STRATEGIC EQUITY & ANTI-RACISM (STEAR) PROGRESS REPORT

2024

Prepared by the
UBC Equity & Inclusion Office

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THE UNIVERSITY OF BRITISH COLUMBIA

TABLE OF CONTENTS

Message from the AVPEI 1

Executive summary 4

1.0 Background and introduction . . 7

1.1 Purpose of the Strategic Equity & Anti-Racism (StEAR) Framework 7

1.2 StEAR framework components 9

1.3 Resourcing 13

1.4 Purpose of this Report 13

2.0 Evaluation approach and progress updates 14

2.1 Institutional indicators of change (outcome measures) 16

2.2 Status of institutional strategic actions (central interventions) 19

2.3 Inventory of unit-level activities (decentralized interventions) 29

2.4 Strategic learning and implications (continuous assessment) 36

3.0 Moving forward: Summary of strategic learning implications 40

Appendices 42

Appendix A: Resources to advance StEAR priorities 43

Appendix B: Outcome measures and institutional indicators 44

Appendix C: UBC's Black Excellence Ecosystem . 56

Appendix D: Status of institutional strategic actions (central interventions) 57

Appendix E: StEAR Inventory: Mapping UBC's decentralized EDI practices & initiatives . . 73

Appendix F: Acronyms and abbreviations 78

References 81


UBC Okanagan


UBC Vancouver

MESSAGE FROM THE AVPEI

I am thrilled to be releasing UBC's 2024 Strategic Equity & Anti-Racism (StEAR) Progress Report. This report is a culmination of the careful and thorough efforts of the UBC Equity & Inclusion Office team to identify and apply robust frameworks and methods for collecting, reviewing, mapping, and analyzing vast amounts of information needed to help operationalize and monitor progress on the university's equity and anti-racism priorities.

The report is also a result of deep collaborations with numerous campus community members and partners that have enabled the coordinated approach required to advance priorities within UBC's large and decentralized context.

As we reflect on progress today, we must also always recognize the work that has preceded us and especially acknowledge the steadfast and propelling efforts of historically persistently and systemically marginalized (HPSM) students, faculty and staff to advance inclusion, equity, anti-racism and accessibility at UBC over the years.

While this report will help us gauge where we are with the aim of setting goals for where we want to be, our understandings and aspirations must be informed by lessons from the past as well as considerations of contemporary social and political forces and their implications on our current efforts and future aspirations.

Two decades ago, in 2005, UBC signaled one of it most tangible commitments to equity,diversity and inclusion (EDI) leadership within the sector by becoming only the second university in Canada to establish a senior administrative role with explicit responsibilities for addressing equity — and the first such senior role dedicated solely to advancing institutional equity priorities. Since that time, there has been a great deal of thought leadership and change agency mobilized by equity champions among UBC faculty, staff and students to identify and address historical, persistent and systemic inequities within UBC and across the higher education sector.

In 2009, UBC was one of the first universities in Canada to establish a stand-alone strategy for advancing equity and diversity: Valuing Difference: A Strategy for Advancing Equity & Diversity. In 2013, a campus consultation led to the Implementing Inclusion Report and two responses to the Report recommendations: Phase I and Phase II. In 2018, the university launched its 2018 — 2028 strategic plan Shaping UBC's Next Century, reinforcing inclusion as a key pillar.

Within the last five years, UBC has been particularly productive in this space, releasing several equity related plans and reports: the 2019 Inclusion Action Plan, the 2019 Employment Equity Plan (following a comprehensive Employment Systems Review), the 2022 Anti-Racism and Inclusive Excellence Task Force Report, the 2022 Trans, Two-Spirit and Gender Diversity Task Force Report, and the 2023 EDI Dimensions Action Plan and the Canada Research Chair EDI Action Plan to address equity in the research ecosystem.

When I joined UBC in July of 2022, I consistently heard from campus unit leaders and partners that effectively operationalizing the numerous plans and report recommendations felt like a daunting task for which they were seeking more guidance and capacity building. That overwhelming sentiment prompted my introduction of a Strategic Equity & Anti-Racism (StEAR) Framework — not as another plan, but as a tool to mobilize the implementation of priorities identified in the plethora of existing plans and reports — thus setting the stage for more effective iterative planning, implementation, evaluation and communication of UBC's EDI goals and priorities.

Today, UBC's efforts to advance equity and anti-racism continue to be facilitated by the momentum built by societal and sector forces that took root a few years ago but which remain influential. External governmental and sector initiatives have helped to drive change efforts at UBC in the last five years. Universities Canada's 2017 Inclusive Excellence Principles and EDI Action Plan had been leveraged to support the prolific EDI planning efforts that began in 2018 and continue today. The 2019 addendum to the 2016 Canadian Human Rights Settlement Agreement directing the Canada Research Chairs Program EDI requirements and practices has had transformative results on the representation of UBC CRCs.

In 2020, the renewed groundswell of social movements highlighting the persistence and pervasiveness of structural racism and systemic inequities mobilized sector-wide anti-racism actions. This includes UBC's 2021 endorsement of the Scarborough Charter on anti-Black Racism and Black Inclusion, which continues to underpin UBC's thrust to advance Black excellence. Our efforts have also been facilitated by the lessons learned from the necessity, and subsequent capability, to find more accessible and inclusive solutions in response to the 2021 global pandemic which exacerbated and amplified long-embedded systemic inequities. And, new provincial legislation, such as the 2022 BC Antiracism Data Act (ARDA) and the 2022 Accessible BC Act (ABC), has provided policy levers to accelerate efforts to advance anti-racism and accessibility commitments.

That said, recent geo-political conflicts, a resurgence of societal xenophobia and a recurrence of backlash against campus EDI efforts are influencing the current climate for social change efforts. While such resistence is not new in the ebb and flow of work towards equity and social change, at this moment in time they point to the need to pay particular attention to the following imperatives: renewing understanding of antisemitism, Islamophobia, and anti-Arab racism; reinforcing commitments to inclusion of transgender people given social movements to curtail their rights; and reestablishing the benefits of EDI to the purpose of higher education and to all peoples across diverse faiths, ethnoracial backgrounds and genders.

Additionally, the rise in housing and food insecurity will most certainly exacerbate socio-economic inequities and access to education and employment for many prospective and current UBC students, faculty and staff.

This environment calls for innovation and imagination to continue to advance accessibility, equity, inclusion, belonging and safety for all within our campus community and to realize a more contemporarily relevant role of the university and the higher education sector in promoting social and global justice.

Thus, this report should be viewed as a milestone in an ongoing iterative journey towards advancing a constellation of interrelated university-wide intersectional equity and anti-racism priorities and systems change goals that have implications in and beyond UBC. I hope it will serve as a beacon to inspire continued efforts towards fostering a culture of accountability for UBC's mission-critical and purpose-aligned human rights, social justice and inclusive excellence imperatives.

Dr. Arig al Shaibah, MPA, PhD
Associate Vice-President, Equity and Inclusion

EXECUTIVE SUMMARY

UBC's Strategic Equity & Anti-Racism (StEAR) Framework is a planning tool to guide the implementation and evaluation of equity and anti-racism priorities.

This StEAR Progress Report provides an update on institutional and unit-level efforts for UBC Vancouver and UBC Okanagan campuses as of fiscal year end for 2023/2024 (March 31, 2024).

Asesment of progress is based on four sources of insights: (1) institutional indicators/outcome measures drawn from administrative and survey data; (2) self-reported information on the status of institutional strategic actions/central interventions; (3) an inventory of academic and administrative units' activities/decentralized interventions; and (4) strategic learning from continuous assessment and reflection on strategies, evaluation and contexts.

Institutional indicators of change (outcome measures)

The first set of institutional indicators of change or outcome measures tracked provides promising indicators of institutional progress and highlights opportunities for continued improvement. This includes opportunities to address inequities that may become evident among particular groups and in particular spaces when disaggregated and instersectional data is analyzed.

Prelimary indicators demonstrate:

- A very high rate of senior administrative participation in the 2023 half-day equity and anti-racism professional development session (UBCV: 90 per cent; UBCO: 78 per cent).
- An all time high engagement of faculty and staff with the Employment Equity Survey that informs the Employment Equity Report (the highest ever cumulative response rate of 84.3 per cent).
- At UBCV, the representation of women, racialized people and disabled people is in alignment with or higher, and the representation of Indigenous Peoples is lower, than the national comparator cohort.
- At UBCO, the representation of all four federally designated groups is higher or in alignment with the national workforce.
- Women, Indigenous and racialized employees and students report more positive sense of personal dignity and wellbeing than the average on both campuses, while disabled, transgender, non-binary, and 2SLGBTQIA+ employees indicate less positive experiences.

The representation of federally designated groups and equity gaps across employee categories is detailed in the 2023 Employment Equity Report. This is an area where disaggregated ethnoracial and intersectional representation and experiential data may surface equity gaps for particular groups otherwise masked when presented in aggregate. Planning is underway to enhance future reporting to reflect this analysis.

Status of institutional strategic actions (central interventions)

Institutional level interventions span 135 strategic actions in the StEAR Roadmap for Change. Most of the strategic actions pertain to shared systems and processes at UBCV and UBCO, although some are campus specific. Updates from implementation leads informed the status of strategic actions and demonstrate:

- Across all four domains of change, the majority of strategic actions - both institution wide and campus specific - are in progress or completed/ongoing.
- Highlights of institutional level efforts include contributions to the Black Excellence Ecosystem, advancements in inclusive research, guidance and promotion of equitable hiring practices, securing spaces for HPSM networking and community-building, and enhancing campus EDI capacity building.

Inventory of unit-level activities (decentralized interventions)

A wide range of decentralized interventions to advance equity and anti-racism are being implemented in faculties, vice presidential portfolios, units, and departments. An inventory of 111 decentralized units returned 95 responses and reveals:

- There is a high level of engagement in activities across the StEAR Roadmap objectives, and particularly in activities related to equitable and inclusive curriculum, pedagogy, and hiring practices.
- In contrast, units were least likely to report efforts underway related to unit conflict engagement capacity building and employee development and retention.
- The most commonly reported challenges in advancing equity and anti-racism efforts were, cited by both academic and administrative units, were reported as lack of time (staff/workload capacity) and funding (financial resources).

Given the robust response to the inventory, additional analysis of quantitative and qualitative data is being undertaken, and a subsequent report and database of initiatives will be forthcoming.

Strategic learning and implications (continuous assessment)

Several key insights have been gained from reflection on the planning and evaluation process and context. Key insights reveal opportunities to:

- Enhance the articulation of StEAR Roadmap objectives and strategic actions to discern between those which will have a definite deliverable that can be reported as concluded and those which are ongoing in nature. We are learning that the Roadmap should be a dynamic document during its lifespan so that objectives and strategic actions can evolve to enhance the implementation and evaluation of priorities.
- Continue to strengthen relationships with and sufficiently engage the diversity of community members, implementers, equity champions and senior administrators by offering flexibility, avoiding placing additional administrative burdens on EDI champions. For example, the EIO exercised caution when developing the governance model so as not to create duplicative committees.
- Carefully examine the costs and benefits of further investments in each of the data sources and methods needed to collect useful institutional metrics. This includes assessing whether and how status reporting on strategic actions can be a useful proxy for engagement and whether and with what frequency the decentralized inventory returns useful information. A staged approach to the evaluation process will enable testing of the efficacy of evaluation methods and permit pivoting to needed as we understand what works and resonates.

Moving forward

Based on insights gleaned during this first year of implementation, we foresee undertaking the following next steps:

- Maintain the goals and principles of the StEAR Frameworkand focus on iterative situation analysis and updating of objectives, including establishing SMARTER[1] objectives;
- Continue engaging community members and partners where they are and through the many existing advisory and communication mechanisms;
- Assess and develop an expanded set of outcome measures and indicators of change and expand evaluation approach to encompass greater assessment of impacts and outcomes at a systemic level; and
- Foster a culture of accountability by maintaining a repository of commitments made and the paths chosen.

1 Specific, measurable, achievable, relevant, timebound, evaluated, and revised.

1.0 BACKGROUND AND INTRODUCTION

1.1 Purpose of the Strategic Equity & Anti-Racism (StEAR) Framework

First introduced in the fall of 2022 by the Associate Vice-President, Equity and Inclusion (AVPEI), the Strategic Equity & Anti-Racism (StEAR) Framework is a community-engaged, data-informed, action-oriented and accountability-driven planning tool developed to guide the implementation and evaluation of equity and anti-racism priorities over a three-year time horizon.

The framework supports the inclusion theme in Shaping UBC's Next Century: UBC's Strategic Plan and consolidates strategic objectives, actions and recommendations articulated in the following institutional plans and reports:

- Inclusion Action Plan (2019)
- Employment Equity Plan (2019)
- Canada Research Chair Equity, Diversity and Inclusion (EDI) Action Plan (2020)
- Dimensions Action Plan for EDI in Research (2023)
- Anti-Racism and Inclusive Excellence (ARIE) Taskforce Final Report (2022)
- Trans, Two-Spirit and Gender Diversity Task Force Report (2023)

Relationship to the Indigenous Strategic Plan

The Indigenous Strategic Plan (ISP) Guiding Network is responsible for facilitating the implementation of the ISP, which "provides thoughtful guidance for action and a framework for reconciliation". The StEAR framework is meant to complement, not compete with, the ISP, which is the university's organizing framework to advance priorities related to Indigenous rights, decolonization, and reconciliation. In collaboration with Indigenous leaders, mutually beneficial mechanisms for communication, consultation, collaboration, and coalition-building across the StEAR and ISP frameworks will ensure that equity and anti-racism priorities relevant to Indigenous students, faculty, and staff are appropriately addressed and/or referred to in the StEAR framework.

Forthcoming Accessibility Plan

In May 2023, UBC took an active step towards fostering an inclusive and accessible environment for all by establishing the UBC-wide Accessibility Committee per the Accessible BC Act. Co-chaired by representatives from UBCV and UBCO, a primary focus for this committee is drafting UBC's inaugural Accessibility Plan. This plan, currently in development, will outline the pathways and strategies UBC will employ to improve accessibility across its campuses.

Recognizing the importance of community engagement in this process, the committee is exploring ways to deepen the involvement of disabled students, faculty, and staff in its work. This includes an open invitation for the UBC community to contribute their insights and feedback on accessibility planning and disability equity issues. Community members are encouraged to communicate with the committee via the dedicated email address: accessibility.committee@ubc.ca.

1.2 StEAR framework components

1.2.1 Change domains and goals

Building on existing literature and leading practices for mobilizing EDI change in higher education, the StEAR framework is organized around four institutional domains of change — structural, curricular, compositional and interactional — each with a broad institutional goal.

Domains of change and goals

1.

Structural change: to develop institutional principles, paradigms, and processes that build organizational capacity to enable, drive, and sustain systems change through equitable and anti-racist leadership, governance, and accountability.

2.

Curricular change: to promote locally and globally relevant and responsive ways of learning, knowing, and translating knowledge through equitable and anti-racist teaching, research, and community-engagement programs and pedagogies.

3.

Compositional change: to expand the representational diversity of the student body, professoriate, staff complement, and senior leadership and enhance lifecycle experiences of historically, persistently and systemically marginalized (HPSM) groups through equitable and anti-racist recruitment, development, and retention policies and practice.

4.

Interactional change: to develop individual proficiencies that build campus community capacity to foster positive and effective intergroup relations and cultivate a climate that promotes human rights, dignity, equality, and belonging through equity and anti-racism training, education, and dialogue.

1.2.2 Guiding principles

The framework also establishes six core principles of practice to guide strategic planning, implementation and evaluation.

StEAR principles

1.

Recognition of the rights of Indigenous Peoples and respect for self-determination: implementing equity and anti-racism plans in a manner that complements and elevates, but does not subsume, Indigenous-led plans;

2.

Race-consciousness in the pursuit of equity and inclusive excellence: centering anti-racism in an intersectional anti-oppressive framework to address deeply imbedded institutional racism and systemic inequities;

3.

