Office, the Vice-President, Research & Innovation Office is leading UBC’s participation in the pilot of the federal Dimensions program. The program aims to address obstacles and inequities experienced by marginalized and under-represented people within the research ecosystem of post-secondary institutions.	Faculty

FACULTY

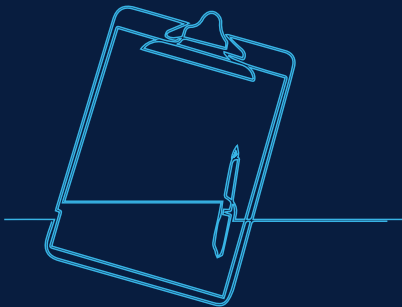
Title	Description	Target Population
Launched new funding program in Sauder School of Business to catalyze EDI research efforts	UBC Sauder School of Business launched a new research funding program, the EDI Research Catalyst Funding Program. The goal of the program is to catalyze new research in the EDI space and to set up applicants to apply for additional funding from the SSHRC Race, Gender and Diversity Initiative.	Faculty
Revising Curriculum in School of Nursing with an equity lens	School of Nursing is revising curriculum in the Bachelor of Science in Nursing program with an equity lens. They have begun to build their own capacity to undertake this work through a series of workshops and review, engaging with CTLT and the EIO.	Students

UNIT / DEPARTMENT

Title	Description	Target Population
Embedding EDI principles in UBC’s external engagement efforts	External Relations is reviewing engagement principles to ensure an equity, diversity and inclusion lens is applied to UBC’s full spectrum of engagement.	Community stakeholders

Goal 5 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.



INSTITUTION

Title	Description	Target Population
Enhanced employee equity survey and data collection process	Integrated Employment Equity Survey into workday and updated self-identification questions and response variables. The annual survey enables UBC employees to confidentially self-identify with federally and other designated groups, and helps deepen our understanding of the demographics and diversity at UBC.	Staff and faculty

FACULTY

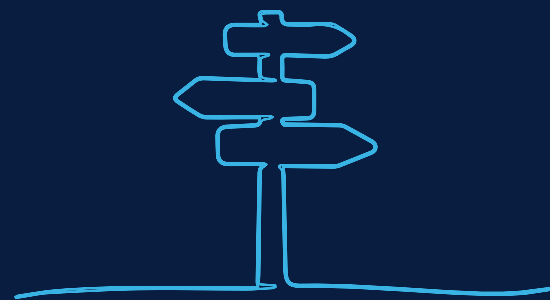
Title	Description	Target Population
Expanding Capacity to Advance EDI Priorities in Faculty of Pharmaceutical Science	<p>The Faculty of Pharmaceutical Science formally established an Equity Diversity & Inclusion (EDI) Advisory Committee reporting directly to the Dean and Senior Leadership Team.</p> <p>In addition, the Faculty created a new Assistant Dean, Operations & Strategic Initiatives leadership position in the Dean's Office which will provide leadership for EDI and Indigenous Strategic Plan activities. In 2021, Deans Task Force for Underserved Communities (UCTF) developed a list of priority areas and strategies which will guide the Faculty's work in EDI and ISP. An Intent to Action planning document with measurable outcomes currently being developed.</p>	Students, faculty, and staff
Creating evaluation plan and reporting on anti-racism efforts in the Faculty of Medicine	<p>The Faculty of Medicine is working to create an evaluation plan for their Strategic Plan and for the Transforming Culture Initiative.</p> <p>In addition, Department Heads and Head of Administrative Units are required to identify EDI and anti-racism work undertaken in their departments as a component of their decanal review.</p>	Staff and faculty

UNIT / DEPARTMENT

Title	Description	Target Population
Conducted a review of athletics and recreation to identify EDI needs and opportunities	An assessment of the current state of UBC Department of Athletics & Recreation's equity, diversity, and inclusion initiatives, and a review of related programs in peer institutions across Canada. The report includes recommendations for resources and tools that can be developed at UBC to support identified needs for education and/or growth for staff and students in this area.	Staff and students

NEXT STEPS

As the EIO looks to the future, our efforts are expected to focus on enhancing communications, identifying options to address resource constraints, pursuing alignment with other institutional plans and commitments, and developing an evaluation approach to assess impact.



Since launch and through 2021 and start of 2022, IAP implementation efforts have mostly focused on creating the structures to support a systemic and collaborative approach.

Support IAP implementation structures and coordination

The development of the APTs, IA Leads CoP, and the EDI Action Network has created a space for those interested and committed to advancing inclusion to connect and collaborate. Over the next year the EIO will specifically focus on administrative support to the APTs and coordinating convening of the CoP and EDI Action Networks. It is expected that as the APT's mature, recommendations will start to emerge and will require the support and endorsement of senior leadership.

Assess alignment opportunities with other institutional plans

In addition to the IAP, there exists several other plans across the university that focus wholly or in part on equity, diversity and inclusion. There are opportunities and synergies across these multiple plans, and further considerations should be made about collaboration across them. Initial work has been undertaken to map areas of overlap across plans, as well as regular meetings between those responsible for implementing the plans to find ways to work together are ongoing. There are opportunities to combine reporting, data collection, or planning for joint initiatives that can be further explored.

Develop a communications framework to enhance coordination

The institutional level of commitment to inclusion signals to Faculties, units, and departments that UBC prioritizes this work, the momentum has increased, and is not just a passing trend. It is anticipated that the approach of implementing the IAP at multiple levels of and across the institution will help to create cooperation across initiatives and that the work can be undertaken in a coordinated way that breaks down silos and minimizes redundancies.

We will continue to work to ensure that there is coordination and communication across the levels at which this work is undertaken. Aligned with that, the EIO intends to develop a communications framework that will help to structure how the work can be communicated across APTs, and between APTs and the CoP, and the EDI network. The communications plan should help to ensure that the work is coordinated at all levels.

Connected to the need for greater information sharing, the EIO will also continue efforts to develop a centralized repository for EDI-related tools and resources that are available to the UBC community members, including those developed by EIO as well as those developed by other divisions, faculties, and units.



Explore options to address implementation resourcing needs

One consideration that the EIO has repeatedly heard is the concern over resources and funding. Faculties, units, and departments have shown a commitment to this work but have also expressed that they are challenged by budgetary and resource constraints to fund and appropriately staff programs and initiatives that advance equity. While some have turned to small grants or one time funding programs, such as the Equity Enhancement Fund, funding needs persist. What is lacking is consistent long-term funding as part of their annual budget to integrate inclusion into their regular operations.

Develop and conduct evaluation of IAP implementation

In the development of the IAP, a commitment to accountability was both articulated as a goal of the IAP, and made to those that participated in the creation of the IAP, especially those that contributed to identifying the goals and actions within the plan. The EIO has prepared a developmental evaluation framework and plan and recommends that UBC begin the in-depth, multi-year evaluation of the development and implementation of the IAP. The evaluation process would seek to understand the lessons learned from the operationalization of the IAP, examine the processes and structures that have been initiated to move this work forward, and learn from it adapting those processes and structures along the way. Outcomes and metrics to assess progress will take longer to emerge but undertaking the evaluation process sooner rather than later will be critical to learning and growing in parallel with the work moving forward.

