

# UBC's Dimensions Action Plan for EDI in Research

*Submitted for recognition as part of an application to the federal Dimensions program pilot*



THE UNIVERSITY OF BRITISH COLUMBIA



**Dimensions**  
Construction

# CONTENTS

- Introduction** **1**
- Background** **2**
- Executive summary** **5**
- UBC’s Dimensions Action Plan for EDI in Research** **10**
  - Research services 10
  - Funding and award opportunities 16
  - Research culture 24
  - Faculty and research staff hiring, promotion and retention 30
  - Undergraduate, graduate students and postdoctoral fellows’ recruitment, admissions and funding 46

# UBC's Dimensions project

## A LENS INTO EQUITY, DIVERSITY AND INCLUSION IN UBC'S RESEARCH ECOSYSTEM

In May 2019, UBC endorsed the Government of Canada's Dimensions Charter, committing to its principles and to implementing actions to "foster increased research excellence, innovation and creativity within the post-secondary sector across all disciplines through greater equity, diversity and inclusion (EDI)<sup>1</sup>."

Since then, a self-assessment team at UBC has worked to deepen the understanding of how, for many people in the research community, the structures, processes and opportunities they encounter at the institution — such as recruitment, funding competitions, and mentorship opportunities — can create or heighten barriers and inequities in research. Furthermore, the team learned that there are gaps in the data available that would otherwise inform the university's understanding of the full scope, scale and impact of these obstacles and barriers experienced by historically, persistently or systemically marginalized people in the research community. This document provides an overview of many of those lessons learned and the challenges identified through the Dimensions project's self-assessment process that took place from 2020–2022<sup>2</sup>.

The goal is to build an equitable, diverse, inclusive and anti-racist research culture and ecosystem at UBC. UBC's Dimensions Action Plan for EDI in Research identifies 24 objectives and 43 actions across five priority areas to address how The University of British Columbia can better support and expand the full range of people involved in conducting research. The action plan also outlines measurement criteria, so that the university can monitor progress and respond to evolving needs as implementation of the plan progresses. This is just the start. Informed by, and stemming from this plan and others at UBC,

as well as recent recommendations addressing EDI, anti-racism and reconciliation with Indigenous Peoples, the university will continue to build upon existing efforts and/or enact new initiatives to support a more equitable, diverse and inclusive research community and ecosystem at UBC, and beyond.

UBC knows that to create a better world, we must act with integrity, respect, and accountability. Launched in 2023, UBC's Strategic Equity and Anti-Racism (StEAR) Framework<sup>3</sup> will provide the university with a coordinated implementation approach for all EDI and anti-racism initiatives, including the implementation of UBC's Dimensions Action Plan through a coordinated Roadmap to Change. Through this Framework, and in collaboration with fellow Dimensions-recognized institutions and the entire research community, the university aims to set the foundation for long-term, continued change in research culture.

<sup>1</sup> [nserc-crsng.gc.ca/InterAgency-Interorganismes/EDI-EDI/Dimensions-Charter\\_Dimensions-Charte\\_eng.asp](https://nserc-crsng.gc.ca/InterAgency-Interorganismes/EDI-EDI/Dimensions-Charter_Dimensions-Charte_eng.asp)

<sup>2</sup> [research.ubc.ca/dimensions](https://research.ubc.ca/dimensions)

<sup>3</sup> [equity.ubc.ca/about/our-approach](https://equity.ubc.ca/about/our-approach)

## THE FEDERAL DIMENSIONS PILOT

UBC is one of 17 institutions that participated in a pilot project of the federal Dimensions: equity, diversity and inclusion Canada program, which seeks to “foster transformational change within the research community at Canadian post-secondary institutions by identifying and eliminating obstacles and inequities<sup>4</sup>.” Ultimately, the program aims to support equitable access to funding opportunities, increase equitable and inclusive participation in research, and embed EDI-related considerations in research design and practice.

During the pilot period, from 2020–2023, UBC had the opportunity to assess how its institutional policies, practices, programs, and initiatives affect equity, diversity and inclusion in its research community. The self-assessment team then developed an action plan to address identified gaps in, and barriers and obstacles to, EDI within the UBC research ecosystem.

The findings of the self-assessment and the subsequent action plan formed the foundation of an application for recognition from the federal Dimensions program that was submitted in October 2022.

Following the program’s in-depth peer-review process, UBC received a ‘Construction’ designation. This designation reflects that the institution is addressing EDI in a strategic and coordinated way, has implemented and evaluated the impact of past EDI initiatives, and that representational data is being collected and analyzed in a systematic fashion. It also acknowledges that the work of building a more equitable, diverse and inclusive post-secondary research ecosystem is ongoing.

<sup>4</sup> [https://www.nserc-crsng.gc.ca/InterAgency-Interorganismes/EDI-EDI/Dimensions-Program\\_Programme-Dimensions\\_eng.asp](https://www.nserc-crsng.gc.ca/InterAgency-Interorganismes/EDI-EDI/Dimensions-Program_Programme-Dimensions_eng.asp)

## UBC’S StEAR FRAMEWORK

UBC is committed to regularly tracking and communicating the results of this action plan, and to gauging the effectiveness and impact of the institution’s EDI and anti-racism initiatives.

UBC’s Strategic Equity and Anti-Racism (StEAR) Framework<sup>5</sup> will provide the avenue through which the implementation, monitoring and communication of this plan will take place in the coming months and years.

<sup>5</sup> [equity.ubc.ca/about/our-approach](https://equity.ubc.ca/about/our-approach)

## RECOGNIZING INDIGENOUS PEOPLES

The UBC Dimensions Action Plan for EDI in Research is grounded in UBC’s campuses on the traditional territories of the Musqueam, Squamish and Tsleil-Waututh and on the traditional, ancestral and unceded territory of the Syilx Okanagan Nation and their peoples. This action plan recognizes Indigenous Peoples and concerns expressed by Indigenous communities as both within and beyond a conversation on EDI in research at UBC.

Although Indigenous Peoples are one of the designated equity groups included in the federal Dimensions program, this action plan respects that efforts in the area of Indigeneity and reconciliation with Indigenous Peoples at UBC, including delineation of strategic actions to advance this work, are reflected in UBC’s Indigenous Strategic Plan.

## CONSIDERATIONS

UBC's Dimensions Action Plan for EDI in Research was developed with consideration for how it can align with, complement, and build upon current work in the areas of EDI and anti-racism at UBC, while focusing on needs and actions specific to the university's research ecosystem and community. The action plan was therefore developed such that it reflects and references the work of existing and ongoing initiatives at the university, and addresses challenges and issues that are not covered by other institutional plans. The action plan was developed through a process of iterative feedback across the institution, coordinated by the university's Self-Assessment Team<sup>6</sup>.

The plan prioritizes actions that:

- help fill gaps in data that would otherwise inform the depth of our understanding of the obstacles and inequities experienced by historically, persistently or systemically marginalized people within the university research community;
- advance and build upon existing institutional commitments, and where the Dimensions Action Plan provides the impetus to take those commitments one step further;
- address barriers and inequities that were identified during the consultation and engagement processes that are not otherwise addressed through other institutional plans;
- can be adapted to changing circumstances and be responsive to lessons from other initiatives; and
- are achievable within five years of the Dimensions Action Plan's release, with consideration for the operational or logistical timelines relevant to the various actions.

<sup>6</sup> [research.ubc.ca/dimensions/self-assessment#SAT](https://research.ubc.ca/dimensions/self-assessment#SAT)

## SCOPE

The scope of this action plan focuses on aspects of the research ecosystem that are directly within the responsibility or purview of institutional leadership portfolios. These offices, in collaboration with identified institutional units, will be responsible for implementing the planned actions. Though Faculties and departments are encouraged to engage in similar self-assessment processes specific to their research communities, and to implement any actions that would further support the goal of this action plan, assessment of Faculty- and department-level policies and practices was beyond the scope of the Dimensions pilot project.

The team also notes that research design and practice, including improving the diversity of participants in research studies, is directly affected by the diversity of voices that conduct the research itself. Future action plans may expand the scope of activities to include research participants and external communities in evaluating EDI in research culture at UBC.