Meaningful and ethical community engagement: ensuring ongoing consultation with, transparent communication to, and meaningful recognition of contributions of historically, persistently, or systemically marginalized groups;

4.

Networked leadership and coordinated de-centralization: cultivating a collaborative network of cross-campus equity champions working in communities of practice to advance unit-level and university priorities;

5.

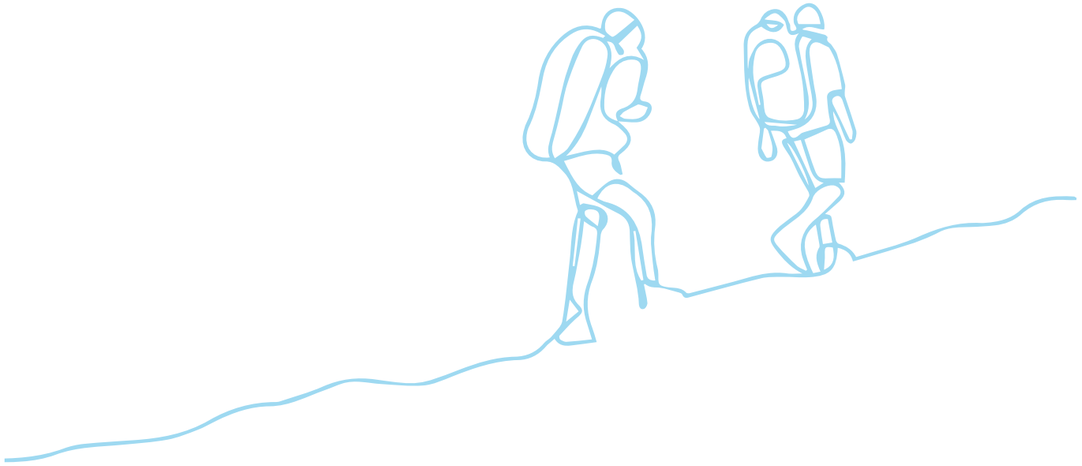
Accountability through collective responsibility and leadership ownership: demonstrating senior-level endorsement of and investment in strategic initiatives to mobilize and sustain campus-wide ownership and action towards systems change;

6.

Data-informed decision-making and continuous improvement: undertaking assessment, evaluation, and research and leveraging qualitative and quantitative data to inform cyclical strategic planning processes.

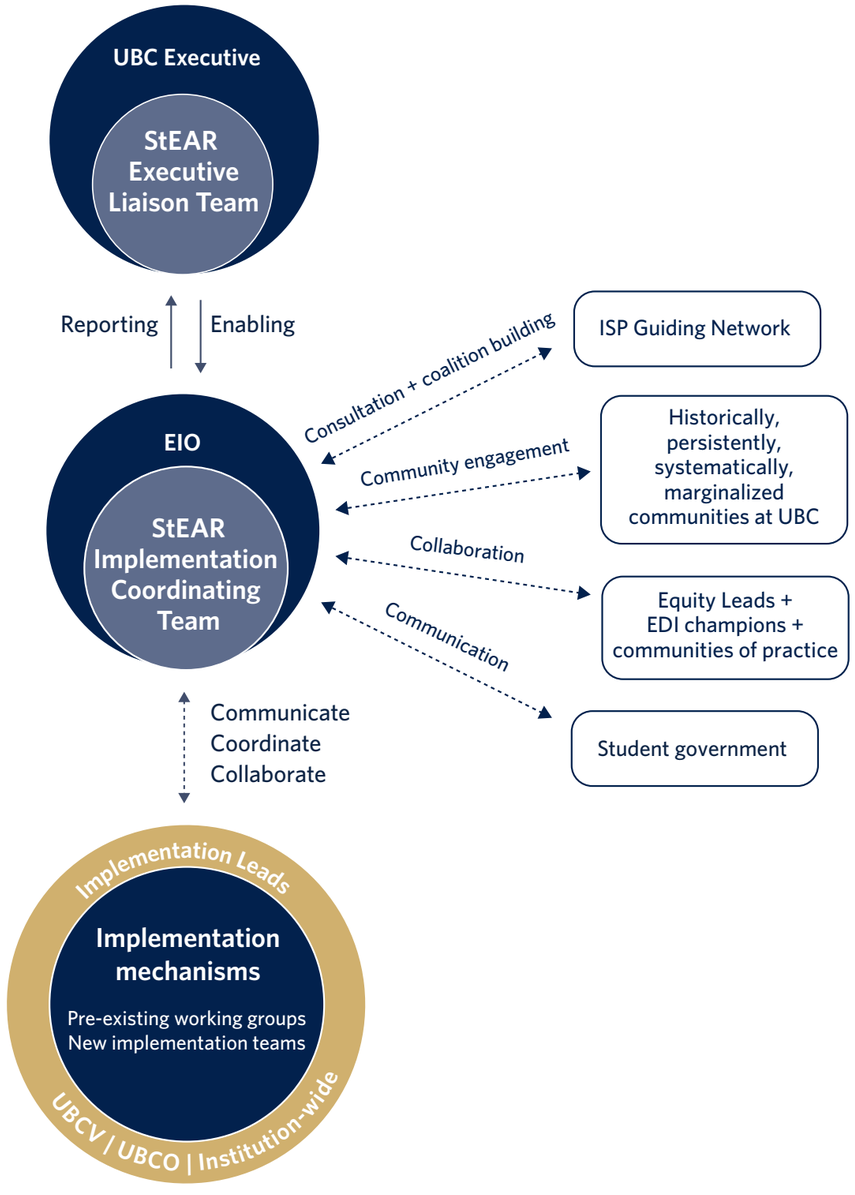
1.2.3 Roadmap for Change: Objectives and strategic actions

The **StEAR Roadmap for Change** is a set of 18 high-level objectives and 135 associated strategic actions which reflect both common and distinct priorities identified by existing plans and reports. The roadmap summarizes actions operating at the institutional level. As a living document, the StEAR Roadmap will continue to be updated over time to reflect new and renewed objectives and actions to advance broad goals.



1.2.4 StEAR governance and oversight

Figure 1: *StEAR governance and oversight model*



Implementation of the StEAR Roadmap's strategic actions is coordinated by the UBC Equity & Inclusion Office (EIO) in partnership with key campus implementation leads. The EIO facilitates the engagement, consultation, collaboration, and communication that informs implementation with the Indigenous Strategic Plan (ISP) Guiding Network, historically persistently, and systemically marginalized (HPSM) communities, EDI champions and Communities of Practice, and student governments. In a coordinated decentralized approach, implementation leads and the EIO collaborate to determine appropriate mechanisms to advance the institutional strategic actions. The EIO also supports and enables decentralized EDI champions to advance unit-level actions aligned to the StEAR change domains and objectives.

The EIO reports plans and progress to the Executive, who are charged with enabling implementation by authorizing resources and endorsing policy recommendations that may be essential to mobilizing and inspiring culture change.

1.3 Resourcing

Resourcing is of vital importance to the ability to advance equity and anti-racism priorities.

In 2022, the institution increased the base operating funds for the EIO and permitted the office to retain carry-over funds to hire additional staff across both campuses. The Okanagan team moved from one permanent equity strategist and one human rights advisor on a half-time term appointment to three permanent full-time staff, including a director, equity strategist, and human rights advisor as well as one part-time term appoint for administrative and event support. On the Vancouver campus, there have been increases in the staff complement to improve executive administrative support, data analysis, project management, strategic equity planning, and eduation, community and conflict engagement.

In 2022, the Office of the President transferred $300,000 to the EIO to operationalize priorities captured under the StEAR framework and Roadmap for Change. An additional $300,000 was provided in 2023.

In 2023, the EIO launched the StEAR Enhancement Fund with new goals and criteria to support community-led initiatives that seek to advance equity and anti-racism priorities at UBC Vancouver and UBC Okanagan. In addition to the $100,000 annual funds made available by the EIO to support student, faculty, and staff led initiatives, the Office of the President and the Office of the Vice-President Students contributed an additional $200,000 to launch the newly established fund.

"Appendix A: Resources to advance StEAR priorities" on page 43 provides further details on resources to advance StEAR priorities.

1.4 Purpose of this report

This report serves as an accountability and transparency mechanism to provide a community update on progress to date regarding the implementation of institutional and unit-level efforts to advance equity and anti-racism. This report provides an update for both UBC Vancouver and Okanagan campuses. The information presented reflects data collection and analysis completed as of the fiscal year end for 2023/2024 (March 31, 2024).

2.0 EVALUATION APPROACH AND PROGRESS UPDATES

StEAR efforts at UBC are characterized by complexity. The complexity of social change efforts has a number of implications for evaluation of such efforts.[2] The multiple, overlapping systems at UBC are never static, and change unpredictably. Events in one part of the system affect all other parts of the system, and cause and effect are not necessarily linear or straightforward. Context and relationships are important factors in determining outcomes, often more so than the interventions themselves. The EIO has drawn on literature about evaluating systems change[3] to develop an approach to progress tracking and evaluation that enables us to understand the extent to which:

- The experiences of people and groups at UBC are changing in alignment with the goals of the StEAR framework (as articulated in the four domains of change)
- UBC is progressing the StEAR Roadmap's objectives and strategic actions to change institutional systems, processes, and practices; and
- Localized efforts across UBC are changing decentralized systems, processes, and practices; and
- Learnings from the challenges and opportunities encountered during StEAR implementation can inform future directions of strategic equity and anti-racism work at UBC.

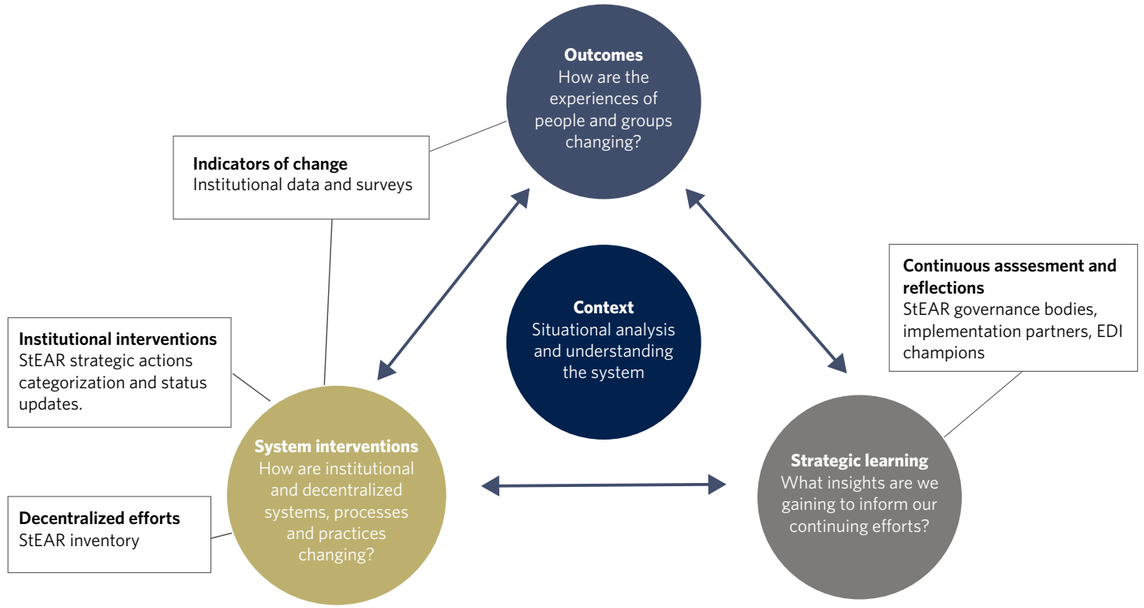
The evaluation approach outlines three lines of inquiry — outcomes, systems interventions, and strategic learning — and three corresponding evaluative questions.[4]

2 Preskill, Hallie, Cook, Joelle, Mack, Katelyn, Gopal, Srik. 2014. Evaluating Complexity: Propositions for Improving Practice. Retrieved from: https://search.issuelab.org.

3 Cabaj, Mark. 2019. Evaluating Systems Change Results: An Inquiry Framework. Tamarack Institute. Retrieved from https://www.tamarackcommunity.ca.

4 Figure 2 diagram adapted from Cabaj, Mark (2019).

Figure 2: *StEAR evaluation approach*



Accordingly, this evaluation approach incorporates the following key components, which influence and inform one another, in an effort to address those questions:

- **Outcomes:**
  - **Institutional indicators of change** informed by the cyclical collection and analysis of institutional data for describing the current and changing EDI landscape at UBC.
- **Systems interventions:**
  - **Institutional strategic actions** (central interventions)**:** Regular monitoring of the status of strategic actions intended to progress at the institutional level, based on updates from implementers, including qualitative assessments of existing and new challenges and opportunities as these emerge.
  - **Unit-level activities** (decentralized interventions)**:** An inventory of academic and administrative faculties, VP portfolios, departments, and units regarding how they are advancing equity and antiracism priorities in localized contexts.
- **Strategic learning:**
  - **Continuous assessment** of changing contexts and conditions, and reflection with StEAR governance bodies, implementation partners, and EDI champions to surface insights about the benefits and drawbacks of our strategies.

Below, information from each of these evaluation components is presented in turn.

2.1 Institutional indicators of change (outcome measures)

A number of outcome measures have been identified to track progress related to the StEAR Roadmap for Change. These are primarily drawn from administrative data or institutional surveys that are connected to one or more StEAR objectives. In some cases, the desired measures have been identified but the data infrastructure to collect, appropriately analyze and report on them is still in development. In this first year of implementation, an initial limited set of currently available outcome measures have been identified, with plans to expand this set in the coming years.

2.1.1 Methodology

Outcome measures included in this report were selected through a comprehensive review of available institutional data. Through this review and examination, the following six desired characteristics for institutional data were identified as key criteria to inform the selection of indicators of change that support progress tracking and evaluation in the context of StEAR over time and particularly in this first year:

- **Availability:** existing/already collected or feasible to collect now or in the future
- **Accuracy:** specific and representative (not too small a sample size)
- **Comparability:** across population groups (e.g., students, staff and faculty), contexts (e.g., unit/dept, faculty/portfolio) and time (can establish a trend)
- **Simplicity:** ease of interpretation, minimize caveats and nuances that need explanation
- **Reliability:** validated data collection tool and/or measure, when possible
- **Efficacy:** useful and meaningful (evaluative) indicator of change

There is no expectation that any one indicator will meet all six criteria, rather the criteria are useful guideposts for characterizing the utility of different datasets and indicators.

The subsections below provide a high-level summary of the available outcome measures and indicators of change, the domain and objective they relate to, and the current state. Where possible, a reference point is provided as a benchmark. A more detailed breakdown of each outcome measure is available in “Appendix B: Outcome measures and institutional indicators” on page 44.

Definitions

- **Outcome measure:** a specific data point that can be compared year on year to track progress.
- **Reference point:** a specific target or anticipated change identified for each outcome measure. Where possible, comparator data is provided to contextualize UBC’s institutional goals.
- **Indicator:** the differential from the reference point, where the comparator data, either from external sources or from UBC historical trends, is available.
- **Baseline:** establishes a baseline for subsequent years’ reporting where the comparator data is not yet available.

2.0 EVALUATION APPROACH AND PROGRESS UPDATES

2.1.2 Outcome measures

Compositional diversity of UBC Executive and Executive Senior Leadership Group
(Objective 1.1, planning and goal setting)

UBC’s Executive Group includes the President, the Okanagan Principal, Provosts for UBC Vancouver and UBC Okanagan, and the Vice-Presidents. The Executive Group and Associate Vice Presidents and Provosts, Deans and Principals, and Other Senior Academic Executives constitute the UBC’s Executive Senior Leadership group.

Reference point: Parity with or better than representation of employment equity federally designated groups in the senior manager occupational group.

Indicator:

- UBC Executive Group: higher representation of women and racialized people; no representation of Indigenous and disabled people; no representation of non-binary, trans, and 2SLGBQIA+ people.
- UBC Executive Senior Leadership: aligned representation of Indigenous and racialized people; lower representation of women; no representation of non-binary and trans people, <5 individuals 2SLGBQIA+ people.

Participation in Employment Equity Survey
(Objective 1.3, use of data)

The employment equity survey has provided a centralized and standardized mechanism for collecting demographic data on active UBC employees for more than a decade.

Reference point: Increased response rate compared with previous year(s).

Indicator:

- Response rate has increased to 84.3 per cent, the highest response rate to date, as of November 1st, 2023.

Engagement of senior leaders in EDI professional development
(Objective 1.4, decision-making lens)

The EIO organized a professional development session on enacting equitable and anti-racism leadership for senior leaders, such as VPs, Deans and their delegates in 2023.

Reference point: Increased participation compared with previous year(s).

Baseline:

- UBCV: 90 per cent in 2023; UBCO: 78 per cent 2023.

Recruitment, retention, and distribution of Black faculty and staff
(Objective 1.5, Black excellence)

Demographic data collected via the Employment Equity Survey provides information about the representation of faculty and staff who self-identify as Black.

Reference point: Parity with or better than Canadian Population Data (4.3 per cent). Disaggregated data on the Black workforce is unavailable.

- **Indicator:** as of November 1st, 2023:
  - representation of Black faculty and staff in both UBCV and UBCO is lower than the comparator cohort.

Compositional diversity of UBC workforce
(Objective 3.1, hiring processes)

The Employment Equity Survey results inform on the compositional diversity of UBC workforce and help understand where disparities in proportional representation may exist.

Reference point: Parity with or better than representation of employment equity federally designated groups in the workforce, where applicable.

- **Indicator:** as of November 1st, 2023:
  - UBCV: higher representation of women and racialized people, lower representation of Indigenous people, aligned representation of disabled, 1.2 per cent non-binary, 1.2 per cent trans, and 10.3 per cent 2SLGBQIA+ people.
  - UBCO: higher representation of women, Indigenous, and disabled people, aligned representation of racialized, 0.9 per cent non-binary, 1.2 per cent trans, and 10 per cent 2SLGBQIA+ people.

Faculty and staff feelings of respect for their personal dignity and wellbeing
(Objective 3.2, employee development and retention)

The Workplace Experiences Survey (WES) includes two relevant statements:

- "My diversity (e.g., lived experiences including knowledge, identity, culture, experiences) is valued in my workplace"; and
- "UBC is committed to the wellbeing of its people, places, and communities".

Responses provided (agreement and strong agreement) to these two statements are relevant for this objective.

Reference point: HPSM groups report positive experiences that are on par with or better than all employees.

- **Indicator:**
  - Aggregating responses to the two statements in 2021 WES, in both UBCV and UBCO, faculty and staff members who self-identified as women, Indigenous, or racialized responded in alignment or more positively than the comparator cohort (all faculty/staff at UBCV/UBCO). Responses from faculty and staff members who self-identified as disabled, non-binary, trans, or 2SLGBQIA+, indicated their experiences were less positive than those of the corresponding comparator cohort.

Students' feelings of respect for their personal dignity and wellbeing
(Objective 3.4, student development and support)

The Undergraduate Experience Survey (UES) includes two relevant statements:

- "I feel that my beliefs, identity and experiences are valued at UBC"; and
- "UBC is committed to the wellbeing of its people, place, and community".

Responses provided (agreement and strong agreement) to these two statements are relevant for this objective.

Reference point: HPSM groups report positive experiences that are on par with or better than all students.

- **Indicator:**
  - Aggregating responses to the two statements, in both UBCV and UBCO, responses from students who self-identified as women, Indigenous, or racialized were in alignment or more positive than the comparator cohort (all students in the corresponding campus). Students who self-identified as disabled, non-binary/trans, or 2SLGBQIA+ reported less positive experiences than the comparator cohort.

2.2 Status of institutional strategic actions (central interventions)

Institutional-level interventions are represented in the 135 strategic actions of the StEAR Roadmap for Change. These actions were determined based on previous cross-campus work and recommendations from UBC's institutional plans and task force reports addressing equity and anti-racism.

2.2.1 Methodology

Through ongoing consultation and continuous engagement, the EIO identified appropriate sponsors, leads and partners to drive forward implementation of the strategic actions. EIO project managers contacted the leads of each strategic action to provide a status update.

Status categories

In consultation with strategic action leads, each action was assigned one of the following status categories:

Not yet started: This status indicates that work on the strategic action has not begun, for example due to resource or operational constraints. The EIO will work collaboratively with the leads of these actions to determine what supports are required to advance the work.

In progress: This status signifies that the leading/co-leading units are actively advancing the strategic action.

Completed/Ongoing: Actions with this status have achieved their primary objectives yet may require ongoing attention to maintain the impact and/or address evolving needs and challenges. Actions with this designation may be updated or re-framed to enable more efficient progress reporting in future years.

Definitions

- **Sponsors:** Positioned at the VP or executive level, sponsors provide executive-level oversight and invest appropriate human and financial resources to support and sustain implementation. The sponsor(s) of a strategic action is the VP or executive-level portfolio to which the lead(s) of the action report.
- **Leads:** Responsible for the practical execution of strategic actions, the lead(s) take charge of planning, executing, and monitoring activities to achieve the strategic action. Leads work collaboratively with co-leads on strategic actions and bring in expertise from partners as necessary.
- **Partners:** Providing contextual knowledge and expertise to enhance impact, partners augment the Lead's efforts and improve strategic outcomes through their perspectives, expertise, and networks. Identifying partners continues to be an iterative process, and as a result, they are not listed in this report.

On hold: This status indicates that work on the strategic action has been temporarily paused. This can be due to external dependencies or strategic shifts. Actions on hold are not actively being worked on but may be resumed once the reasons for the pause are addressed.

Implementation scope

Most strategic actions pertain to shared systems and processes across UBCV and UBCO, while other actions pertain to systems and processes that run separately at each campus; these are referred to as institution-wide and campus-specific.

- **Institution-wide:** Actions that are being/will be implemented across the entire university system using a unified approach.
- **Campus-specific:** Actions that require campus-specific implementation. These actions are being/will be led separately by UBCV and UBCO leads for each campus.

The sections below lists the status of strategic actions for each domain of change (structural, curricular, compositional, interactional). A high-level summary and some spotlight initiatives are drawn from the strategic actions.

The status of all 135 roadmap strategic actions is presented in "Appendix D: Status of institutional strategic actions (central interventions)" on page 57. For more information on the status of any of the 135 strategic actions or any related inquiries, please contact the EIO at info@equity.ubc.ca.

2.2.2 Overview

The majority of roadmap strategic actions—both institution wide and campus specific — are either in progress or completed/ongoing. Of the total 135 actions, 93 are designated as institution-wide. Twenty-five of these institution-wide actions are completed/ongoing, 46 are in progress, 16 are not yet started, four are currently on hold, and the status of two are yet to be confirmed.[5]

The status of the 41 campus-specific strategic actions is reported separately for the Vancouver and Okanagan campuses. For UBC Vancouver, 13 are completed/ongoing, 18 are in progress, eight have not yet started, and the status of two actions is yet to be confirmed. For UBC Okanagan, nine are completed/ongoing, 17 are in progress, nine have not yet started, one is currently on hold, and the status of three actions is yet to be confirmed.[6]

2.2.3 Actions in the structural change domain

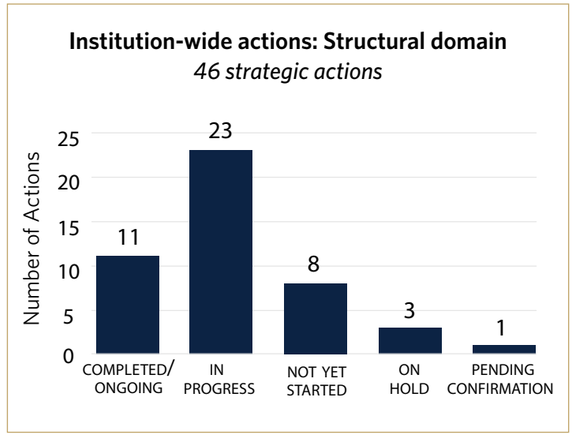
The structural change domain seeks to develop institutional principles, paradigms, and processes that build organizational capacity to enable, drive, and sustain systems change through equitable and anti-racist leadership, governance, and accountability.

5 One strategic action (3.4A) has been excluded from this reporting as it refers to a strategy that is no longer active.

6 Strategic action 1.5B (Launch Black Faculty Cohort Hiring Initiative (UBCV) and associated programs to support retention) and 1.5C (Explore the expansion of Black Studies and establishment of a Centre for Global Black Scholarship) are specific to the UBC Vancouver campus.

Of the 55 strategic actions in the structural domain (see "Appendix D"), 46 are designated as institution-wide and nine as campus-specific.

Figure 3
Number of institution-wide, structural change domain roadmap strategic actions, by status



Of the 46 institution-wide strategic actions, 11 are completed/ongoing, 23 are in progress, eight are not yet started, three are currently on hold, and the status of one is yet to be confirmed.

Of the nine campus-specific strategic actions, three are completed/ongoing, two are in progress, and the status of two are yet to be confirmed at UBCO[7]. At UBCV, two are completed/ongoing, and seven are in progress.

7 Ibid.

Fostering Black Excellence across the UBC Ecosystem

To advance its commitments to the 2020 Scarborough Charter on Anti-Black Racism and Black Inclusion and to operationalize recommendation 13 of the 2022 Anti-Racism and Inclusive Excellence Task Force Report, Objective 1.5 of the StEAR Roadmap for Change calls out the aim to foster an environment where Black excellence, inclusion, and flourishing are not just encouraged but are integral to the university's core operations and values.

Black Excellence Ecosystem

The Black Excellence Ecosystem (see "Appendix C: UBC's Black Excellence Ecosystem") allows UBC to be intentional about identifying and pursuing StEAR priorities that improve processes and outcomes for Black students, faculty and staff. Among these priorities is the recruitment and retention of Black faculty. To that end, the Black Faculty Cohort Hiring Initiative (BFCHI) launched in September 2023 to recruit up to 23 Black scholars across a span of four years (1.5B). Targeting qualified Black scholars, the program offers positions in various faculties, including the Faculty of Applied Science, Arts, Education, Forestry, Land and Food Systems, Science, Medicine, and the Allard School of Law.

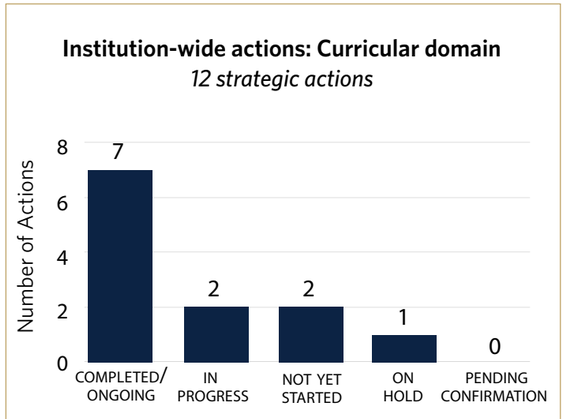
Other initiatives within the Black Excellence Ecosystem include the following: launch of the Beyond Tomorrow Scholars program, establishment of the Black Faculty Network, creation of dedicated Black student spaces, recruitment of counselling staff with relevant lived experience, and the development of IBPOC Connections — an employee resource group. All of these initiatives are aimed at dismantling systemic barriers to Black inclusion and promoting a culture of belonging and support for Black students, staff and faculty within the UBC community.

2.2.4 Actions in the curricular change domain

The curricular change domain seeks to promote locally and globally relevant and responsive ways of learning, knowing, and translating knowledge through equitable and anti-racist teaching, research, and community-engagement programs and pedagogies.

Of the 23 strategic actions in the curricular domain, 12 are designated as institution-wide and 11 as campus-specific.

Figure 4
Number of institution-wide, curricular change domain roadmap strategic actions, by status



Of the 12 institution-wide strategic actions, seven are completed/ongoing, two are in progress, two are not yet started, and one is currently on hold.

Of the 11 campus-specific strategic actions, one is completed/ongoing, six are in progress, and four are not yet started at UBCO. At UBCV, one is completed/ongoing, four are in progress, five are not yet started, and the status of one is yet to be confirmed.

Advancing Inclusive Research

In 2019, UBC endorsed the Government of Canada's *Dimensions Charter*, which promoted principles of research excellence, innovation and creativity in the post-secondary sector through equity, diversity and inclusion. UBC has articulated its commitment to build an equitable, diverse, inclusive and anti-racist research culture and ecosystem in its *Dimensions Action Plan* for EDI in Research, which encompasses efforts to support equitable access to funding opportunities, increase equitable and inclusive participation in research, and embed EDI-related considerations in research design and practice.

Below are three recently launched initiatives, which aim to support the incorporation of EDI principles and practices in research — a broad goal under the curricular domain.

EDI in Research online resources

The EIO and the Office of the Vice-President, Research and Innovation have developed a number of resources to support EDI in research. Currently completed and set to launch is a canvas course on EDI in Research, designed to enrich the UBC community's understanding of EDI principles in research settings. The course will be piloted and evaluated after a year for effectiveness and impact. Complementing the Canvas course, the online EDI in Research Resource Library is a comprehensive resource offering video tutorials and a searchable database on how researchers can incorporate EDI into their research (2.3A, 2.3D).

EDI considerations for nomination and adjudication committees

The VPRI's Office of Research Prizes and Awards created a guide to equitable nomination and adjudication of research chairs and awards (2.3C). The guide is available to UBC staff and faculty and provides recommendations on adjudication committees, broadening the pool of nominees, accessibility of materials, limiting bias and much more.

Canada Research Chairs initiatives

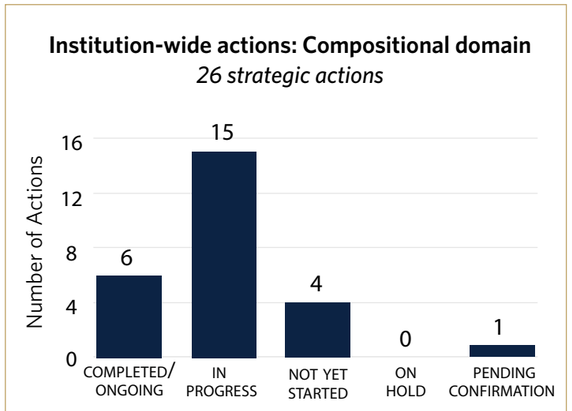
UBC's Canada Research Chairs Program piloted a number of initiatives to support priorities identified in the university's CRC EDI action plan, including a connections program and a mentorship program to support new and established CRCs, as well as an equitable hiring training program and resources to support equitable CRC search and nomination processes. Additionally, the annual review and update of the CRC Appointments Guide has introduced new resources and clarified the preferential hiring processes for improved processes and outcomes. Robust evaluations of these pilots will inform future strategies to enhance equity in the program (2.3E, 2.3F, 2.3G, 2.3H).

2.2.5 Actions in the compositional change domain

The compositional change domain seeks to expand representational diversity of the student body, professoriate, staff complement, and senior leadership and enhance lifecycle experiences of historically, persistently or systemically marginalized (HPSM) groups through equitable and anti-racist recruitment, development, and retention policies and practice.

Of the 46 strategic actions in the compositional domain, 26 strategic actions are designated as institution-wide and 19 as campus specific.[8]

Figure 5
Number of institution-wide, compositional change domain strategic actions, by status



Of the 26 institution-wide strategic actions, six are completed/ongoing, 15 are in progress, four are not yet started, and the status of one is yet to be confirmed

Of the 19 campus-specific strategic actions, four are completed/ongoing, eight are in progress, five are not yet started, one is currently on hold, and the status of one is yet to be confirmed at UBCO. At UBCV, ten are completed/ongoing, six are in progress, two are not yet started, and the status of one is yet to be confirmed.