## TERMS

In addition to those terms already defined and outlined in the Equity and Inclusion Glossary of Terms<sup>7</sup>, we wish to further define the following terms for the purposes, and within the context, of UBC's Dimensions Action Plan for EDI in Research. These terms will be assumed to be referring specifically to UBC and its people.

### Research community (the community)

The people who, through defined roles, are involved in developing, undertaking and disseminating research.

For the purposes of this action plan, the research community will be defined as: undergraduate and graduate students, either paid or volunteering as research assistants and/or undertaking research programs; postdoctoral fellows and research associates; faculty; and part- and full-time staff that are directly involved in research.

### Research culture (adapted from culture<sup>7</sup>)

The social system of meaning and custom that is specific to the research community. It is distinguished by a set of spoken and unspoken rules that shape values, beliefs, habits, patterns of thinking, behaviours, customs, and styles of communication. It is dynamic and changes with time.

In research contexts, this can include formal requirements to publish for graduation, explicit expectations to participate in or present at conferences/symposia, or common conventions on how to conduct research, as well as implicit or informal expectations regarding the accepted volume of publishing, supervisor-student dynamics, hours of work and more.

At UBC, the dominant research culture is understood to prioritize Western, Eurocentric or colonial conventions, practices, values, etc.

### Research ecosystem

The sum of the research community, policies and practices involved in developing, undertaking and disseminating research in Canadian institutions.

For the purposes of UBC's Dimensions project, focus areas of the research ecosystem included: recruitment, retention, admissions, and/or hiring; pay, progression, and/or career development; funding and award opportunities; research services and other institutional support; and research culture.

### Historically, persistently, or systemically marginalized

This language was intentionally and carefully chosen during the development of UBC's Inclusion Action Plan, and will be used in the Dimensions Action 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 2SLGBTQIA+ 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).

<sup>7</sup> [equity.ubc.ca/resources/equity-inclusion-glossary-of-terms](https://equity.ubc.ca/resources/equity-inclusion-glossary-of-terms)

## Insights from the self-assessment

Members of the university research community often feel unsure or lack confidence about how to apply principles of equity, diversity, inclusion and anti-racism into research and research-related processes. Information on how to apply and integrate EDI principles into research-specific contexts is notably limited in comparison to the substantial EDI resources for academic work (i.e., student instruction and learning) and campus life.

In addition, current measures of research impact (such as publication in peer-reviewed journals, presentations at academic conferences and others) seldom reflect other accepted impacts when using non-Western or non-Eurocentric research methodologies, interdisciplinary work, Indigenous ways of knowing or when conducting community-engaged research.

## Action plan objectives

1. Further incorporate principles and practices that support equity, diversity and inclusion into the work of UBC administrative units associated with research by increasing their capacity to act on knowledge of EDI and anti-racism, and by identifying opportunities to improve EDI through their work.
2. Enable researchers at UBC to describe the impact of their research with modern and inclusive metrics.
3. Empower members of the UBC research community to apply and integrate principles of EDI into research contexts.

## Summary of actions

- The portfolio units under the direction of the Vice-President, Research and Innovation (VPRI) will examine how and where to implement EDI principles and inclusive research metrics into research support processes.
- Further resources and tools will be made available to support researchers in incorporating EDI principles into research contexts at UBC.

### *Related resource*

#### **EDI in Research Resource Library**

UBC's EDI in Research Resource Library includes tips and guides as a starting point to learn how to incorporate EDI principles into research contexts.

[research.ubc.ca/edi-resource-library](https://research.ubc.ca/edi-resource-library)

## Insights from the self-assessment

Members of the UBC research community shared concerns that individuals from historically, persistently, or systemically marginalized people are disproportionately under-represented as nominees and applicants to, and in turn as recipients of, faculty awards and prizes, and internal research funding opportunities. The limited data that does exist in this area indicates that women faculty are under-represented as applicants to and nominees for, and recipients of, recognition opportunities and internal research funding, compared to men. Data for other marginalized groups were not available. The processes that determine the recipients of these opportunities should result in fair and equitable treatment and should integrate principles of, and consideration for, equity, diversity and inclusion.

## Action plan objectives

4. Further integrate principles of EDI into internal VPRI-administered research recognition and funding opportunities.
5. Ensure all internal research funding opportunities administered by the VPRI result in fair and equitable treatment of all nominees and applicants through the creation of monitoring and accountability mechanisms specific to EDI for these competitions.
6. Further incorporate consideration for equity, diversity and inclusion into the review of faculty research prizes, awards, and internal research funding grants.
7. Through enhanced and targeted support, increase the number of award nominations received from faculty from historically, persistently or systemically marginalized groups.

## Summary of actions

- Processes for internal awards, prizes and research funding competitions administered by the Office of the Vice-President, Research and Innovation portfolio will incorporate EDI principles and reporting mechanisms.
- The VPRI portfolio will develop resources and tailored support for early-career researchers and faculty members from historically, persistently or systemically marginalized groups to apply to internal awards, prizes and funding competitions.



## Insights from the self-assessment

Community-building supports the development of an inclusive research culture. Community members from historically, persistently or systemically marginalized groups have expressed lacking a sense of community at UBC. In addition, EDI-related issues and tensions often surface during conflicts in a professional/research relationship. There remains a significant need to further develop and promote opportunities to foster a sense of belonging in the research community, and to further support skill development and mechanisms for addressing and managing conflict at individual and institutional levels.

## Action plan objectives

8. Clarify the roles of, and processes engaged by, various campus offices in support of members of historically, persistently or systemically marginalized groups who seek support related to experiences of micro-aggressions, and for reports of harassment, discrimination and/or sexual misconduct in research settings and elsewhere at UBC.
9. Improve individual and collective capacity to appropriately address and manage conflict within and across the UBC research ecosystem.
10. Further develop and promote opportunities to foster meaningful connections between, and a sense of belonging in the research community for, members of historically, persistently or systemically marginalized groups.

## Summary of actions

- Mechanisms will be built or further developed to support enhanced cohesion among, awareness of, and accountability in, services and supports for members of historically, persistently or systemically marginalized groups who have experienced discrimination in research environments at UBC.
- The availability of training and support for addressing and managing conflict at UBC will be expanded.

### *Related resources & initiatives*

#### **UBC affinity groups**

Groups that are formed around shared experiences and identities at the university to empower historically, systemically and persistently marginalized groups, create safe spaces on campus, amplify voices of those often excluded from mainstream narratives and foster a sense of belonging at UBC.

[equity.ubc.ca/get-involved/  
community-networks](https://equity.ubc.ca/get-involved/community-networks)

#### **UBC Conflict Theatre**

Workshops that offer faculty and staff the opportunity to explore and embrace conflict in the workplace using tools from theatre.

#### **Support for experiences of discrimination or conflict**

- Equity & Inclusion Office
- Sexual Violence Prevention and Response Office
- Employee & Labour Relations (UBC HR)
- Office of the Ombudsperson

## Insights from the self-assessment

The university and its policies have a direct impact on the ability to foster inclusion and attract and retain diverse talent in the research ecosystem. The self-assessment found that consideration for EDI is not consistently integrated into guidelines and processes related to hiring, career progression and retention across the university. There is also a lack of formal mentorship and support services for members of historically, persistently or systemically marginalized groups, particularly people with disabilities, to succeed in UBC research. Furthermore, those who actively engage in justice and equity work felt that their efforts are insufficiently recognized as part of performance appraisals and tenure decision-making processes.

## Action plan objectives

11. Develop inclusive policies and a framework that enables full participation of current and future employees with disabilities.
12. Promote the use of inclusive job description tools and training to attract a more diverse candidate pool and ensure job descriptions accurately reflect the EDI skills and competencies required for each role.
13. Enhance and standardize EDI requirements in faculty and research staff recruitment to increase employment opportunities for members of historically, persistently or systemically marginalized groups.
14. Enhance staff hiring committees' knowledge and skills relating to improving equity in hiring processes.
15. Inform the creation or development of more equitable workforce planning practices, including recruiting and hiring practices, through regular analysis of self-reported demographic data in UBC's job applicant pool.