8 Action 3.4A (Review "In-service: Global Engagement Strategy" with an equity and anti-racist lens) has been excluded from this report as the strategy is no longer active.

Enhancing equitable hiring practices at UBC

UBC commitment to inclusive excellence necessitates promoting practices that identify and address disparities in hiring and barriers and challenges to diverse representation in UBC's workforce. There are a number of objectives in the compositional domain of the StEAR framework that aim to expand the representational diversity of UBC's employees. Equitable hiring practices are key to attracting the greatest diversity of talent among faculty, staff and senior leaders. The EIO has worked in consultation with Human Resources and with equity champions in the faculties as well as with partners in the Office of the Vice-President Research & Innovation to launch a suite of programs and resources for equitable faculty hiring. In the coming year, tailored programs and resources will be developed for equitable staff hiring. Together, the initiatives listed below represent UBC's multifaceted strategy to improve equitable hiring and create a more inclusive and diverse community (1.3D).

Guide to equitable faculty hiring

Among the suite of equitable faculty hiring programs and resources is the cornerstone *Guide to Equitable Hiring Practices: Faculty Recruitment*, designed to promote inclusive excellence and accessibility in hiring while ensuring that practices are consistent with university policies, government legislation, and faculty collective agreements. This Guide describes sixteen equitable hiring practices, with accompanying tools. The Guide serves as a resource for deans, heads of units, directors, chairs, members of hiring committees, and human resource professionals, providing them with the tools needed to integrate equity principles throughout the eight recommended hiring stages — from recruitment to onboarding (3.1B, C).

Employment Equity Advisor Program

Launched simultaneously with the guide is the Employment Equity Advisor (EEA) Program — to enable the potentially transformative practice of assigning a trained equity advisor to support search processes from beginning to end. The EEA Program was piloted as a capacity-building initiative in September 2023. This Program offers faculty and staff involved in faculty hiring the opportunity to enhance their expertise in accessible and equitable hiring practices. The EEA Program offers a hybrid full-day retreat to deepen knowledge and practical skills to operationalize all of the best practices described in the Guide, and it offers post-training learning sessions for continuous knowledge sharing and support. The EIO plans to provide multiple offerings of the retreat annually (2.3H, 3.1F).

Improvements to the Employment Equity Report

Among the equitable practices described in the Guide is the appropriate consideration of diversity through the stages of the search process. The EIO has improved the Employment Equity Survey analysis and reporting capabilities to provide search committees with informative workforce gap analyses (1.3C, G). To continue to promote data-informed decision-making, moving forward, the EIO will work with partners to explore how to leverage the systematic collection of demographic data from job applicants to enable the monitoring of the diversity of applicant, long/shortlist, and finalist pools as well as to identify where there may be inequitable barriers in the search process.

Securing spaces for HPSM communities

Securing dedicated spaces on campus for HPSM communities provides the opportunity for community support, connection, networking, and community-building. Creating these spaces falls under the Structural and Compositional domains of change within the StEAR Framework, by supporting infrastructure that enhances the qualitative experience of HPSM staff, faculty and students. UBC has progressed related objectives to enhance the inclusion of Black students and students of diverse faiths.

Black student spaces

The Office of the Vice-President Students and the Centre for Student Development and Leadership opened the Black Student Space in the fall of 2023, in co-creation with the UBC Black student community at the Vancouver campus. The Black Student Space was designed for Black undergraduate and graduate students currently enrolled at UBCV to study, connect with each other, recharge, host events and sessions, as well as build community (3.4I).

With the intention of creating a safer space, the Black Student Space celebrates the diversity and shared experiences within the Black community and aims to foster a sense of belonging and wellbeing at UBC. At UBCO, the AVP Students' office is actively exploring locations for a dedicated Black student space.

Multi-faith prayer spaces

The Office of the Vice-President Students, Student Housing and Community Services (SHCS), UBC Facilities and the Wellbeing and Accessibility Services have been working to develop multi-faith prayer spaces on both the Vancouver and Okanagan campuses (1.8C).

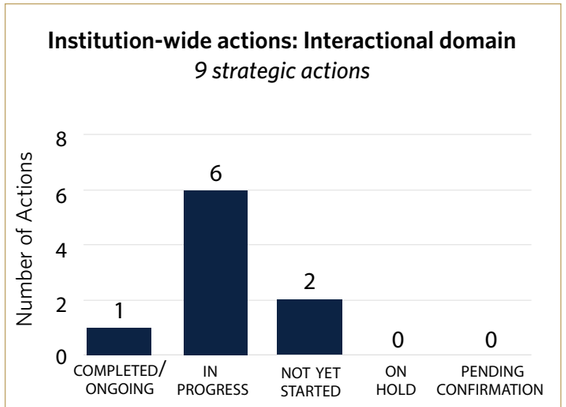
There are currently four prayer spaces at UBC Vancouver and one prayer space at UBC Okanagan. The Vancouver campus also has two ablution stations. A new multi-faith and dedicated prayer space with ablution facilities is currently planned to open in June 2024 at the new Brock Commons building at UBCV. At UBCO, Spiritual and Multifaith Services recently received funding to support the development of a sound-proofed Prayer Pod. The Pod will accommodate students whose spiritual and religious traditions require solitude and/or silent prayer, or confidential religious rites such as confession.

2.2.6 Actions in the interactional change domain

The interactional change domain seeks to develop individual proficiencies that build campus community capacity to foster positive and effective intergroup relations and cultivate a climate that promotes human rights, dignity, equality, and belonging through equity and anti-racism training, education, and dialogue.

Of the 11 strategic actions in the interactional domain (see "Appendix D"), nine are designated as institution-wide and two as campus-specific.

Figure 6
Number of institution-wide, interactional change domain strategic action, by status



Of the nine institution-wide strategic actions, one is completed/ongoing, six are in progress, and two are not yet started.

Of the two campus-specific strategic actions, one is completed/ongoing, and one is in progress at UBCO. At UBCV, one is in progress, and one is not yet started.

Enhancing EDI capacity-building

Objectives aimed at building individual and organizational EDI capacity fall under the structural, compositional and interactional domains of change. A few such successful community capacity-building initiatives are described below.

Senior leadership training on equity & anti-racism

The Associate Vice-President Equity & Inclusion designed and delivered a half-day session on enacting equitable and anti-racism leadership to all senior academic and administrative leaders — one for each of the Vancouver and Okanagan campuses. A similar session was delivered to the Board of Governors. This content will be offered annually for all new senior leaders and governors.

Improvements to the ALDP

The Academic Leadership Development Program (ALDP) recently announced modifications to its programming that focus on incorporating Justice, Equity, Diversity and Inclusion (JEDI) principles into its curriculum redesign (1.4B). While aiming to diversify the participant pool within its mandate limits, ALDP is refining its application and admission processes to emphasize JEDI principles and enhance diversification. Efforts include developing targeted learning opportunities and establishing more engagement opportunities for historically underrepresented or marginalized groups, such as women and racialized faculty, to foster a more inclusive environment and more equity-oriented content to enhance academic leadership development experience and outcomes.

EDI training for student recruitment and admissions

Teams at Enrolment Services and International Student Initiatives (ISI) are working to build capacity within their recruitment and admissions teams and processes (3.3A). This includes unconscious bias and trauma informed approaches for profile readers. Training modules are in development for all UBC staff and faculty who undertake assessments/adjudication for student admissions or awards. Additionally, ISI undertakes ongoing anti-racism and EDI training monthly through an internal Courageous Conversations and Learning Club (CCLC).

EDI Education Hub

The EIO is currently developing an online EDI Education Hub that will be accessible to all UBC community members (staff, faculty, students) (4.1D). The Hub includes a digital resource library, with educational modules and toolkits to support self-directed learning in areas of accessibility, equity, anti-discrimination, intercultural communication, intergroup dialogue, and inclusive conflict engagement, for example. The goal of the Hub is to increase awareness, knowledge and skills to promote positive interpersonal relations and a climate of belonging.

2.3 Inventory of unit-level activities (decentralized interventions)

A wide range of decentralized interventions to advance EDI and anti-racism are being implemented within UBC's faculties, vice presidential portfolios, units, and departments. To build a picture of the types of initiatives underway and how they align with the StEAR Framework, we developed the StEAR Inventory: Mapping UBC's Decentralized EDI Practices & Initiatives. All UBC Faculties and VP portfolios were invited to participate in the pilot StEAR inventory from December 2023-March 2024.

2.3.1 Methodology

Faculties and VP portfolios were given the option of submitting at Faculty or portfolio level or submitting multiple responses for sub-units and departments. In total, 111 Faculty, portfolio, department, and unit-level contacts were identified to complete the inventory and 95 submitted a response.

Table 1
Number of StEAR Inventory respondents, by campus, by type

	Academic Faculty/ department	Administrative Portfolio/Unit	Total
Okanagan Campus	7	13	20
Vancouver Campus	41	28	69
Both campuses	1	5	6
Total	49	46	95

To build a picture of decentralized engagement with StEAR, each objective of the StEAR Roadmap was expressed as an area of focus relevant at the decentralized department/unit level. The full list of inventory questions is included in “Appendix E” on page 73.

For each objective, inventory participants were asked to provide:

- (Required): The status of their engagement in this area of work (e.g., not started, planning, underway, completed/sustainment);
- (Optional): A short description of their recent or ongoing initiative in this area;
- (Optional): Initiative contact information, if different from the inventory contact;
- (Optional): Any challenges or barriers that prevent or hinder work in this area; and
- (Optional): Any additional comments or explanation in relation to above answers

The vast majority (88 per cent) of participating units answered at least one non-required question.

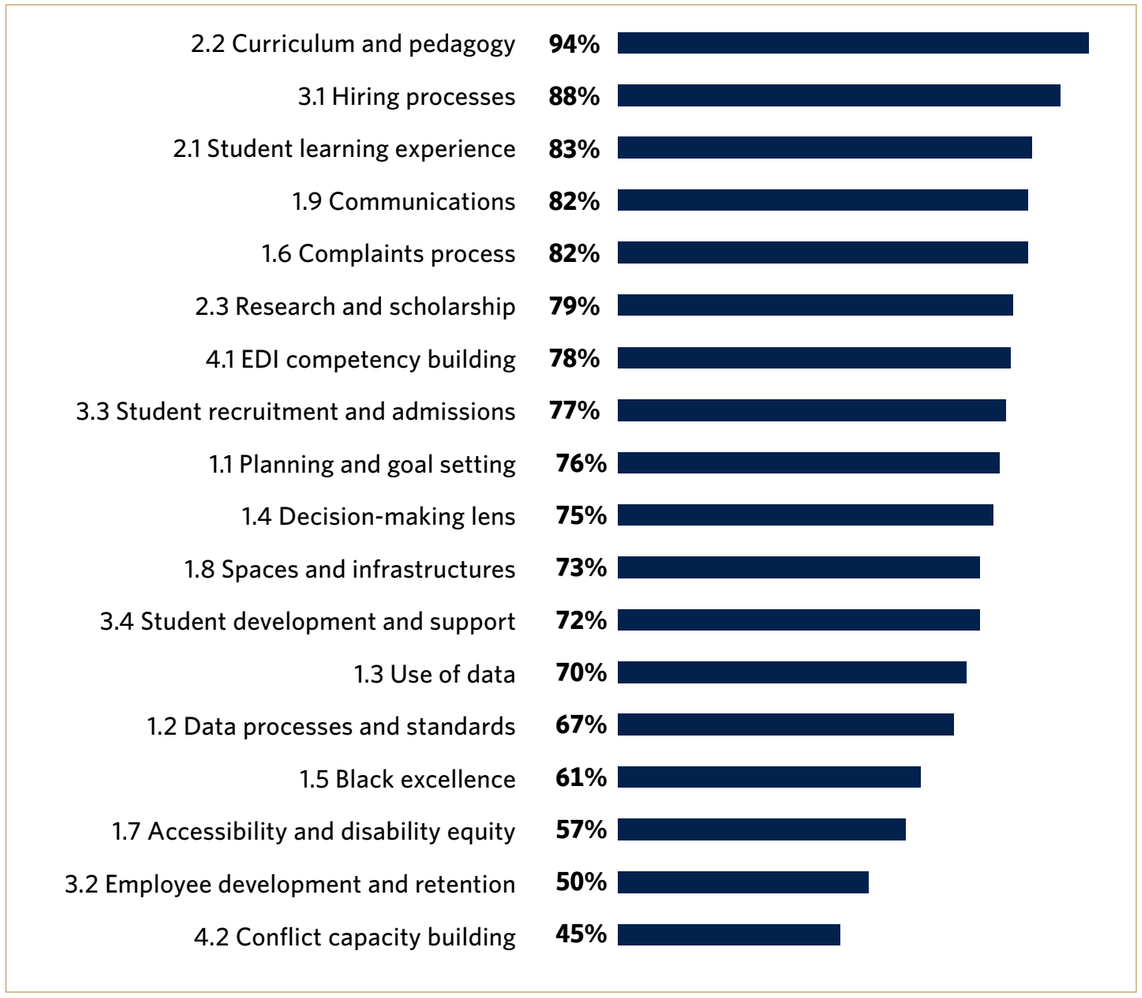
Because participation in the inventory was not mandatory, we do not expect the results reported below to be a representative sample of UBC's decentralized units and departments. Inventory respondents are likely more highly engaged with EDI and anti-racism work. The results, therefore, provide a picture of engagement and barriers faced by decentralized EDI champions and leaders who likely have an above-average commitment to advancing EDI and anti-racism at UBC.

2.3.2 Decentralized engagement with equity and anti-racism

Inventory respondents reported a high degree of engagement in the areas of the StEAR framework and roadmap.

The objectives with the highest degree of engagement were curriculum and pedagogy (2.2) and hiring practices (3.1). The areas in which units were least likely to report having efforts underway were around conflict capacity building (4.2) and employee development and retention (3.2). Respondents who indicated that a particular area was not applicable to their unit (for example, an administrative unit that does not have any point of connection with the curricular domain) have been excluded from this analysis.

Figure 7
Proportion of inventory respondents with work underway or completed/sustaining



The figures below provide a more detailed breakdown of the status of decentralized equity and anti-racism efforts in relation to StEAR objectives, presented separately for administrative portfolios/units, and academic faculties/departments.

Figure 8
Administrative portfolios/units: Status of decentralized efforts

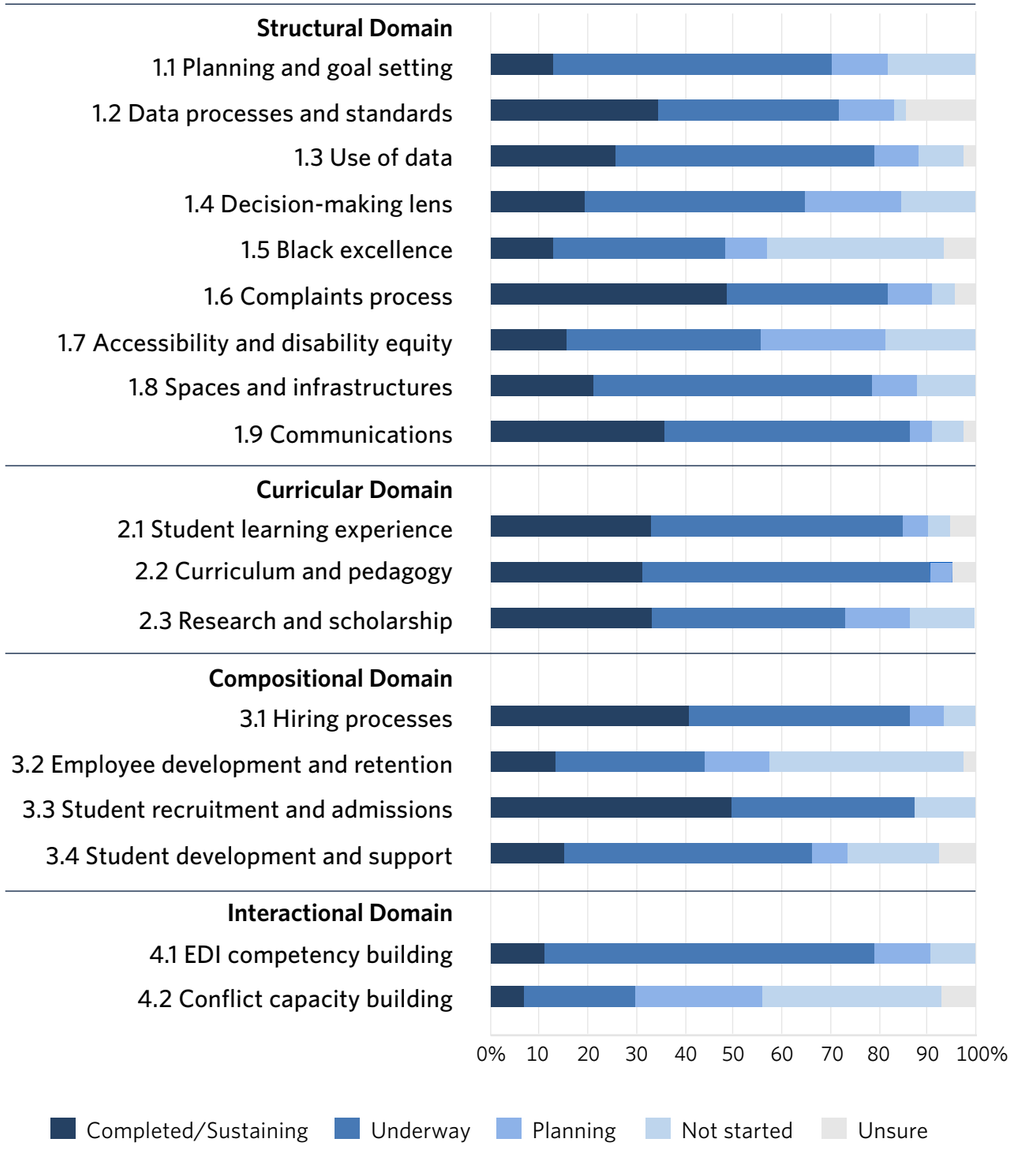
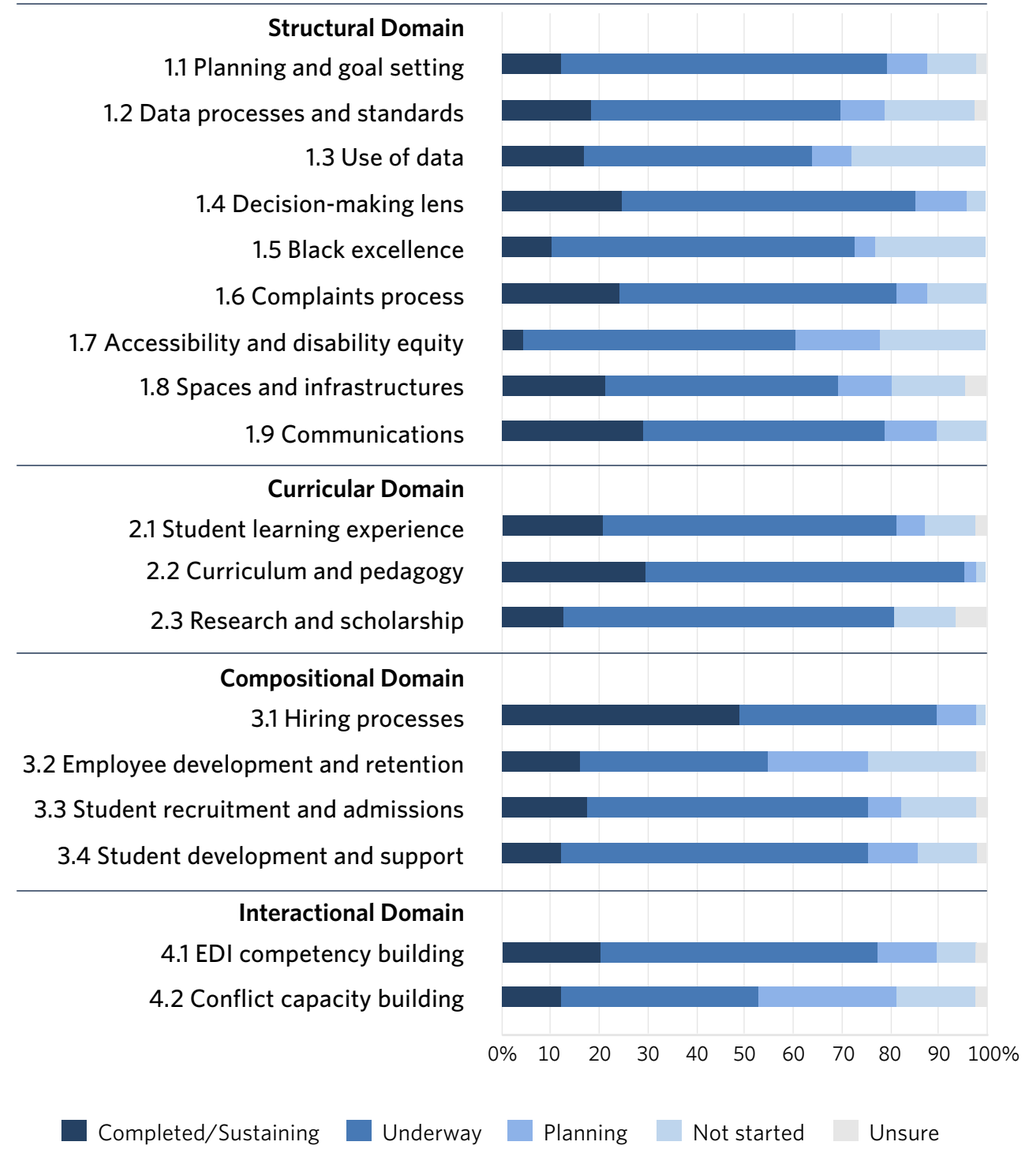


Figure 9
Academic Faculties/departments: Status of decentralized efforts



2.3.3 Barriers cited to decentralized efforts

Recognizing that an important role of the central StEAR infrastructure is to address barriers that decentralized units experience in making changes to advance equity, diversity, inclusion, and anti-racism, the inventory asked respondents to select any barriers they had encountered in each area of the StEAR roadmap. Figure 10 shows a summary how frequently respondents selected each barrier, across all areas of the inventory.

For additional details on barriers cited by inventory respondents, refer to "Appendix E: StEAR Inventory: Mapping UBC's decentralized EDI practices & initiatives" on page 73.

Figure 10
Most frequently cited barriers

Note: Respondents could "select all that apply" (percentages do not add up to 100).

Lack of time

The most commonly cited barrier was a lack of time (staff/workload capacity). This was the most commonly identified barrier for 14 of the 18 objective areas: planning and goal setting (1.1), data processes and standards (1.2), use of data (1.3), decision-making lens (1.4), complaints processes (1.6), communications (1.9), student learning experiences (2.1), curriculum and pedagogy (2.2), research and scholarship (2.3), hiring processes (3.1), employee development and retention (3.2), student development and support (3.4, tied with lack of funding); EDI competency building (4.1), and conflict capacities building (4.2).

Lack of funding

A lack of funding (financial resources) was the most commonly named barrier for the remaining areas: Black excellence (1.5), accessibility and disability equity (1.7), spaces and infrastructures (1.8), student recruitment and admissions (3.3), and student development and support (3.4, tied with lack of time).

Additional barriers

Examining the remaining five barriers in the inventory also provides insights into particular challenges faced by decentralized entities in moving EDI and anti-racism work forward:

- The area in which "**competing priorities**" was most likely to be cited as a barrier was planning and goal setting (1.1). As the third most commonly selected barrier overall, it was relatively commonly selected across a majority of inventory areas.
- "**Lack of supporting policies and structures** (systemic barrier)" was the fourth most commonly selected barrier. It was most frequently selected in relation to conflict capacity building (4.2), accessibility and disability equity (1.7), and student recruitment and admissions (3.3).
- The top three areas where units were most held back by the barrier of **lack of knowledge, skill, or expertise** are: 4.2 conflict capacity building; 1.1 planning and goal setting; and 1.7 accessibility and disability justice.
- Across most areas, it was relatively uncommon for respondents to indicate that they were "**waiting for enabling work to be completed elsewhere**" as a barrier, however it was most commonly cited in relation to accessibility and disability equity (1.7).
- It was uncommon for respondents to select the barrier of "**lack of internal community engagement (cultural barrier)**" across any of the areas. The areas where this barrier was most commonly cited were related to hiring processes (3.1) and employee development and retention (3.2).

Respondents also had the option to indicate if they had experienced no barriers in a particular area. This was the least most commonly selected option (apart from "other"). The most common area for which respondents indicated that they had not encountered any barriers, was in relation to hiring processes (3.1).

2.3.1 Next steps for analysis

Respondents submitted a total of over 400 descriptions of proactive initiatives they are undertaking, in addition to over 200 examples of ways that they are more generally applying an EDI lens in their work, following identified promising practices, and engaging with centralized UBC or external programs and resources in relation to EDI and anti-racism.

Analysis of these initiatives will continue beyond the publication of this report, to increase understanding of the landscape of this work. The EIO plans to publish additional aggregated analysis of qualitative information submitted in the inventory, and a database of decentralized EDI initiatives at UBC which will include any initiatives that respondents wish to share with the broader community.

2.4 Strategic learning and implications (continuous assessment)

As part of the StEAR evaluation framework, strategic learning refers to the "extent to which efforts uncover insights key to future progress"[9]. The following section reflects early learnings and future implications.

2.4.1 StEAR framework and governance: A robust yet streamlined approach

Framework approach

At the outset, it was important to identify an underpinning framework for implementation that was evidence-based and could provide a container to hold the numerous strategic priorities that UBC had already identified over a four-year period of strategic planning and report writing. The four-pillar StEAR framework, with its component parts and governance model, aptly served this purpose and was well-received by a diversity of community members at all levels of the institution.

The framework enabled a swift transition to implementation as it broadly reflected the planning work already accomplished. The framework's four domains of change and their associated goals have proven effective for encompassing the wide variety of desired objectives and outcomes held by the UBC community in relation to advancing equity and anti-racism. Similarly, the six guiding principles provide a grounding that implementers can refer to when complex issues arise.

9 Cabaj, Mark. 2019. Evaluating Systems Change Results: An Inquiry Framework. Tamarack Institute. Retrieved from https://www.tamarackcommunity.ca.

2.0 EVALUATION APPROACH AND PROGRESS UPDATES

Moving forward, the EIO expects that the StEAR Framework will have planning longevity beyond the lifespan of the 2023 — 2026 Roadmap. In that way, there will not be a need to reinvent the goals and principles, but rather focus on iterative situation analyses and updating of objectives.

Governance model

The StEAR governance model went through several iterations in consultation with stakeholders and rightsholders. It was determined that:

- introducing regular opportunities for HPSM groups to connect with the AVPEI and/or EIO would create sufficient avenues for bilateral communication and consultation;
- regularly scheduled meetings with equity leads and EDI champions would provide the venues for communication, consultation and collaboration with these communities of practice; and
- periodic meetings with ISP leads and presentations to the ISP guiding network would foster opportunities for communication, consultation, and coalition building.

It was also determined that implementation teams, with appropriate administrative leads, would only be established for those efforts that required support to mobilize partners and resources.

As for whether and how to establish an implementation coordinating or advisory committee to monitor implementation and liaise with the UBC Executive, the EIO opted not to establish a new committee but rather to formalize the coordinating responsibilities the EIO Planning & Evaluation team was already playing with implementation leads, alongside the liaison role the AVPEI already played in their regular meetings with the executive sponsors.

This decision considered concerns about creating an additional committee that did not have a clear and valuable mandate, as well as concerns about sufficient representation of both campuses and diverse communities within a singular committee. We believe we have adopted a streamlined governance model that balances community-engagement, accountability and nimbleness.

Moving forward, the EIO will commit to engaging community members and partners where they are and through the many existing advisory and communication mechanisms at our disposal, thereby minimizing the need to create new administrative committee structures that may further tax HPSM communities, equity leads, and campus partners working in this space.

2.4.2 Roadmap for change: Alignment to historical source documents

Objective alignment

In the development of the 18 objectives and 135 strategic actions in the StEAR Roadmap for Change, it was important to track and demonstrate the linkages and alignments to the more than 600 priorities and recommendations from the various plans and reports that informed the Roadmap.

The salient objectives and strategic actions are a result of efforts to develop a Roadmap that is sufficiently comprehensive so as to capture the breadth and nuance of the priorities identified as well as sufficiently and successfully engage community members and change agents.

The StEAR alignment process attempted to maintain, as best as possible, the intention of the priorities as they were articulated in the various plans and reports. This led to more open-ended phrasing of the strategic actions, which also proved challenging for progress reporting purposes.

Moving forward, the EIO will work towards establishing SMARTER[10] objectives. With an expanded set of outcome measures and indicators of change, we can then enhance progress tracking not only on the status of strategic actions and their associated deliverables, but toward a more fulsome understanding of the impacts of our system interventions and resulting short- and longer-term outcomes.

Commitment accountability

The alignment exercise has made it possible to return to original source plans for additional clarity about the scope, intention and anticipated outcome of the strategic actions, and will prove a useful reference throughout the lifecycle of the StEAR Roadmap as well as future EDI-related strategic planning and change management efforts.

The ability to map Roadmap objectives and strategic actions to original source plans is also an essential part of retaining historical documentation and collective memory to counter the phenomenon of institutional amnesia as students, administrators, staff, and faculty move on to studies, work, and life beyond UBC.

Moving forward, the EIO will support collective remembering by maintaining an accessible historical record of commitments made and the paths chosen as a necessary part of fostering a culture of accountability.

10 Specific, measurable, achievable, relevant, timebound, evaluated and revised.

2.4.3 Systems change evaluation approach acknowledges complexity

The StEAR Framework's systems change focus means that tracking progress towards goals and evaluating impact is not straightforward. The desire to measure and demonstrate concrete changes (e.g. through quantitative institutional metrics) is in tension with the understanding that broad, high-level indicators can never tell the whole story of institutional culture change and impacts on individuals' experiences, particularly in such a complex system where causality is hard to infer.

The StEAR evaluation approach attempts to address this through its multi-pronged approach to evaluation. In this first year of implementation, there has been a greater focus on learning from the process of implementing the Framework and Roadmap and understanding the breadth of the specific efforts and activities underway at both at the institutional and decentralized levels.

Moving forward, as implementation continues, the EIO will expand the use of the evaluation approach to encompass greater assessment of the impacts of these efforts and activities at a systemic level.