16. Through robust data analysis, inform UBC's understanding of, and actions to address, systemic inequities in employee retention.
17. Ensure appropriate recognition of voluntary and formal involvement in EDI activities and/or initiatives within UBC in staff performance reviews and ongoing performance conversations, as well as faculty promotion and tenure processes.
18. Facilitate identity-informed mentorship to enhance reciprocal personal and professional growth, development and success for members of historically, persistently or systemically marginalized groups.

## Summary of actions

- Relevant university units will develop and deploy resources, tools and guidelines to support more equitable recruitment and hiring practices, and the retention of historically, persistently or systemically marginalized people in the UBC research community.
- The university will explore the creation of formal, identity-informed mentorship programs/opportunities for faculty members and research-support staff.

### *Related resources*

**UBC Human Resources resources for inclusive recruiting**

**UBC Hiring Equity canvas course**

**VP Academic - Faculty EDI**

# RECRUITMENT, ADMISSIONS AND FUNDING OF UNDERGRADUATES, GRADUATE STUDENTS AND POSTDOCTORAL FELLOWS

## Insights from the self-assessment

There is a lack of consistency and transparency around hiring processes and career support for research assistants, graduate students and postdoctoral fellows. The university must increase mechanisms that foster greater equity and an overall improved experience for students and postdoctoral fellows from historically, persistently or systemically marginalized groups to become part of, and thrive within, the research community.

## Action plan objectives

19. Improve institutional collecting and reporting of undergraduate and graduate student and postdoctoral fellow data to inform/advance EDI practices for students and trainees, including those involved in research.
20. Improve transparency, the understanding of, and equity in the hiring of undergraduate and graduate research assistants, and postdoctoral fellows.
21. Improve transparency and equity in postdoctoral hiring and onboarding practices.
22. Improve the university's understanding of graduate student and postdoctoral fellows' experiences to better inform strategic initiatives that advance EDI at UBC.
23. Increase professional development opportunities and pathways for research and career advancement for Black and Indigenous graduate students and postdoctoral fellows.
24. Increase funding opportunities and pathways for research and career advancement for graduate students who are Indigenous, Black or People of Colour (IBPOC).

## Summary of actions

- Relevant units at the university will support the creation or expansion of training and resources that foster greater transparency and equity in the hiring processes of research assistants and postdoctoral fellows.
- The university will establish and augment funding programs and resources to support IBPOC graduate students' and postdoctoral fellows' research and careers at UBC.

### *Related initiative*

#### **UBC Student Demographic Data Project**

The UBC Student Demographic Project aims to enhance the collection of student demographic data and enable the university to better understand student experiences, support student inclusion and success, and assess progress of equity, diversity and inclusion priorities.

[equity.ubc.ca/sddp](http://equity.ubc.ca/sddp)

# UBC's Dimensions Action Plan for EDI in Research

## RESEARCH SERVICES

### Objective 1

Further incorporate principles and practices that support equity, diversity and inclusion (EDI) into the work of UBC administrative units associated with research by increasing their capacity to act on knowledge of EDI and anti-racism, and identifying opportunities to improve EDI through their work.

### Rationale

To date, engagement with equity, diversity, and inclusion in the administration of VPRI-managed research support services has been largely voluntary or *ad hoc*. UBC's *Inclusion Action Plan* (IAP) implementation strategy provides comprehensive self-assessment exercises to assist all university departments to consider EDI in their operations. Completing these self-assessments will support VPRI portfolio units to better understand and apply EDI in their contexts.

### Planned actions

- A1. Require each VPRI portfolio unit to perform an EDI self-assessment that includes reviewing internal practices for EDI and the accessibility of their services to the university community.
- A2. Analyze the findings from unit self-assessments to inform each unit's plan to incorporate, implement and/or learn about EDI practices.

### Time frame

2022-2023

## Related work

EDI self-assessments of each VPRI unit are in progress and are expected to be completed by July 2023.

UBC's IAP implementation strategy includes the appointment of Inclusion Action (IA) leads in each Vice-Presidential portfolio and Faculty who will lead EDI initiatives within their respective administrative and academic units. VPRI IA leads are responsible to advance changes across the VPRI portfolio. They also participate in an IA leads' community of practice, which aims to advance EDI across the university.

## Measurement criteria

The success of these actions will be measured by the complete participation of VPRI units in creating and implementing unit-level plans according to agreed-upon timelines, followed by annual impact evaluations.

Sustained success will be gauged via future VPRI unit self-assessments, where administrative units report increased capacity for, and confidence in, applying EDI principles to their work.

## Responsible parties<sup>a</sup>

- Associate Director, Office of Research Services (UBC Okanagan)
- Executive Director, Vice-President Research and Innovation Portfolio
- UBC Human Resources

<sup>a</sup> The specificity of responsible parties identified in the action plan varies based on whether an individual (or individuals) has been assigned or is yet to be assigned (i.e., an initial commitment has been made at the unit or office level until a specific individual is identified).

# RESEARCH SERVICES

## Objective 2

Enable researchers to describe the impact of their research with modern and inclusive metrics.

### Rationale

Interdisciplinary work is increasingly prevalent, as is research using non-Western/Eurocentric approaches, Indigenous ways of knowing and community-engaged research. These approaches are not always well-captured through existing measures such as peer-reviewed articles, academic conference presentations, etcetera. As such, internal research award and prize nominations must expand opportunities for researchers to contextualize their work. Peer reviewers will require guidance on how to assess modern research metrics and career trajectories.

### Planned actions

- A3. Encourage researchers to include descriptions of relevant academic and/or cultural contexts for their research in internal funding applications and nomination packages.
- A4. Provide guidance to the Faculty Research Awards Committee on how to incorporate considerations for modern research metrics in their internal award adjudications.

### Time frame

2022-2024

## Related work

As of 2022, researchers and scholars are invited to complete two new optional sections, entitled Contextual Perspective and Research Impact, respectively, when applying to, or nominating for, internal funding and awards competitions administered by the VPRI. These sections were approved by the Institutional Council for Research Prizes and Awards in May 2022 and were implemented in the 2022 internal faculty research awards competition.

## Measurement criteria

The success of these actions will be measured by reviewer's feedback that they have an improved ability to understand and review modern research impacts when adjudicating the annual internal faculty research award competition.

Long-term success will be measured by an increase in the number of grants, awards and prizes awarded to faculty members that engage in research that is better captured through modern metrics.

## Responsible parties

- Director, Support Programs to Advance Research Capacity
- Manager, Strategic Initiatives, Office of the Vice-President, Research and Innovation (UBC Vancouver)

## RESEARCH SERVICES

### Objective 3

Empower members of the UBC research community to apply and integrate principles of EDI into research contexts.

#### Rationale

There is a lack of information on applying and integrating EDI principles to research environments and settings, particularly in comparison to the substantial resources on embedding EDI in student instruction/learning and campus life.

#### Planned actions

- A5. Expand and curate the VPRI EDI in research resource library.
- A6. Promote awareness and usage of the VPRI EDI in research resource library.
- A7. Pilot an online course on EDI in research to UBC students, faculty and staff associated with research.

#### Time frame

2023-2024

Pilot online course: 2023

Evaluate and implement ongoing updates: 2023/2024



## Related work

In 2021/2022, the VPRI worked with the UBC Equity and Inclusion Office (EIO) to create a central repository for digital resources related to EDI in research. Content will be curated and added to its library regularly.

Curriculum development is currently under way for an online, self-paced course to support researchers to integrate EDI principles into research projects and environments. The course is scheduled to launch in 2023.

## Measurement criteria

The success of these actions will be measured by annual increases in webpage traffic and downloads of the EDI library materials, as well as a year-over-year increase in registration and completion rates of the online course.

Long-term success will be measured by an increase in researchers reporting that they feel confident applying EDI principles into their research, as measured in future EDI engagement activities and institutional surveys.

## Responsible parties

- Director, Support Programs to Advance Research Capacity
- Manager, Strategic Initiatives, Office of the Vice-President, Research and Innovation (UBC Vancouver)
- Research Development Officer, Office of Research Services (UBC Okanagan)
- Strategist, Equity and Inclusion Office

# FUNDING AND AWARD OPPORTUNITIES

## Objective 4

Further integrate principles of EDI into internal VPRI-administered research recognition and funding opportunities.