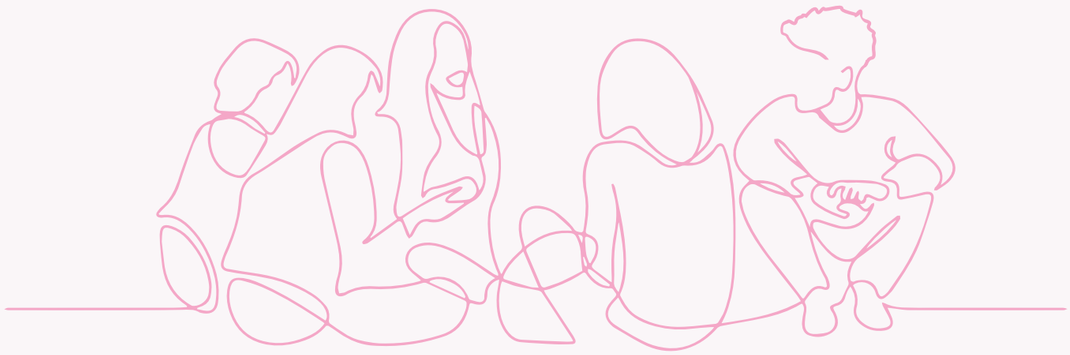
As this work progresses, we will need to consider the following questions:

- What is the cost-benefit of investing in collecting information and reporting on efforts, to inform our investment in the most valuable evaluation efforts?
- What is the best approach to tracking the status of institutional strategic actions that will promote relational and transformative engagement between the EIO and cental partners to enhance understandings of and strengthen collaborations on equity and anti-racism activities?
- What is the most appropriate format and frequency of the StEAR inventory to maintain a two-way dialogue with decentralized units, socialize them to university strategic equity and anti-racism priorities, and enable synergistic collaboration and coordinated reporting of activities?
- What are the most meaningful institutional-level measures that may indicate something important about institutional change, and how do we create the infrastructure to collect the necessary institutional data, while also being able to disaggregate the data to identify gaps that may be hidden in the aggregate roll up and reporting of institutional measures of progress?
- What are the most effective ways to communicate the EIO's efforts and progress to the diversity of campus community stakeholders and rightsholders such that there are opportunities for relationship building and reciprocity of information sharing and advising?

3.0 MOVING FORWARD: SUMMARY OF STRATEGIC LEARNING IMPLICATIONS

Provided below is a summary of implications for progressing the StEAR Roadmap, insights gleaned from strategic learning during this first year of implementation and the planning and evaluation process:

- The EIO expect that the Framework will have planning longevity beyond the lifespan of the 2023 - 2026 Roadmap. In that way, it eliminates the need to reinvent the goals and principles, but rather focus on iterative situation analyses and updating of objectives.
- The EIO is committed to engaging community members and partners where they are and through the many existing advisory and communication mechanisms at our disposal, thereby minimizing the need to create new administrative committee structures that may further tax HPSM communities, equity leads, and campus partners working in this space.
- The EIO will work towards establishing SMARTER[11] objectives. With an expanded set of outcome measures and indicators of change, we can then enhance progress tracking not only on the status of strategic actions, and their associated deliverables, but toward a more fulsome understanding of the impacts of our system interventions and resulting short- and longer-term outcomes.
- The EIO will support collective remembering by maintaining an accessible historical record of commitments made and the paths chosen as a necessary part of fostering a culture of accountability.
- As implementation continues, the evaluation approach will expand to encompass greater assessment of the impacts of these efforts and activities at a systemic level. As this work progresses, we will need to consider:
  - The cost-benefit to valuable evaluation of investing in collecting information and reporting on efforts;
  - The best approach to tracking the status of institutional strategic actions that will promote relational and transformative engagement between the EIO and cental partners;
  - The most appropriate format and frequency of the StEAR inventory to maintain a two-way dialogue with decentralized units;
  - The most meaningful measures for understanding institutional change and infrastructures to support more robust analysis and reporting; and
  - The most effective ways to communicate about progress to the campus community to facilitate relationship building and reciprocity.



11 Specific, measurable, achievable, relevant, timebound, evaluated and revised.

APPENDICES

Appendix A: Resources to advance StEAR priorities

Table A1: Investments in EIO operating budget, total base operating dollars, in thousands, by campus, by year

Campus	2021/22	2022/23	Change	2023/2024	Change
UBC Vancouver	3,619	4,124	14%	4,642	13%
UBC Okanagan	191	208	9%	343	65%

Table A2: Investments to seed StEAR initiatives, by type, by year

Type	2021/22	2022/23	2023/24
EIO base allocation for enhancement fund to seed community-led StEAR initiatives	$84,000 (UBCV) $10,000 (UBCO)	$84,000 (UBCV) $10,000 (UBCO)	$100,000
Strategic transfer from VPS for community-led StEAR enhancement fund	-	-	$200,000
Strategic transfer from President's Office for institutional-led StEAR initiatives	-	$300,000	$300,000

Table A3: Disbursement of StEAR Enhancement Fund, by campus, 2023/2024

Campus	Total disbursed 2023/24
UBC Vancouver	$221,844
UBC Okanagan	$72,541

For more details on projects funded, please review the StEAR Enhancement Fund 2024 announcement.

Appendix B: Outcome measures and institutional indicators

Provides more context on each measure including comparator data and information source.

Compositional diversity of UBC Executive and Executive Senior Leadership Group
(Objective 1.1, planning and goal setting)

UBC's Executive Group includes the President, the Okanagan Principal, Provosts for UBC Vancouver and UBC Okanagan, and the Vice-Presidents; 80 per cent of whom have submitted their responses to the Employment Equity Survey[12]. While representation of women and racialized People is higher than the national comparator cohorts[13], Indigenous Peoples and people with disabilities are not represented in this group. Non-binary people, people with trans experience, and 2SLGBQIA+ people also do not have representation in the Executive Group (Table B1).

UBC's Executive Senior Leadership group includes Associate Vice Presidents and Provosts, Deans and Principals, and Other Senior Academic Executives, in addition to the Executive group. Based on a 95 per cent response rate to the Employment Equity Survey, Indigenous Peoples and racialized people are represented in alignment with the national comparator cohorts[14], however, there is a gap in representation of women, though not a significant one. People with disabilities, non-binary people and people with trans experience are not represented in the Executive Senior Leadership group. A small number of respondents (<5) self-identified in 2SLGBQIA+ (Table B2).

*Table B1: Compositional diversity of UBC Executive Group, 2023**

Scope	Women	Indigenous	Racialized	Disabled	NB	Trans	2SLGBQIA+
UBC	62.5%	0%	sup.	0%	0%	0%	0%
NOC 2011 – 0014 National Workforce	56.6%	3.8%	9%	n.a.	n.a.	n.a.	n.a.

*Note: sup. shows suppressed data (total number of respondents is below five); n.a. shows data is not available.

*Table B2: Compositional diversity of UBC Executive Senior Leadership Group, 2023**

Scope	Women	Indigenous	Racialized	Disabled	NB	Trans	2SLGBQIA+
UBC	49.1%	sup.	22.6%	0%	0%	0%	sup.
NOC 2011 – 0014 National Workforce	56.6%	3.8%	9%	n.a.	n.a.	n.a.	n.a.

*Notes:
- sup. shows suppressed data (total number of respondents is below five);
- n.a. shows data is not available.

12 Data presented is based on an Nov 1st, 2023 snapshot of employment equity survey data.

13 National Occupation Classification (NOC) 2011 – 0014 – Senior managers - health, education, social and community services and membership organizations.

14 Ibid.

Participation in Employment Equity Survey
(Objective 1.3, use of data)

The employment equity survey has provided a centralized and standardized mechanism for collecting demographic data on UBC employees for more than a decade. The survey gives respondents the option to self-identify by gender, trans experience, sexual orientation, Indigenous identity, ethno-racial identity, racialization experience, and disability, or to select 'prefer not to answer' for any or all categories in the questionnaire.

The survey remains open to employees, and responses can be submitted or updated at any time through a link on Workday. EIO also offers alternatives for the online survey submission.

All active faculty and staff at UBC are eligible to participate in the survey. Response rate is calculated based on the number of active employees who submitted a partial or complete response to the employment equity survey at any time on or prior to October 31st, as the data snapshot for reporting is taken on November 1st of each year. The compositional diversity of HPSM groups is presented as a percentage, calculated by considering the number of individuals identifying as a member of the designated group and divided by the total number of respondents to the survey.

Based on the Nov 1st, 2023 data snapshot, 84 per cent of UBC employees had participated in the employment equity survey (77 per cent of faculty and 88 per cent of staff). Breakdown of engagement with the survey by campus and employment type is given in Table B3.

Table B3: Response rate to the employment equity survey, 2023

Scope	Type	Headcount	Response Rate
UBC Pan-institutional	Faculty	7,321	77%
UBC Pan-institutional	Staff	13,488	88%
UBC Pan-institutional	Total	20,809	84%
UBC Vancouver	Faculty	6,615	76%
UBC Vancouver	Staff	12,122	88%
UBC Vancouver	Total	18,737	84%
UBC Okanagan	Faculty	706	88%
UBC Okanagan	Staff	1,366	88%
UBC Okanagan	Total	2,072	88%

Engagement of senior leaders in EDI professional development (Objective 1.4, decision-making lens)

The EIO organized a professional development session on the topics of EDI and antiracism leadership, governance, and accountability for senior leaders, such as VPs, Deans and their delegates. 90 per cent of invitees (36 individuals) attended the Vancouver session on Feb 27, 2023, and 78 per cent of invitees (18 individuals) attended the Okanagan session on Jan. 23, 2023. Additional EDI professional development opportunities exist, but data on the participation of senior leaders, specifically, is unavailable.

Recruitment, retention, and distribution of Black faculty and staff (Objective 1.5, Black excellence)

Table B4 shows how Black faculty and staff are represented among the current workforce as well as among new hires and separations. The higher percentage of new Black employees in comparison with the current representation and separations implies moving towards a higher representation of self-identified Black individuals in faculty and staff in the next year.

*Table B4: Representation of self-identified Black individuals in current faculty and staff, new hires, and separations**

Scope	Type	Category	Response Rate	Self-identified as Black
UBC Pan-institutional	Faculty	Current	77%	1.6%
UBC Pan-institutional	Faculty	New Hires	84%	2.7%
UBC Pan-institutional	Faculty	Turnover	70%	2.1%
UBC Pan-institutional	Staff	Current	88%	2.5%
UBC Pan-institutional	Staff	New Hires	88%	5.1%
UBC Pan-institutional	Staff	Turnover	73%	2.6%
UBC Vancouver	Faculty	Current	76%	1.6%
UBC Vancouver	Faculty	New Hires	83%	2.5%
UBC Vancouver	Faculty	Turnover	70%	1.8%
UBC Vancouver	Staff	Current	88%	2.4%
UBC Vancouver	Staff	New Hires	88%	5.2%
UBC Vancouver	Staff	Turnover	73%	2.4%
UBC Okanagan	Faculty	Current	88%	1.8%
UBC Okanagan	Faculty	New Hires	91%	sup.
UBC Okanagan	Faculty	Turnover	70%	sup.
UBC Okanagan	Staff	Current	88%	2.8%
UBC Okanagan	Staff	New Hires	90%	4.7%
UBC Okanagan	Staff	Turnover	73%	3.3%

*Note: sup. shows suppressed data (total number of respondents is below five).

Self-identified Black staff are represented similarly across ranks in UBC – pan-institutionally (Table B5). Disparities in representation are mostly seen across faculty ranks and streams (research and teaching), where Black people are not represented at the rank of Professor of Teaching. In Professorial ranks, the Black representation decreases when moving up from the Assistant Professor to Full Professor.

*Table B5: UBC pan-institutional - Representation of self-identified Black faculty and staff across ranks, 2023**

Employee Type	Rank	Response Rate	Self-identified as Black
Executives and Other Academic Leaders		93%	sup.
Faculty – Tenure Stream – Educational Leadership	Professor of Teaching	100%	0%
Faculty – Tenure Stream – Educational Leadership	Associate Professor of Teaching	92%	sup.
Faculty – Tenure Stream – Educational Leadership	Assistant Professor of Teaching	95%	sup.
Faculty – Tenure Stream – Professorial Ranks	Full Professor	91%	1%
Faculty – Tenure Stream – Professorial Ranks	Associate Professor	92%	1%
Faculty – Tenure Stream – Professorial Ranks	Assistant Professor	90%	4%
Term, Part-time, and Other Faculty	Other Faculty	66%	2%
Term, Part-time, and Other Faculty	Lecturers and Sessional Lecturers	87%	1%
Staff	Senior Professional or Leader	98%	2%
Staff	Mid-level Professional	96%	2%
Staff	Junior Professional	96%	3%
Staff	Staff – Academic Support	86%	3%
Staff	Other Staff	79%	2%
Emeriti and Other Faculty and Staff Positions		58%	3%
Total		84%	2%

*Note: sup. shows suppressed data (total number of respondents is below five).

Black faculty have low representation at the level of Assistant and Associate Professor of Teaching and no representation at the level of Professor of Teaching at UBCV (Table B6). The representation of Black faculty also decreases from Assistant Professor to the Full Professor rank. However, the distribution of Black staff is uniform across ranks.

*Table B6: UBC Vancouver - Representation of self-identified Black faculty and staff across ranks, 2023**

Employee Type	Rank	Response Rate	Self-identified as Black
Executives and Other Academic Leaders		92%	sup.
Faculty – Tenure Stream – Educational Leadership	Professor of Teaching	100%	0%
Faculty – Tenure Stream – Educational Leadership	Associate Professor of Teaching	92%	sup.
Faculty – Tenure Stream – Educational Leadership	Assistant Professor of Teaching	95%	sup.
Faculty – Tenure Stream – Professorial Ranks	Full Professor	91%	0.9%
Faculty – Tenure Stream – Professorial Ranks	Associate Professor	92%	1.3%
Faculty – Tenure Stream – Professorial Ranks	Assistant Professor	90%	3.2%
Term, Part-time, and Other Faculty	Other Faculty	65%	1.7%
Term, Part-time, and Other Faculty	Lecturers and Sessional Lecturers	87%	1.3%
Staff	Senior Professional or Leader	97%	2.3%
Staff	Mid-level Professional	96%	2.5%
Staff	Junior Professional	96%	2.6%
Staff	Staff – Academic Support	86%	2.5%
Staff	Other Staff	79%	2.2%
Emeriti and Other Faculty and Staff Positions		58%	2.3%
Total		84%	2.2%

*Note: sup. shows suppressed data (total number of respondents is below five).

At UBCO, Black individuals are not represented across many ranks, including Executives and Other Academic Leaders and Tenure Stream – Professorial and Educational Leadership ranks, except for a low representation at the rank of Assistant Professor of Teaching (Table B7). The distribution of Black staff is also not uniform across ranks, and at the rank of Senior Professional or Leader, Black staff have no representation.

*Table B7: UBC Okanagan - Representation of self-identified Black faculty and staff across ranks, 2023**

Employee Type	Rank	Response Rate	Self-identified as Black
Executives and Other Academic Leaders		97%	0%
Faculty – Tenure Stream – Educational Leadership	Professor of Teaching	100%	0%
Faculty – Tenure Stream – Educational Leadership	Associate Professor of Teaching	91%	0%
Faculty – Tenure Stream – Educational Leadership	Assistant Professor of Teaching	95%	sup.
Faculty – Tenure Stream – Professorial Ranks	Full Professor	88%	0%
Faculty – Tenure Stream – Professorial Ranks	Associate Professor	93%	0%
Faculty – Tenure Stream – Professorial Ranks	Assistant Professor	92%	0%
Term, Part-time, and Other Faculty	Other Faculty	78%	sup.
Term, Part-time, and Other Faculty	Lecturers and Sessional Lecturers	87%	sup.
Staff	Senior Professional or Leader	100%	0%
Staff	Mid-level Professional	96%	sup.
Staff	Junior Professional	96%	2.9%
Staff	Staff – Academic Support	sup.	sup.
Staff	Other Staff	81%	3.3%
Emeriti and Other Faculty and Staff Positions		88%	sup.
Total		88%	2.4%

*Note: sup. shows suppressed data (total number of respondents is below five).

Compositional diversity of UBC workforce
(Objective 3.1, hiring processes)

Table B8 shows the compositional diversity of current UBC workforce based on Nov 1, 2023 snapshot. Women, racialized people, and people with disabilities at both UBC Vancouver and UBC Okanagan are represented in alignment with or higher than the national workforce, while the representation of Indigenous peoples at UBC Vancouver is lower and at UBC Okanagan is higher than the national comparator cohort.