### Rationale

Internal research funding opportunities have not historically required applicants or administrators to consider elements of equity, diversity and inclusion in application and adjudication processes.

### Planned actions

- B1. Include revised EDI considerations in application requirements for all internal VPRI-administered research funding opportunities, and develop evaluation rubrics and resources to support adjudication committees to consider EDI in their selections.
- B2. Examine formal (e.g., calls for applications) and informal communications processes and practices (e.g., word of mouth, networks, etc.) in order to improve access and application rates to these funding opportunities by researchers from historically, persistently or systemically marginalized groups.

### Time frame

2023-2024

## Related work

Beginning in September 2021, and as part of action 4C of UBC's 2019 *Inclusion Action Plan* on embedding EDI principles in the review processes for all funding programs and award nominations, applicants to all three VPRI-administered internal research funding opportunities are required to provide EDI descriptions, detailing considerations for the composition of research teams, accessibility of resources/activities, or considerations for support of early-career researchers as appropriate to the competition. Feedback from the 2021/2022 and 2022/2023 competition cycles will inform future iterations of the requirements, which are set to be included in all future competitions.

## Measurement criteria

The success of these actions will be measured by the quality and improvement over time of EDI integration into funding applications, as determined by reviewer feedback and scoring; and an increase in the diversity of research teams, as well as an increase in evidence of equity, diversity and inclusion in research activities, as determined by feedback from reviewers and future EDI engagement activities.

## Responsible parties

- Manager, Internal Programs, Strategic Initiatives and Operations, Office of the Vice-Principal, Research and Innovation (UBC Okanagan)
- Manager, Internal Research Competitions, Office of the Vice-President, Research and Innovation (UBC Vancouver)

# FUNDING AND AWARD OPPORTUNITIES

## Objective 5

Ensure all internal awards, prizes and research funding opportunities administered by the VPRI result in fair and equitable treatment of all nominees and applicants through the creation of monitoring and accountability mechanisms specific to EDI for these competitions.

### Rationale

Demographic data of applicants and reviewers of internal awards, prizes and research funding is not currently collected. This impedes the ability to identify potential disparities/inequities in the demographics of applicants, funding recipients and reviewers, and also impedes the ability to effectively monitor the equity of processes and outcomes for our internal funding, research awards and prizes.

### Planned actions

- B3. Establish a process, and obtain permissions required, to facilitate access to demographic data for all internal research funding processes to better understand the composition of applicants and recipients to, and reviewers of, internal research competitions.
- B4. Review and analyze summarized demographic data on an ongoing basis to inform changes to programming and funding cycles.

### Time frame

2023/2024

## Related work

Discussions began in February 2022 between the VPRI and EIO to support the development of enhanced data collection from VPRI-administered internal research competitions.

## Measurement criteria

The success of these actions will initially be measured by receipt of access to institutional demographic data for internal research funding opportunities; and an annual increase in the number of applicants, nominees, award recipients and reviewers from historically, persistently or systemically marginalized groups, to become proportionally representative of the UBC research community.

Mid-term success will be measured by resulting programmatical improvements based on lessons derived from the data.

## Responsible parties

- Director, Support Programs to Advance Research Capacity
- Manager, Strategic Initiatives, Office of the Vice-President, Research and Innovation (UBC Vancouver)

# FUNDING AND AWARD OPPORTUNITIES

## Objective 6

Further incorporate consideration for equity, diversity and inclusion into the review of faculty research prizes, awards, and internal research funding grants.

### Rationale

Unconscious and implicit biases influence award committee adjudications and peer review panels for funding competitions. Furthermore, neither the composition of committees and panels, nor their adjudication and review practices, consistently or explicitly consider EDI.

### Planned actions

B5. Finalize and make available guidelines for considering EDI in nomination and adjudication committees on the websites of the VPRI and Office of Research Prizes and Awards (ORPA). A similar guide will also be available to support parallel/similar processes elsewhere across the university.

### Time frame

2022/2023

## Related work

Following a recommendation from the Institutional Council on Research Prizes and Awards, ORPA conducted a literature review to examine promising practices for incorporating EDI into award nomination and adjudication committees. This review informed the development of a guide regarding EDI considerations in nomination and adjudication committees for departments and Faculties across UBC.

## Measurement criteria

The success of this action will initially be measured by improvements to existing processes being implemented based on the guidelines, thereby indicating improved support for incorporating EDI considerations into the review of nominations and adjudication of research awards, prizes and grants.

Long-term success will be determined by a sustained increase in the percentage of faculty from historically, persistently or systemically marginalized groups who are successful at securing internal research prizes, awards and grants compared to the baseline level; and by an increase in awardees from those groups compared to the pool of eligible faculty (by rank and stream).

## Responsible parties

- Director, Support Programs to Advance Research Capacity
- Manager, Strategic Initiatives, Office of the Vice-President, Research and Innovation (UBC Vancouver)

# FUNDING AND AWARD OPPORTUNITIES

## Objective 7

Through enhanced and targeted support, increase the number of award nominations received from faculty from historically, persistently or systemically marginalized groups.

### Rationale

In 2022, UBC's Institutional Council for Research Prizes and Awards (ICRPA) recommended targeted support to increase nominations for faculty from historically, persistently or systemically marginalized groups.

### Planned actions

B6. Develop targeted awards and prizes support for early-career researchers and faculty from historically, persistently or systemically marginalized groups.

### Time frame

2023-2025



## Related work

Action 4C in UBC's 2019 *Inclusion Action Plan* calls for equitable support to researchers to develop funding proposals and award nominations. In consultation with the ICRPA, ORPA will develop tailored award nomination resources and supports for early-career researchers and faculty from historically, persistently or systemically marginalized groups.

## Measurement criteria

The success of this action will be measured by the creation and delivery of tailored supports; and by an increase over the baseline in the number of applications/nominations submitted by, and awards and prizes granted to, faculty from historically, persistently or systemically marginalized groups, with a goal of applications/nominations reaching levels that reflect their respective UBC populace or greater.

## Responsible parties

- Chair, UBC's Institutional Council Research Prizes and Awards
- Director, Support Programs to Advance Research Capacity

## RESEARCH CULTURE

### Objective 8

Clarify the roles of, and processes engaged by, various campus offices in support of members of historically, persistently or systemically marginalized groups who seek support related to experiences of micro-aggressions, and for reports of harassment, discrimination and/or sexual misconduct in research settings and elsewhere at UBC.

#### Rationale

Though there are multiple UBC offices that can support people from historically, persistently or systemically marginalized groups (e.g., Equity and Inclusion Office, Sexual Violence Prevention and Response Office, Employee & Labour Relations), each has its own processes and areas of focus. For individuals who experience micro and macro-aggressions it is often unclear which office is best positioned to support their particular situation and as such, where and how to report their experiences. Insufficient information about these offices and other informal resolution mechanisms poorly equips marginalized individuals to make informed decisions about the potential impacts that making a formal complaint can have on one's career or research.

#### Planned actions

- C1. Compose a comprehensive listing of existing support offices at UBC, and identify the potential challenges of coordinated support for complainants.
- C2. Develop resources and tools to guide individuals towards accessing the appropriate office(s) to support their individual case/need.

#### Time frame

2022-2024

#### Related work

The UBC Respectful Environment Statement for students, faculty and staff aims to realize the vision of equity and mutual respect within the UBC

community by establishing employment and educational practices that respect the dignity of individuals and make it possible for everyone to live, work and study in a positive and supportive environment, free from harmful behaviours.

The fundamental objectives of UBC's Discrimination Policy are to prevent discrimination for reasons protected by the British Columbia Human Rights Code and to provide procedures for handling complaints, remedying situations and imposing discipline when such discrimination does occur.

UBC's Sexual Misconduct Policy articulates the university's commitment to create an environment that will not tolerate any form of sexual misconduct, and a system to support individuals impacted by sexualized violence. This is supported through the Sexual Violence Prevention and Response Office (SVPRO), which coordinates and oversees all UBC sexual misconduct prevention and response protocols and processes, communications, resource materials and training, as well as the UBC Investigations Office, an impartial, neutral office that employs a trauma-informed approach to investigate reports.

Action 5C: Enhanced Reporting Mechanisms of UBC's *Inclusion Action Plan*, calls for the review and enhancement of streamlined mechanisms and related policies so that people who experience harassment, discrimination, retaliation and bullying receive better support to report incidents and policy breaches, as well as to ensure annual aggregated reporting of incidents.

Recommendation number 36 of the UBC Anti-Racism and Inclusive Excellence (ARIE) Task Force substantiates the need for improvements to the system for handling complaints, with specificity toward Persons of Colour.

## Measurement criteria

The success of these actions will initially be measured by the development and dissemination of resources and tools to guide community members, and a reduction in the number of referrals individuals receive before reaching the office that can assist them.

Long-term success will be measured by a year-over-year increase in the number of individuals reporting in future institutional surveys that they are aware of resources available to them if they experience discrimination, mistreatment or harassment.

## Responsible parties

- Equity and Inclusion Office
- UBC Human Resources
- UBC Investigations Office

## RESEARCH CULTURE

### Objective 9

Improve individual and collective capacity to appropriately address and manage conflict within and across the UBC research ecosystem.

#### Rationale

EDI-related issues and tensions often surface during conflicts in a unit or professional/research relationship. Strengthening individual and systemic capacities to productively engage with conflict can support stronger professional/research relationships that are more equitable and inclusive.

#### Planned actions

- C3. Expand UBC training modules and resources about conflict to include trauma-informed, EDI-informed and power-sensitive understandings of conflict engagement.
- C4. Establish regular reporting to inform institutional decision-making and delivery of conflict engagement services. These reports will be a resource for leaders of units providing conflict engagement support and the resulting reports will summarize themes and concerns across the relevant units.

#### Time frame

2023-2025

## Related work

In 2019, UBC developed the Differences that Matter conflict engagement initiative, which provides a framework for individuals and departments in the UBC community to build capacities for conflict engagement. Senior leadership is currently exploring opportunities to implement this initiative, including determining its timeline and assigning formal responsibility.

Action 3A: EDI Education and Training Programs of the UBC *Inclusion Action Plan* mandates that conflict engagement modules will be developed and available on UBC's Workplace Learning ecosystem.

The EIO's conflict engagement advising team supports capacity-building and constructive conflict engagement for faculty and staff.

UBC's Conflict Theatre offers faculty and staff (as individuals or groups) the opportunity to explore and embrace approaches to conflict in the workplace using interactive and embodied methods.

## Measurement criteria

The success of these actions will initially be measured by increased annual enrolment in, and completion of, the expanded conflict engagement modules, compared to the baseline year.

Long-term success will be measured by increased awareness and knowledge of conflict management techniques and their application by members of the UBC community, as reported in future institutional surveys such as the Workplace Engagement Survey.

## Responsible parties

- Associate Vice-Presidents, Human Resources
- UBC Investigations Office

## RESEARCH CULTURE

### Objective 10

Further develop and promote opportunities to foster meaningful connections between, and a sense of belonging in the research community for, members of historically, persistently or systemically marginalized groups.

#### Rationale

Many UBC community members from historically, persistently or systemically marginalized groups lack a sense of community and belonging, and experience their contributions to work and academic environments as being undervalued as compared to the contributions of people from more privileged groups.

#### Planned actions

C5. Expand support (resources, staffing and funding) for initiatives that facilitate community connections among members of historically, persistently or systemically marginalized groups within and across both campuses.

#### Time frame

2023-2025

## Related work

The EIO has established staff and faculty affinity and resource groups that aim to improve representation, recognition, and community and relationship-building across the university (e.g., IBPOC connections (2019), Disability Affinity Group (2020) and the 2SLGBTQIA+ Affinity Group (2022)).

The UBC Black Caucus aims to develop a greater sense of community, advocate progress and maintain ongoing support for Black students, faculty and staff at UBC in an effort to enhance anti-racism and cultural diversity within the university.

ARIE Task Force recommendation number 6: enhance sense of belonging for IBPOC through expanded community-building and networking opportunities at UBC Vancouver and UBC Okanagan, also speaks to the need for increased community connections among staff.

## Measurement criteria

The success of this action will initially be measured by an increase in engagement in the aforementioned affinity groups, and by these groups receiving adequate resources (e.g., funding and staffing) needed to meet the needs of their members.

Long-term success will be measured by an increase in the proportion of members of historically, persistently or systemically marginalized groups at UBC reporting an improved sense of belonging within the UBC community in future institutional surveys.

## Responsible parties

- Associate Vice-President, Equity & Inclusion
- Student Services

# FACULTY AND STAFF HIRING, CAREER PROGRESSION AND RETENTION

## Objective 11

Develop inclusive policies and a framework that enables full participation of current and future employees with disabilities.

### Rationale

UBC lacks a specific policy for workplace accommodations for faculty and staff, thus impeding efforts to recruit and retain employees with disabilities. This is evidenced by the historical under-representation of these groups at UBC.

### Planned actions

- D1. Establish and communicate guidelines for how the UBC community can access the centralized workplace accommodation fund through the Centre for Workplace Accessibility (CWA).
- D2. Develop a communication plan that aims to increase awareness of the CWA and understanding of how and when to engage with it during recruitment and employment.
- D3. Develop/enhance accessibility as well as policies that support accessibility, disability inclusion and the duty to accommodate.

### Time frame

2022-2024

### Related work

UBC's 2019 *Employment Equity Plan* (Objective A: Ensure policies and practices support employment opportunities for, and representation of, designated equity group members at UBC) calls for the "development and implementation of an institutional policy/guideline for accommodations to effectively include people with disabilities in the workplace."



UBC's *Inclusion Action Plan* (Action 2G: Workplace Accommodations for Disability) further stipulates that such a policy be supported by a central accommodation fund.

In 2022, UBC established the Centre for Workplace Accessibility (CWA), the aim of which is to help remove barriers, expedite the accommodation process, minimize the medicalization of disability for faculty and staff, and increase awareness and education. The CWA also established and administers a workplace accommodations fund.

In June 2022, UBC published a draft Workplace Accommodations Policy for UBC Employees, for which it invited feedback until October 2022. The aims of this policy are to outline UBC's responsibilities under the British Columbia Human Rights Code; to document UBC processes for requesting, assessing, implementing and managing accommodations; and to identify the roles and shared responsibilities of UBC, the employee and any applicable bargaining agent throughout the accommodation process.

## Measurement criteria

The initial success of these actions will be measured by the development of a policy and the creation of guidelines, and a communication plan for them. It will also be measured by employees with disabilities reporting better experiences of receiving accommodation and a reduced requirement for personal advocacy.

Long-term success will be measured by an increase in the proportion of UBC employees with disabilities who are hired and retained, as determined by employee representation and separation data.

The CWA will measure its success by usage of their programming and feedback surveys from individuals who receive their support.

## Responsible parties

- Centre for Workplace Accessibility (UBC Vancouver)
- Equity & Inclusion Office
- UBC Human Resources Communications
- Vice-President, Human Resources
- Workplace Health Services (UBC Vancouver)
- Work Reintegration and Accommodation Program (UBC Okanagan)

# FACULTY AND STAFF HIRING, CAREER PROGRESSION AND RETENTION

## Objective 12

Promote the use of inclusive job description tools and training to attract a more diverse candidate pool and ensure job descriptions accurately reflect the EDI skills and competencies required for each role.

### Rationale

The diversity statement currently included in all UBC job advertisements (as mandated by UBC Policy #20) is often perceived as over-promising, ineffective and superficial.

### Planned actions

D4. Implement systematic training across the research ecosystem to support the development and use of equitable and inclusive job descriptions.

### Time frame

2023-2024

Creation of templates and tools with supplemental training module/program: 2023

Pilot training program launch: 2023/2024

## Related work

UBC has begun work to support the creation of more equitable and inclusive job descriptions (e.g., developing guides for writing inclusive job descriptions).

A “Diversifying Your Applicant Pool” database was developed to assist with advertising job opportunities for UBC’s Canada Research Chairs.