*Table B8: Compositional diversity of UBC workforce compared with the national workforce data, 2023**

Scope	Women	Indigenous	Racialized	Disabled	NB	Trans	2SLGBQIA+
UBC Vancouver	56.4%	2.1%	39.4%	9.6%	1.2%	1.2%	10.3%
UBC Okanagan	59%	5.1%	22%	12.2%	0.9%	1.2%	10%
National Workforce	48.2%	4%	22.3%	9.1%	n.a.	n.a.	n.a.

*Note: n.a. shows data is not available.

Compositional diversity of current UBC workforce per employee type, new additions to the workforce, and those who left UBC in 2023 are shown in Table B9, Table B10, and Table B11 for UBC pan-institutional and for UBCV and UBCO, respectively. The trends of hiring and turnover indicate increasing representation of women and racialized people among UBCV faculty and a steady level of representation of other HPSM groups, if the current trends hold in 2024.

UBCO faculty trends show a potential decrease in the number of racialized and disabled people and an increase in the representation of 2SLGBQIA+ people. In the staff category, the compositional diversity of people who joined either UBC Vancouver or UBC Okanagan in 2023 is comparable to the demographic profile of employees who left UBCV and UBCO staff workforce; therefore, a significant change in the compositional diversity of staff at UBCV and UBCO and, as a result, of the UBC pan-institutional staff, is not expected in the next year.

Table B9: Compositional diversity of current faculty and staff, new hires, and separations in UBC Pan-Institutional, 2023

Employee Type	Category	Response Rate	Women	Indigenous	Racialized	Disabled	NB	Trans	2SLGBQIA+
Faculty	Current	77%	46%	2%	30%	10%	1%	1%	10%
Faculty	New Hires	84%	51%	3%	34%	6%	1%	1%	9%
Faculty	Turnover	70%	45%	3%	27%	8%	1%	1%	8%
Staff	Current	88%	62%	2%	41%	10%	1%	1%	10%
Staff	New Hires	88%	62%	3%	38%	7%	2%	2%	13%
Staff	Turnover	73%	64%	3%	42%	8%	2%	2%	13%

*Table B10: Compositional diversity of current faculty and staff, new hires, and separations in UBC Vancouver, 2023**

Employee Type	Category	Response Rate	Women	Indigenous	Racialized	Disabled	NB	Trans	2SLGBQIA+
Faculty	Current	76%	46%	2%	30%	10%	1%	1%	10%
Faculty	New Hires	83%	52%	3%	35%	6%	sup.	sup.	10%
Faculty	Turnover	70%	45%	2%	27%	7%	1%	1%	9%
Staff	Current	88%	61%	2%	44%	10%	1%	1%	10%
Staff	New Hires	88%	61%	3%	40%	7%	2%	2%	13%
Staff	Turnover	73%	63%	2%	44%	7%	2%	2%	12%

*Note: sup. shows suppressed data (total number of respondents is below five).

*Table B11: Compositional diversity of current faculty and staff, new hires, and separations in UBC Okanagan, 2023**

Employee Type	Category	Response Rate	Women	Indigenous	Racialized	Disabled	NB	Trans	2SLGBQIA+
Faculty	Current	88%	45%	4%	26%	12%	1%	1%	10%
Faculty	New Hires	91%	50%	sup.	29%	sup.	sup.	sup.	7%
Faculty	Turnover	70%	40%	sup.	36%	18%	sup.	sup.	sup.
Staff	Current	88%	66%	6%	20%	12%	1%	1%	10%
Staff	New Hires	90%	68%	5%	25%	9%	sup.	sup.	14%
Staff	Turnover	73%	68%	5%	27%	12%	sup.	2%	15%

*Note: sup. shows suppressed data (total number of respondents is below five).

Faculty and staff feelings of respect for their personal dignity and wellbeing
(Objective 3.2, employee development and retention)

The Workplace Experiences Survey (WES) includes two statements relevant to this objective: "My diversity (e.g., lived experiences including knowledge, identity, culture, experiences) is valued in my workplace" and "UBC is committed to the wellbeing of its people, places, and communities". In response to these questions, faculty and staff were provided with a 6-point Likert scale with the options: Strongly agree, agree, neither agree nor disagree, disagree, strongly disagree as well as an additional option to choose "not applicable / don't know" which was excluded from calculating the per cent responses.

In the two most recent Workplace Experience surveys, 2021 WES and 2019 WES Pulse, across both UBC Vancouver and UBC Okanagan, staff had a higher participation rate compared with faculty and generally responded more favorably to both statements. A direct comparison of response trends between 2019 and 2021 is not meaningful because of the difference in participation rate between the years (almost double or more in 2021) and the change in methodology where, in 2019, fewer than 10 responses were suppressed, while in 2021, suppression was applied in cases were fewer than five responses were recorded. WES responses are presented in more detail below.

15,409 UBC Vancouver faculty and staff were invited to participate in the 2021 WES, and 37 per cent of them submitted their responses to the survey. Table B12 presents a summary of the top two scores (strongly agree and agree) in responses provided by faculty and staff in UBC Vancouver. Generally, faculty responded less favorably than staff to both statements. Faculty and staff who self-identified as disabled, non-binary people, or people with trans experience were least likely to agree or strongly agree with either of the corresponding statements.

*Table B12: Per cent of faculty and staff, by designated group, either in strong agreement or agreement with WES statements S1 and S2, UBC Vancouver, 2021**

S	Type	Response rate	Women	Indigenous	Racialized	Disabled	NB	Trans	2SLGBQIA+	All Employees
S1	Faculty	23%	65%	66%	59%	49%	50%	40%	60%	62%
S1	Staff	45%	74%	72%	72%	60%	51%	56%	68%	71%
S2	Faculty	23%	52%	57%	58%	33%	35%	30%	47%	55%
S2	Staff	45%	73%	72%	74%	56%	63%	49%	64%	72%

*Notes:
- Because of the size of HPSM groups, some groups will have a larger impact on the all-employee score than others.
- Statement (S) 1: My diversity (e.g. lived experiences including knowledge, identity, culture, experiences) is valued in my workplace.
- Statement (S) 2: UBC is committed to the wellbeing of its people, places, and communities.

At UBC Okanagan, 1,651 faculty and staff were invited to submit their responses to the 2021 WES: 38 per cent of whom provided an answer to the survey. Generally, faculty responses were less favorable than staff to both statements. Table B13 presents a summary of the top two scores (strongly agree or agree) in responses provided by faculty and staff in UBC Okanagan.

*Table B13: Per cent of faculty and staff, by designated group, either in strong agreement or agreement with WES statements S1 and S2, UBC Okanagan, 2021**

S	Type	Response rate	Women	Indigenous	Racialized	Disabled	NB	Trans	2SLGBQIA+	All employees
S1	Faculty	28%	46%	63%	47%	15%	sup.	sup.	31%	47%
S1	Staff	45%	77%	80%	71%	67%	sup.	sup.	70%	75%
S2	Faculty	28%	53%	50%	50%	37%	sup.	sup.	45%	48%
S2	Staff	45%	78%	65%	75%	66%	sup.	sup.	70%	75%

*Notes:
- Because of the size of HPSM groups, some groups will have a larger impact on the all-employee score than others.
- sup. shows suppressed data (total number of respondents is zero or below five).
- Statement (S) 1: My diversity (e.g. lived experiences including knowledge, identity, culture, experiences) is valued in my workplace.
- Statement (S) 2: UBC is committed to the wellbeing of its people, places, and communities.

Faculty and staff responses to the above two statements in 2019 WES Pulse are summarized in Tables B14 and B15. Of 15,665 UBC Vancouver faculty and staff invited to the 2019 WES Pulse, 19 per cent participated in the survey. Compared with faculty, a higher percentage of staff participated in the survey and also responded more favorably to both statements. At UBC Okanagan, 18 per cent of 1,450 invited faculty and staff submitted their responses to the 2019 WES Pulse. There were no or few responses (<10) received in most of the categories.

Based on aggregated responses to the two statements in 2019 WES Pulse, in both UBCV and UBCO, women faculty and staff responded more positively, and disabled faculty and staff responded less positively than the comparator cohort (all faculty/staff at UBCV/UBCO). In UBC Vancouver, responses from faculty and staff members who self-identified as disabled, non-binary, trans, or 2SLGBQIA+ were less positive and responses from Indigenous faculty and staff were in alignment with the comparator cohort. In UBC Okanagan, responses from faculty and staff members who self-identified as racialized or 2SLGBQIA+ were in alignment with the comparator cohort. Few responses (less than 10) from UBC Okanagan faculty and staff self-identifying as Indigenous, non-binary, or trans were received.

*Table B14: Per cent of faculty and staff, by designated group, either in strong agreement or agreement with WES Pulse statements S1 and S2, UBC Vancouver, 2019**

S	Type	Response rate	Women	Indigenous	Racialized	Disabled	NB	Trans	2SLGBQIA+	All employees
S1	Faculty	9%	51%	67%	49%	33%	sup.	sup.	51%	48%
S1	Staff	25%	72%	74%	73%	47%	45%	53%	65%	68%
S2	Faculty	9%	58%	53%	57%	41%	sup.	sup.	48%	55%
S2	Staff	25%	77%	69%	79%	53%	55%	57%	68%	74%

*Notes:
- Because of the size of HPSM groups, some groups will have a larger impact on the all-employee score than others.
- sup. shows suppressed data (total number of respondents is zero or below 10).
- Statement (S) 1: My diversity (e.g. lived experiences including knowledge, identity, culture, experiences) is valued in my workplace.
- Statemetn (S) 2: UBC is committed to the wellbeing of its people, places, and communities.

*Table B15: Per cent of faculty and staff, by designated group, either in strong agreement or agreement with WES Pulse statements S1 and S2, UBC Okanagan, 2019**

S	Type	Response rate	Women	Indigenous	Racialized	Disabled	NB	Trans	2SLGBQIA+	All employees
S1	Faculty	10%	76%	sup.	sup.	sup.	sup.	sup.	sup.	53%
S1	Staff	23%	72%	sup.	60%	50%	sup.	sup.	60%	66%
S2	Faculty	10%	57%	sup.	sup.	sup.	sup.	sup.	sup.	51%
S2	Staff	23%	80%	sup.	87%	50%	sup.	sup.	82%	76%

*Notes:
- Because of the size of HPSM groups, some groups will have a larger impact on the all-employee score than others.
- sup. shows suppressed data (total number of respondents is zero or below 10).
- Statement (S) 1: My diversity (e.g. lived experiences including knowledge, identity, culture, experiences) is valued in my workplace.
- Statement (S) 2: UBC is committed to the wellbeing of its people, places, and communities.

Students' feelings of respect for their personal dignity and wellbeing
(Objective 3.4, student development and support)

The Undergraduate Experience Survey (UES) includes two statements that might be relevant to this objective: "I feel that my beliefs, identity and experiences are valued at UBC" and "UBC is committed to the wellbeing of its people, place, and community". In response to these questions, students were provided with a 6-point Likert scale with the options: Strongly agree, agree, somewhat agree, somewhat disagree, disagree, strongly disagree as well as an additional option to choose "not applicable / don't know" which was excluded from calculating the per cent responses.

20,652 UBC Vancouver students were invited to participate in the 2022 UES, and 13 per cent of them submitted their responses to at least one question in the survey. Table B16 presents a summary of the top two scores (strongly agree or agree) in responses provided by undergraduate students in UBC Vancouver.

Students who self-identified as non-binary people, people with trans experience, or in both groups were least likely to agree or strongly agree with either of the corresponding statements. More than half of the students who self-identified in other HPSM groups agreed or strongly agreed that their beliefs, identities and experiences are valued at UBC. However, students across all groups felt less agreement with the statement that UBC is committed to the wellbeing of its people, place, and community compared to the first statement.

*Table B16: Per cent of students, by designated group, either in strong agreement or agreement with UES statements S1 and S2, UBC Vancouver, 2022**

S	Question response rate (all students)	Question response rate (HPSM students)	Cis Women	Indigenous	Racialized	Disabled	NB and/or Trans	2SLGBQIA+	All Students
S1	84.5%	> 90%	64%	63%	58%	56%	40%	61%	61%
S2	85.6%	> 90%	30%	22%	28%	20%	10%	20%	24%

*Notes:
Because of the size of HPSM groups, some groups will have a larger impact on the all-employee score than others.
Statement (S) 1: I sfeel that my beliefs, identity and experiences are valued at UBC.
Statement (S) 2: UBC is committed to the wellbeing of its people, place, and community.

At UBC Okanagan, 5,284 students were invited to submit their responses to the 2022 UES; 17 per cent of whom provided an answer to at least one question in the survey.

Students who self-identified as non-binary people, people with trans experience, or in both groups were least likely to agree or strongly agree that their beliefs, identities and experiences are valued at UBC; while more than half of the students self-identifying in other HPSM groups agreed or strongly agreed to the corresponding statement. Compared to the first statement, students across all groups felt less agreement to the statement that UBC is committed to the wellbeing of its people, place, and community, while students who self-identified as disabled reported a lower level of agreement with the corresponding statement. Table B17 presents a summary of the top two scores (strongly agree or agree) in responses provided by undergraduate students in UBC Okanagan.

*Table B17: Per cent of students, by designated group, either in strong agreement or agreement with UES statements S1 and S2, UBC Okanagan, 2022**

S	Question response rate (all students)	Question response rate (HPSM students)	Cis Women	Indigenous	Racialized	Disabled	NB and/or Trans	2SLGBQIA+	All Students
S1	83.8%	> 90%	68%	69%	55%	67%	48%	64%	66%
S2	87.5%	> 90%	38%	33%	39%	33%	30%	33%	37%

*Notes:
- Because of the size of HPSM groups, some groups will have a larger impact on the all-employee score than others.
- Statement (S) 1: I feel that my beliefs, identity and experiences are valued at UBC.
- Statement (S) 2: UBC is committed to the wellbeing of its people, place, and community.

Of 37,950 UBC Vancouver students invited to participate in the 2021 UES, 16 per cent submitted their responses to at least one question in the survey (table B18). At UBC Okanagan, 20 per cent of 10,075 students invited to the 2021 UES provided an answer to at least one question in the survey (Table B19). Generally, across both UBC Vancouver and UBC Okanagan, students responded more favorably to the first statement, and students who self-identified as non-binary or trans reported a lower level of agreement with either of the statements.

*Table B18: Per cent of students, by designated group, either in strong agreement or agreement with UES statements S1 and S2, UBC Vancouver, 2021**

S	Question response rate (all students)	Question response rate (HPSM students)	Cis Women	Indigenous	Racialized	Disabled	NB and/or Trans	2SLGBQIA+	All Students
S1	83%	> 85%	62%	59%	58%	52%	52%	55%	60%
S2	86.9%	> 88%	30%	35%	32%	21%	20%	21%	31%

*Notes:
- Because of the size of HPSM groups, some groups will have a larger impact on the all-employee score than others.
- Statement (S) 1: I feel that my beliefs, identity and experiences are valued at UBC.
- Statement (S) 2: UBC is committed to the wellbeing of its people, place, and community.