As part of the implementation of UBC’s *Inclusion Action Plan*, several recommendations were developed to enhance EDI statements and include EDI competencies in job descriptions, as well as to offer EDI training before recruitment competitions.

In 2021, UBC introduced *Textio*, an online platform that provides workplaces with inclusive language guidance for recruitment processes and performance management.

Some departments, such as the faculties of Education and Science, have initiated projects to define competencies around EDI and Indigeneity/Reconciliation that can be included in job descriptions.

## Measurement criteria

The success of this action will initially be measured by the creation of templates, tools and training modules, programs and/or relevant resources; and a year-over-year increase in the number of people completing the online training module.

Long-term success will be measured by an increase in equitably written job descriptions that incorporate competencies informed by EDI principles, as well as an increase in applicant diversity.

## Responsible parties

- Associate Vice-President, Equity & Inclusion
- Deputy Vice-Chancellor and Vice-President, Academic (UBC Okanagan)
- Provost and Vice-President, Academic (UBC Vancouver)
- Vice-President, Human Resources

# FACULTY AND STAFF HIRING, CAREER PROGRESSION AND RETENTION

## Objective 13

Enhance and standardize EDI requirements in faculty and research staff recruitment to increase employment opportunities for members of historically, persistently or systemically marginalized groups.

### Rationale

Recruitment guidelines, including those relating to EDI, differ across Faculties. This can contribute to inconsistent knowledge, understanding and application of equitable recruitment practices.

### Planned actions

D5. Systematically update faculty recruitment guides to incorporate EDI practices and ensure accountability for EDI checkpoints in practice through appropriate reporting structures, such as through EDI committees, Associate Deans of Equity, and UBC Human Resources.

### Time frame

2023-2025

Review and update guidelines: 2023/2024

Establish accountability mechanisms: 2024/2025

## Related work

UBC's 2019 *Employment Equity Plan* (Objective A: Ensure policies and practices support employment opportunities for and representation of designated equity group members at UBC) intends to update recruitment and selection guidelines to be intentional and inclusive of members of historically, persistently or systemically marginalized groups, "including revising job templates to include more accessible and inclusive language and links to how equity-seeking groups are supported at UBC; [as well as] revising selection committee processes and training."

Action 1B: Equitable Recruitment and Admissions of the *Inclusion Action Plan*, intends to "revise, renew, and replace recruitment and hiring/admissions processes to actively consider equity issues in the assessment of merit, through job postings, criteria development, and selection of students, faculty, staff, and leadership at UBC."

In 2021, with funding from the federal Canada Research Chairs (CRC) program, UBC completed two research reports assessing issues of equity and accessibility within UBC's CRC program. These reports specify recommendations on hiring practices for the CRC program that can be extended broadly to faculty hiring practices. There is also an opportunity for these recommendations to be incorporated into faculty and research staff recruitment guides.

## Measurement criteria

The success of this action will be measured by the UBC Human Resources' faculty recruitment guide being reviewed and revised to incorporate equitable recruitment practices; and by the launch of updated and standardized Faculty-specific recruitment guides that reflect core and foundational EDI aspects and considerations.

Long term success will be measured by an increase in faculty from historically, persistently or systemically marginalized groups employed at UBC, in proportion to the Canadian professorial workforce, or greater.

## Responsible parties

- Associate Vice-President, Equity and Inclusion
- Deputy Vice-Chancellor and Vice-President, Academic (UBC Okanagan)
- Provost and Vice-President, Academic (UBC Vancouver)
- UBC Faculty Relations

# FACULTY AND STAFF HIRING, CAREER PROGRESSION AND RETENTION

## Objective 14

Enhance staff hiring committees' knowledge and skills related to improving equity in hiring processes.

### Rationale

Hiring equity training is not consistently integrated across the university's hiring processes for staff who support or conduct research.

### Planned actions

- D6. Develop a communication plan to increase awareness of hiring equity training for all hiring/search committees.
- D7. Expand the tools and resources available to support hiring/search committees to engage in equitable and inclusive hiring practices.
- D8. Identify strategic opportunities to provide ongoing customized EDI training for hiring practices.

### Time frame

2023-2024

## Related work

UBC's *Inclusion Action Plan* Action 1B calls for equitable recruitment by actively considering equity issues in the assessment of merit, and through job postings, criteria development and candidate selection.

Until 2020, the EIO provided individualized training to hiring committees upon request. In response to increased demand, an online training module on hiring equity was developed and launched. However, due to the scale of UBC and diffusion of human resources teams and functions across the institution, awareness of the online module is not universal. The UBC *Inclusion Action Plan*'s Action Planning Team for Staff recommends that staff who are involved in the hiring process take the online training in advance of engaging in any hiring competitions.

## Measurement criteria

The success of these actions will be measured by increased enrolment in and completion of hiring equity training over time.

Long-term success will be measured by an increase in members of historically, persistently or systemically marginalized groups among new hires.

## Responsible parties

- Associate Vice-President, Equity and Inclusion
- Deputy Vice-Chancellor and Vice-President, Academic (UBC Okanagan)
- Provost and Vice-President, Academic (UBC Vancouver)
- Vice-President, Human Resources

# FACULTY AND STAFF HIRING, CAREER PROGRESSION AND RETENTION

## Objective 15

Inform the creation or development of more equitable workforce planning practices, including recruiting and hiring practices, through regular analysis of self-reported demographic data in UBC's job applicant pool.

### Rationale

While job applicant pool data collection has occurred at UBC since November 2020 through Workday, systematic analysis and use of these data to inform hiring is limited and decentralized (i.e., undertaken by individual Faculties), and many Faculties collect data separately from this system. Consultations with senior human resources advisors highlighted gaps in departments/hiring managers' capacity to use the data appropriately to inform their decision-making.

### Planned actions

- D9. In Workday, establish and implement reporting requirements and security permissions to facilitate access to applicant pool data for hiring managers and committees.
- D10. Develop a resource guide to support recruiters to effectively utilize applicant pool data to inform key decisions in recruitment and hiring.

### Time frame

2023-2025

Project plan is developed: 2023/2024

Launch pilot: 2023/2024

Develop resource guide based on lessons from the pilot: 2024/2025

Establish and implement security permissions: 2024/2025



## Related work

UBC's 2019 *Employment Equity Plan* (Objective C: Robust monitoring and accountability mechanisms) ensures that learning and progress evaluations are incorporated into UBC's Employment Equity Program, which includes a commitment to "develop and implement processes for routinely collecting applicant pool data for all recruitment at UBC, including applicants shortlisted; offers of employment made; offers accepted."

The *Inclusion Action Plan*, Action 5B: Workday Institutional Data, aims to "ensure Workday collects institutional data with appropriate privacy safeguards to enable regular systematic analyses of access, engagement, promotion, success, attrition, etcetera, for students, staff, and faculty."

In 2020, UBC's Employment Equity Survey was embedded into centralized application and onboarding processes (via the Workday enterprise system). UBC is currently working to establish and pilot applicant equity survey reporting requirements in Workday to provide hiring managers and committees with demographic data on applicant pools, in order to inform key decisions in recruitment processes.

## Measurement criteria

The success of these actions will be measured by an increase in recruiters reporting that they have considered job applicant pool demographic data and the resource guide in their practices.

Long-term success will be measured by an increase in the extent to which short-listed candidates represent the applicant pool at each stage of the hiring process.

## Responsible parties

- Associate Vice-President, Equity and Inclusion
- Chief Information Officer
- Planning and Institutional Research Office
- Provost and Vice-President, Academic (UBC Vancouver)
- Vice-President, Finance and Operations, Operational Excellence

# FACULTY AND STAFF HIRING, CAREER PROGRESSION AND RETENTION

## Objective 16

Through robust data analysis, inform UBC's understanding of, and actions to address, systemic inequities in employee retention.

### Rationale

Employees from historically, persistently or systemically marginalized groups leave UBC at disproportionately higher rates. However, employee exit surveys and interview data are not formally reported or used to inform institutional practices/decision-making to support their retention.

### Planned actions

D11. Establish a formal mechanism for conducting exit interviews, and tracking and reporting disaggregated data (e.g., by equity group, job family, etc.) for employee exits/turnover within Faculties.

### Time frame

2022-2023

## Related work

UBC's 2019 *Employment Equity Plan* (Objective C: Robust monitoring and accountability mechanisms) ensures that learning and progress evaluations are incorporated into UBC's Employment Equity Program, which commits "to provide data on retention for staff and faculty regularly to unit/department heads; and to establish transparent and consistent processes for conducting exit/transfer interviews to increase understanding of specific equity issues with department/unit heads or supervisors."

## Measurement criteria

The success of this action will be measured by the inclusion of employee exit, turnover and separation data analysis in UBC's annual staff reporting, thereby making such data available to senior leadership to inform decision-making.

Long-term success will be measured by increased retention of members of historically, persistently or systemically marginalized groups at UBC, proportional to other demographic groups (i.e. a trend reversal).

## Responsible parties

- Associate Vice-President, Equity and Inclusion
- Deputy Vice-Chancellor and Vice-President, Academic (UBC Okanagan)
- Planning and Institutional Research Office
- Provost and Vice-President, Academic (UBC Vancouver)
- Vice-President, Human Resources

# FACULTY AND STAFF HIRING, CAREER PROGRESSION AND RETENTION

## Objective 17

Ensure appropriate recognition of voluntary and formal involvement in EDI activities and/or initiatives within UBC in staff performance reviews and ongoing performance conversations, as well as faculty promotion and tenure processes.

### Rationale

Staff and faculty from historically, persistently or systemically marginalized groups experience an additional service burden by actively taking on EDI work (e.g., participation in/organization of events and committees, EDI training), while the university lacks appropriate acknowledgement structures for this kind of work.

### Planned actions

D12. Incorporate EDI service into staff performance reviews and ongoing performance conversations, as well as faculty promotion and tenure review processes.

### Time frame

2023/2024

## Related work

Recommendation 5, subpoint 6a of the ARIE Task Force substantiates the need to recognize the emotional tax that IBPOC staff bear, while ensuring recognition is celebratory and ongoing.

Recommendation 15 of the ARIE Task Force calls for the development of guidelines to manage the safety of, as well as compensate, acknowledge and reward, Black staff and faculty for time spent on anti-racism and EDI activities in lieu of current workloads, as well as to re-articulate the definitions of research excellence to include recognition of anti-racism and EDI activities in Black faculty compensation and career progression processes.

This action reinforces UBC's commitment to implementing the *Inclusion Action Plan's* Action 1G, which aims to update performance review processes and merit pay policies for staff and emerging leaders to include criteria that incorporates participation in EDI advancement.

## Measurement criteria

In the short-term, the success of this action will be measured by updated performance review templates and processes that incorporate EDI contributions.

Long-term success will be measured by staff reporting increased recognition of the value of their contributions to EDI in future institutional surveys and EDI engagement activities.

## Responsible parties

- Associate Vice-President, Equity and Inclusion
- Deputy Vice-Chancellor and Vice-President, Academic (UBC Okanagan)
- Provost and Vice-President, Academic (UBC Vancouver)
- Vice-President, Human Resources

## FACULTY AND STAFF HIRING, CAREER PROGRESSION AND RETENTION

### Objective 18

Facilitate identity-informed mentorship to enhance reciprocal personal and professional growth, development and success for members of historically, persistently or systemically marginalized groups.

#### Rationale

In many departments, faculty mentorship is informal and tends to replicate existing networks led by long-term faculty members, which can pose a barrier for newer and more diverse faculty, and limit opportunities for professional connections, guidance and mentorship.

#### Planned actions

D13. Informed by UBC's Canada Research Chairs (CRC) mentorship pilot, develop guidelines for an identity-informed mentorship program to support all faculty.

#### Time frame

2023-2025

CRC pilot launch: 2023

Distill and disseminate lessons from the pilot and develop guidelines: 2024/2025

Departments adapt mentorship approach: 2024/2025

## Related work

The UBC CRC program is piloting mentor-matching, through which faculty may use a checklist to identify themselves and what they find important in their connections. If faculty wish to form a mentoring relationship with someone with whom they share specific experiences and identities (e.g., race, Indigeneity, gender, disability, 2SLGBTQIA+, parenting, caregiving, etc.) the mentor-matching program will engage both parties to establish a formal mentoring relationship.

## Measurement criteria

The success of this action will be measured by the launch of the identity-informed mentorship program pilot for faculty (a review of which will inform its ongoing operations); and the development of subsequent UBC mentorship programs that are informed by the above-mentioned mentoring pilot and the perspectives of its participants.

Long-term success will be measured by improved perception among faculty about the extent to which mentorship, networking and relationship-building contributes to their career advancement, as reported in future institutional surveys.

## Responsible parties

- Associate Vice-President, Equity and Inclusion
- Provost and Vice-President, Academic (UBC Vancouver)
- Deputy Vice-Chancellor and Vice-President, Academic (UBC Okanagan)

# UNDERGRADUATE AND GRADUATE STUDENTS AND POSTDOCTORAL FELLOWS' RECRUITMENT, ADMISSIONS AND FUNDING

## Objective 19

Improve institutional collecting and reporting of undergraduate and graduate student and postdoctoral fellow data to inform/advance EDI practices for students and trainees, including those involved in research.

### Rationale

UBC does not currently systematically collect comprehensive demographic data about students and trainees, which limits the ability to understand existing disparities/inequities affecting them from an institutional level.

### Planned actions

- E1. Socialize the definitions and standards of the UBC Data Governance Program by raising awareness about them and communicating guidelines for adhering to them.
- E2. Develop a comprehensive institutional framework for reporting, interpreting and using student and trainee demographic data to inform strategic initiatives that support EDI.

### Time frame

2022-2026

Student Demographic Data Project (SDDP) - Development of definitions and standards: 2022/2023

Implement technical solution: 2023/2024

Consultation and development of an institutional framework: 2024-2026



## Related work

Action 5B of UBC's *Inclusion Action Plan* calls for collecting demographic data to enable regular systematic analyses.

The Student Demographic Data Project (SDDP) is underway and will develop clear definitions and standards for collecting student and trainee data administrative records and in institutional surveys, including guidelines on access to the data, as well as its storage and use. The project is expected to be implemented by 2024. The definitions and standards of the SDDP will become part of the UBC Data Governance Program, which will be applied consistently and comprehensively across the university.

## Measurement criteria

The success of these actions will be measured by adopting new definitions and standards into the existing student and trainee data management practices; and the establishing of a centralized approach for student and trainee demographic data collection.

Long-term success will be the disaggregation, analysis and benchmarking of institutional student demographic data for its use in decision-making.

## Responsible parties

- College of Graduate Studies (UBC Okanagan)
- Equity and Inclusion Office
- Enrolment Services
- Faculty of Graduate and Postdoctoral Studies (UBC Vancouver)
- Enterprise Data Governance Program, Office of the Chief Information Officer
- Planning and Institutional Research Office

# UNDERGRADUATE AND GRADUATE STUDENTS AND POSTDOCTORAL FELLOWS' RECRUITMENT, ADMISSIONS AND FUNDING

## Objective 20

Improve transparency, the understanding of, and equity in the hiring of undergraduate and graduate research assistants, and postdoctoral fellows.

### Rationale

Hiring of research assistants and postdoctoral fellows at UBC is decentralized (i.e., they are often hired directly through the various Faculties). There are no EDI-focused regulations guiding hiring of undergraduate and graduate research assistants or postdoctoral fellows beyond the mandatory inclusion of the university's EDI statement on advertised positions.

### Planned actions

E3. Produce EDI-focused guides and training for faculty members when hiring research assistants and postdoctoral fellows. The guides/training will include considerations and strategies for increasing EDI in the hiring process.

### Time frame

2023/2024

## Related work

UBC's Postdoctoral Fellows Office offers general guidance on the hiring process as requested. However, there are opportunities to make the application and hiring process more transparent and to attract prospective postdoctoral applicants from historically, persistently or systemically marginalized groups to UBC.

Discussions are underway to extract and report the Employment Equity Survey's demographic data on postdoctoral fellows in order to better understand the diversity of UBC's postdoctoral fellows.

## Measurement criteria

The success of this action will be measured by EDI hiring guides being produced and distributed to Faculties; and the development of related training that is accessible to faculty members.

Long-term success will be measured by research assistants and postdoctoral fellows from historically, persistently or systemically marginalized groups being hired at rates proportional to their representation in the population, or greater.

## Responsible parties

- Associate Vice-President, Equity and Inclusion
- UBC Human Resources
- Postdoctoral Fellows Office
- Provost and Vice-President, Academic (UBC Vancouver)

# UNDERGRADUATE AND GRADUATE STUDENTS AND POSTDOCTORAL FELLOWS' RECRUITMENT, ADMISSIONS AND FUNDING

## Objective 21

Improve transparency and equity in postdoctoral hiring and onboarding practices.

### Rationale

Postdoctoral researchers and their supervisors are often unclear about how UBC's human resources classifications apply to postdoctoral fellows (e.g., whether they are classified as faculty, staff or trainees). This lack of clarity inhibits postdoctoral fellows' awareness of, and access to, available supports (e.g., disability accommodations).

### Planned actions

- E4. Review and expand UBC's Guide for Postdoctoral Fellows to incorporate additional considerations that help clarify postdoctoral application and hiring processes, as well as make clear the available support services for current postdoctoral fellows.
- E5. Raise awareness of the guide and promote its use.

### Time frame

2023-2024

## Measurement criteria

The success of these actions will initially be measured through the updated guide's publication as well as implementation of strategies for its increased awareness.

Long-term success will be measured by postdoctoral fellows reporting a greater sense of support from, and belonging in, the institution, as measured by future institutional surveys and EDI engagement activities.

## Responsible parties

- Associate Vice-President, Equity and Inclusion
- Faculty Relations
- Postdoctoral Fellows Office

# UNDERGRADUATE AND GRADUATE STUDENTS AND POSTDOCTORAL FELLOWS' RECRUITMENT, ADMISSIONS AND FUNDING

## Objective 22

Improve the university's understanding of graduate students' and postdoctoral fellows' experiences, in order to inform strategic initiatives that advance EDI at UBC.

### Rationale

UBC does not currently conduct an institution-wide survey to understand the experiences of graduate students and postdoctoral fellows. While some Faculties and the Graduate Student Society have administered their own surveys, low response rates and small sample sizes have limited the surveys' effectiveness at broadly representing the experiences of UBC graduate students and postdoctoral fellows.

### Planned actions

- E6. Develop and regularly administer an institutional survey of graduate student and postdoctoral fellow experiences, accompanied by a robust decentralized dissemination approach to maximize participation in the survey.
- E7. Produce equity-focused analyses and reports following each data collection period to inform decision-making.

### Time frame

2023-2026

Consultation and survey development: 2023-2024

Pilot and refine survey: 2023-2026

## Related work

The UBC Undergraduate Experience Survey has been a primary source of information about undergraduate students' experiences. The survey includes EDI-related questions and also collects respondents' demographic information, which makes it a powerful tool for understanding students' experiences and any inequities that exist. The survey's findings have been used to inform multiple EDI initiatives at various levels of the university. However, comparable data is lacking for graduate students and postdoctoral fellows. Introducing an institutional survey to obtain information on graduate student and postdoctoral fellow experiences, but using a decentralized dissemination approach with champions (at the Faculty, school or departmental level) may increase respondent rates and maximize the survey's potential usefulness to decision-makers.

## Measurement criteria

The success of these actions will be measured through implementation of a survey that receives a minimum of a 40 per cent response rate, based on the Undergraduate Experience Survey and similar institutional surveys as benchmark, as well as the production and sharing of survey reports to relevant decision-makers.

## Responsible parties

- College of Graduate Studies (UBC Okanagan)
- Faculty of Graduate and Postdoctoral Studies (UBC Vancouver)
- Planning and Institutional Research Office

# UNDERGRADUATE AND GRADUATE STUDENTS AND POSTDOCTORAL FELLOWS' RECRUITMENT, ADMISSIONS AND FUNDING

## Objective 23

Increase professional development opportunities and pathways for research and career advancement for Black and Indigenous graduate students and postdoctoral fellows.

### Rationale

Existing mentorship structures in academia often exclude or fail to meet the needs of Black and Indigenous people, thereby creating systemic barriers that limit their access to opportunities that would otherwise advance their research and/or careers. Many Black and Indigenous graduate students and postdoctoral fellows desire formal institutional mentorship structures and pathway programs to address those systemic barriers and enhance the progression of their research and careers.

### Planned actions

E8. Establish funding and a structure for the Black and Indigenous Scholars fellowship program.

E9. Launch, award and onboard the first cohort of fellows.

### Time frame

2022-2024

Finalize and submit a budget proposal: 2022/2023 (for 2023/2024 budget)

Program preparation, call for applications, selection, and intake: 2022/2023

Cohort 1 programming and program evaluation: 2023/2024



## Related work

A new UBC Vancouver program is in development to offer enhanced support to Black and Indigenous scholars, at the juncture of PhD completion and their next career stage (postdoctoral fellowship or tenure-track role). The envisioned support includes potential doctoral completion fellowships, postdoctoral fellowships, bridge-to-faculty fellowships, mentoring/networking support and academic/professional development programming. The initial budget proposal, including the number and duration of fellowships and funding levels for doctoral or postdoctoral scholars, is in development.

## Measurement criteria

The success of these actions will be measured when a fellowship program is established that includes ongoing funding support.

Long-term success will be measured (in future institutional surveys and EDI engagement activities) by an increase in the number of Black and Indigenous postdoctoral fellows reporting a feeling of institutional support and satisfaction.

## Responsible parties

- Faculty of Graduate and Postdoctoral Studies (UBC Vancouver)
- Provost and Vice-President, Academic (UBC Vancouver)
- Postdoctoral Fellows Office

# UNDERGRADUATE AND GRADUATE STUDENTS AND POSTDOCTORAL FELLOWS' RECRUITMENT, ADMISSIONS AND FUNDING

## Objective 24

Increase funding opportunities and pathways for research and career advancement for IBPOC graduate students.

### Rationale

Additional funding for IBPOC graduate students can support them to overcome structural barriers to success.

### Planned actions

- E10. Establish a funding program for a new award for racialized graduate students.
- E11. Expand the Aboriginal Graduate Fellowships (AGF) funding program.
- E12. Expand the UBC Principles of Excellent Graduate Supervision guide; share recommendations for additional mentorship supports.

### Time frame

2022-2024

Finalize award for racialized graduate students and expanded AGF structure and obtain approvals: 2022/2023

Launch graduate award and reconfigured AGF: 2023/2024

## Related work

The UBC Vancouver Aboriginal Graduate Fellowships program will expand in fall 2023. The program offers multi-year fellowships to Indigenous master's and doctoral students whose programs include a significant research component.

In September 2022, a pilot of UBC Okanagan's Indigenous Pathways to Graduate Studies program launched to support Indigenous undergraduate students to explore, prepare for, and transition to, graduate studies. A parallel program exists at UBC Vancouver, called the Summer Institute.

The Effective Mentoring of Racialized Graduate Students Project is developing recommendations for improved mentorship experiences, including support to increase awareness of ways supervisors/other mentors can better support racialized students throughout their academic programs and toward their desired outcomes.

The UBC guide to the principles of excellent graduate supervision was developed in 2019. The principles focus on the individual graduate student, the teaching and learning process, supervisor modeling and reflection, interpersonal communication and the importance of the scholarly community. The guide is intended to support the development of a shared understanding of graduate supervision expectations and norms and to foster discussions focused on a renewed commitment to supporting excellent graduate supervision pedagogy and practices across the UBC Vancouver campus and beyond.

## Measurement criteria

The success of these actions will be measured by the establishment and launch of an award for racialized graduate students; and when materials and recommendations on principles of excellent supervision are widely available across campuses and regularly incorporated into professional development.

Long-term success will be measured by year-over-year increases in the proportion of racialized students advancing to doctoral studies or postdoctoral fellowships against an established baseline.

## Responsible parties

- College of Graduate Studies (UBC Okanagan)
- Faculty of Graduate and Postdoctoral Studies (UBC Vancouver)