*Table B19: Per cent of students, by designated group, either in strong agreement or agreement with UES statements S1 and S2, UBC Okanagan, 2021**

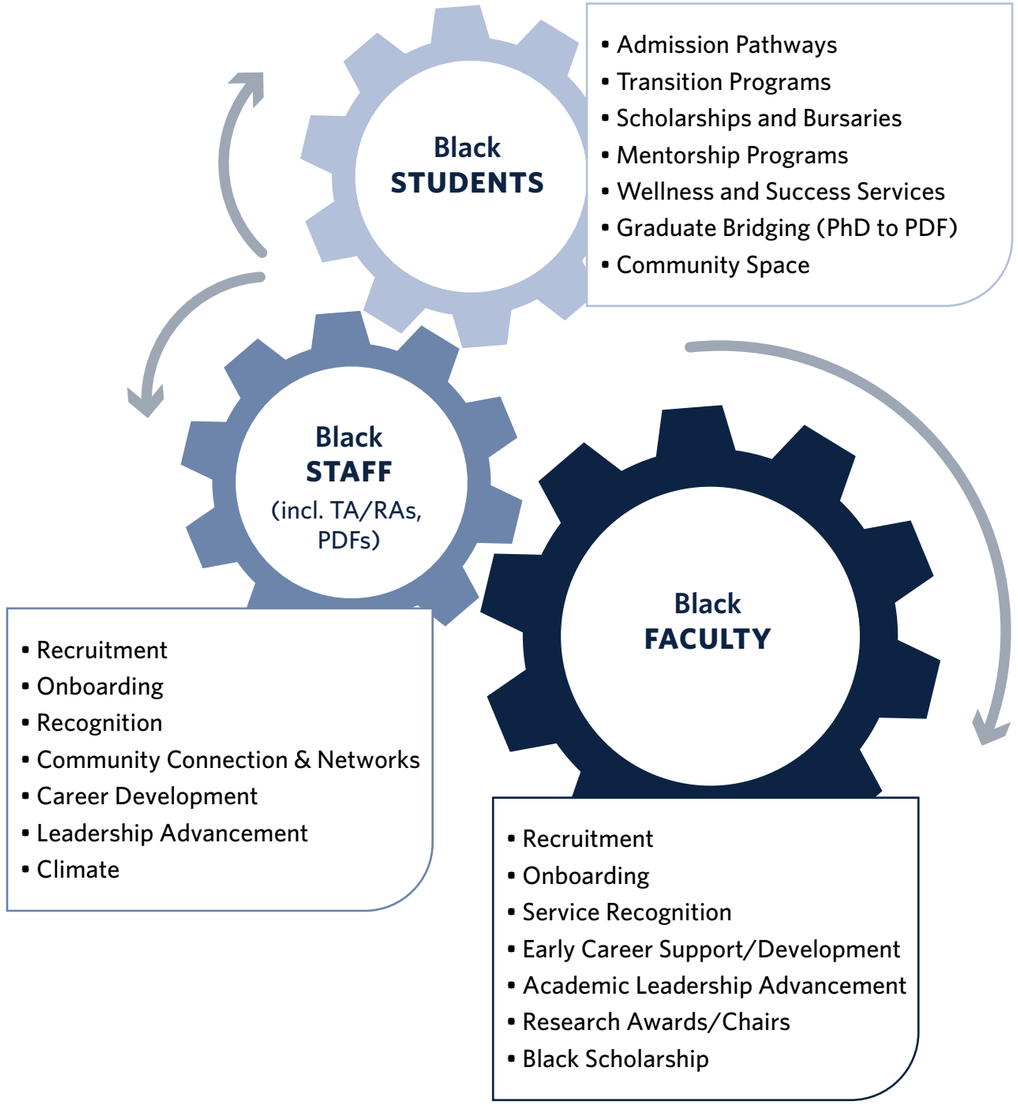
S	Question response rate (all students)	Question response rate (HPSM students)	Cis Women	Indigenous	Racialized	Disabled	NB and/or Trans	2SLGBQIA+	All Students
S1	83.1%	> 87%	69%	62%	63%	58%	37%	51%	65%
S2	88%	> 90%	42%	40%	46%	32%	20%	23%	41%

*Notes:
- Because of the size of HPSM groups, some groups will have a larger impact on the all-employee score than others.
- Statement (S) 1: I feel that my beliefs, identity and experiences are valued at UBC.

Statement (S) 2: UBC is committed to the wellbeing of its people, place, and community.

Appendix C: UBC's Black Excellence Ecosystem

Figure C1
Graphical representation of UBC's Black Excellence Ecosystem



Appendix D: Status of institutional strategic actions (central interventions)

Provides the status of the 135 roadmap strategic actions, alongside the implementation scope and the leading unit(s). For more information about each of the status categories, section 2.2.1 (Status of institutional strategic actions, Methodology).

1. Structural change objectives

1.1. Establish a robust strategic planning framework and feedback mechanisms to guide and enable measurable progress on university-wide equity and anti-racism efforts.

Strategic actions	Scope[15]	Leads	Institution-wide status	UBCV status	UBCO status
A. Develop StEAR Framework, Roadmap and governance model to guide strategic action and accountability	I	EIO	Completed/Ongoing	-	-
B. Identify key performance indicators/measure of success and mechanisms to track progress	I	EIO	In progress	-	-
C. Administer annual (or bi-annual) university-wide inventory/ assessment of campus-wide efforts	I	EIO	Completed/Ongoing	-	-
D. Establish plan to communicate progress on StEAR (e.g., web presence, town halls, etc.)	I	EIO	Completed/Ongoing	-	-
E. Constitute and launch StEAR Implementation Coordination Committee	I	EIO	In progress	-	-

[15] Indicates the implementation scope of the strategic action. I - Actions that are being/will be implemented across the entire university system using a unified approach; C - Actions that require campus-specific implementation.

1.2. Develop data standards and governance mechanisms to enhance ethno-racial, gender identity, and broader intersectional demographic data collection and reporting.

Strategic actions	Scope	Leads	Institution-wide Status	UBCV status	UBCO status
A. Review and update data governance mechanisms using an equity and antiracism lens	I	ES, PAIR, IT, EIO	In progress	-	-
B. Review and update data access principles and practices	I	ES, PAIR	Not yet started	-	-
C. Ensure continued integration of EDI principles and goals into the design, delivery, sustainment and updates of Workday HR, Finance and Student, including the Integrated Renewal Program (IRP).	I	ISC, ES, Finance, HR	Pending confirmation	-	-
D. Develop guide and deliver training for use of demographic data for planning and decision-making	I	EIO, PAIR	Not yet started	-	-
E. Establish data standards and processes to collect and report gendered records (e.g., chosen names, pronouns, honorifics) supporting self-determination	I	ES, EIO, EDG, PAIR	In progress	-	-
F. Consult on elimination of official collection and use of gendered honorifics, keeping only role prefixes	I	EIO, HR	Not yet started	-	-

1.3. Collect and report on disaggregated and intersectional demographic and experiential data and facilitate just-in-time and self-serve data analysis for unit-planning purposes.

Strategic actions	Scope	Leads	Institution-wide status	UBCV status	UBCO status
A. Hire a second Equity Data Analyst jointly reporting to the EIO and PAIR	I	EIO, PAIR	Completed/ Ongoing	-	-
B. Launch Student Demographic Survey and integrate into Workday student	I	EIO, ES, PAIR, ISC	In progress	-	-
C. Enhance annual Employment Equity Survey report to include employee lifecycle events	I	EIO, PAIR	In progress	-	-
D. Establish system to consistently collect and appropriately use data from Job Applicant Equity Survey	I	EIO, PAIR, HR	In progress	-	-
E. Establish protocols for entry and update of gendered data in Workday and Canvas	I	EIO, IT, PAIR, CTLT, HR, LT Hub	In progress	-	-
F. Develop systems and protocols to enable appropriate just-in-time unit access to demographic data	I	EIO, PAIR	In progress	-	-
G. Develop method for and analyze experiential data from Workplace Experience Survey overlay with the Employment Equity Survey	I	EIO, PAIR	Not yet started	-	-
H. Develop dashboard for self-serve reporting on demographic data	I	EIO, PAIR, ES, HR	In progress	-	-
I. Renew faculty pay equity analysis by gender and develop methodology for ethno-racial analysis	I	EIO, PAIR, HR	In progress	-	-
J. Review and improve statistical reporting of discrimination and harassment concerns and complaints	I	EIO, IO	In progress	-	-
K. Continue to enhance periodic university-wide systems review and climate surveys for students and employees	I	EIO, PAIR	Not yet started	-	-
L. Explore how to capture university-wide climate/experience data for graduate students	I	EIO, PAIR, G+PS, CoGS	In progress	-	-

1.4. Enhance capacity of senior leadership to incorporate equity and anti-racism principles in their decision-making.

Strategic actions	Scope	Leads	Institution-wide status	UBCV status	UBCO status
A. Introduce senior leader onboarding and training program	I	HR, HR UBCO	Not yet started	-	-
B. Diversify Academic Leadership Development Program (ALDP) curriculum and participants	I	ALDP, HR, APTL	In progress	-	-
C. Develop and disseminate tool for equity and anti-racism analysis to be applied during institution-wide policy/ program (re)-design	I	EIO	Completed/ Ongoing	-	-
D. Expand Faculty, Vice-President portfolio, and departmental level Equity Leads as part of networked leadership	I	EIO, All Offices of VP Portfolios & Faculties, UBCO Portfolios & Faculties	Completed/ Ongoing	-	-
E. Develop a protocol for ethical community consultation and engagement of HPSM groups	I	EIO	In progress	-	-
F. Review and improve the university's event booking and speaker engagement protocol	I	EIO, SRS, VPSO, AVPUR	On hold	-	-
G. Review Appointment Policies AP5 (Deans/Principals) and AP9 (Academic Heads) and other related policies, with an equity and anti-racism lens	I	EIO, HR, AA, U Counsel	Not yet started	-	-

1.5. Develop and implement a holistic plan to advance Black excellence, inclusion, and flourishing.

Strategic actions	Scope	Leads	Institution-wide status	UBCV status	UBCO status
A. Connect existing and new central and decentralized (Black Excellence) initiatives to form a comprehensive plan	I	EIO, OVPA(V), VPSO, OVPA(O), AVPSO, HR UBCO	In progress	-	-
B. Launch Black Faculty Cohort Hiring Initiative (UBCV) and associated programs to support retention	I	EIO, OVPA(V), HR, Deputy Provost	-	Completed/ Ongoing	N/A
C. Explore the expansion of Black Studies and establishment of a Centre for Global Black Scholarship	I	OVPA(V)	-	In progress	N/A
D. Explore establishing Black student admissions pathways and programs, and wrap-around supports	I	ES, VPSO	Completed/ Ongoing	-	-

1.6. Enhance systems and processes for addressing discrimination and harassment concerns and complaints, and particularly those related to race-based grounds.

Strategic actions	Scope	Leads	Institution-wide status	UBCV status	UBCO status
A. Complete Discrimination Policy (SC7) review	I	U Counsel	On hold	-	-
B. Develop discrimination response protocol to distribute to people managers	I	EIO	Completed/ Ongoing	-	-
C. Update UBC Statement on Respectful Environment and disseminate to supervisors and employees	I	EIO, HR	Not yet started	-	-
D. Identify unit-level reporting mechanisms and protocols to elevate, track, and address systemic concerns (across protected grounds)	I	EIO	In progress	-	-

1.7. Establish structure and governance to develop and implement university accessibility priorities, with meaningful engagement and involvement of persons with disabilities.

Strategic actions	Scope	Leads	Institution-wide status	UBCV status	UBCO status
A. Establish an accessibility committee and accessibility plan to comply with the BC Accessibility Act	I	Lead: AVPEI in collaboration with multiple senior leaders. Partners: All members of the Accessibility Planning Team with advice from the Accessibility Advisory Committee	In progress	-	-
B. Develop a Centre for Workplace Accessibility communications plan	I	CWA	Completed/ Ongoing	-	-
C. Implement and evaluate the three-year Centre for Workplace Accessibility Program pilot and incorporate learning into future programs and structures	I	CWA	In progress	-	-
D. Launch initiatives to meet new tri-agency CRC equity goals, especially for persons with disabilities	I	EIO, AVPRI	Completed/ Ongoing	-	-
E. Revise the Workplace Accommodation Policy	I	U Counsel, HR	On hold	-	-
F. Promote Universal Design Learning (UDL) initiatives for students, staff, and faculty	C	CfA, CTLT, OVPA(V), SA, AVP Teaching and Learning, VPSO, APTL, DRC	-	In progress	Pending confirmation

1.8. Enhance integration of EDI principles and practices across physical spaces and operational infrastructure (e.g., Facilities, Information Technology, and Financial Services).

Strategic actions	Scope	Leads	Institution-wide status	UBCV status	UBCO status
A. Review procurement processes with equity lens	I	Finance	In progress	-	-
B. Review campus space planning with an equity lens	C	Facilities, SHCS, AVP Faculty Planning, AVPFO(O), OVPA(O), AVP Faculty Planning	-	In progress	Completed/ Ongoing
C. Review procurement processes for information system and learning technologies including those involving AI technologies, with an equity, and especially, gender inclusion lens	I	IT, CTLT, LT Hub	In progress	-	-
D. Secure spaces for racialized community support, connection, networking, community-building	C	VPSO, SHCS, Facilities, SEL	-	In progress	In progress
E. Establish multi-faith/multi-purpose spaces for prayer, spiritual reflection, quiet/ solace	C	VPSO, SHCS, Facilities, AVPFO(O), WAS	-	In progress	Completed/ Ongoing
F. Review residence all-gender and accessibility policies, housing assignments, washroom signage	C	SHCS, Facilities, AVPFO(O), SHCS(O)	-	In progress	Pending confirmation
G. Increase and enhance all-gender change rooms in Recreation facilities	C	A&R, Facilities, A&R UBCO	-	In progress	In progress

1.9. Enhance integration of equity, inclusion, and antiracism principles and practices in university and unit-level communications standards, protocols, and services.

Strategic actions	Scope	Leads	Institution-wide status	UBCV Status	UBCO status
A. Integrate an equity and anti-racism lens into Global Events Working Group (UBCV?)	I	GEWG	Completed/ Ongoing	-	-
B. Provide training for communications personnel to integrate equity and anti-racism principles in communications	C	Comms, AVPUR	-	Completed/ Ongoing	Completed/ Ongoing
C. Review major institutional-level communications protocols with an equity and anti-racism lens	I	Comms	In progress	-	-
D. Review central institutional brand and marketing principles and guides with an equity and anti-racism lens and disseminate to the campus community	I	Comms, AVPUR	In progress	-	-

2. Curricular change objectives

2.1. Improve the academic and learning experiences of HPSM students, including Black, racialized, disabled, 2SLGBTQIA+, TGNB, and women-identified students.

Strategic actions	Scope	Leads	Institution-wide status	UBCV status	UBCO status
A. Review Teaching/Learning Funds to promote anti-racism efforts	C	CTLT, OVPA(V), AVP Teaching and Learning, OVPA(O)	-	In progress	In progress
B. Review and remedy bias/discrimination in invigilation systems and processes	C	CTLT, ES, APTL, AOS	-	Completed/ Ongoing	Completed/ Ongoing
C. Review and redress inequities/ barriers to accessibility related to racialized student and HPSM student participation in experiential learning opportunities	C	Distributed Leadership, AOS	-	Pending confirmation	In progress
D. Work with partners to foster discrimination-free experiential learning environments, particularly for racialized students	C	CTLT, AOS	-	In progress	In progress
E. Develop educational resources on gender diversity and inclusion in the classroom	C	CTLT, CTL	-	In progress	In progress
F. Establish a protocol for name choice at every stage of the academic journey	I	EIO, G+PS, ES	In progress	-	-

2.2. Enhance capacity to diversify curriculum and ways of learning, as well as to engage equitable, inclusive, anti-racist, and decolonial academic programs and pedagogy.

Strategic actions	Scope	Leads	Institution-wide status	UBCV status	UBCO status
A. Incorporate EDI in program review criteria for cyclical academic reviews mandated by senate policy	C	OVPA(V), Deputy Provost, APTL	-	Not yet started	In progress
B. Review and enhance, where needed, resources to incorporate EDI in academic programs and pedagogy	C	CTLT, CTL	-	In progress	In progress
C. Establish grants and awards to create and curate anti-oppressive/ anti-racist curricular content	C	OVPA(V), AVP Teaching and Learning, APTL	-	Not yet started	Not yet started
D. Establish incentives for faculty participation in anti-racist and decolonial educational activity	C	OVPA(V), Deputy Provost, APTL	-	Not yet started	Not yet started
E. Develop resources on racio-linguistic diversity and discrimination counter-pedagogy	C	CTLT, CTL	-	Not yet started	Not yet started
F. Enhance regular unit reviews of academic program curricula with an eye to improve consciousness and responsiveness to race-related, transgender and non-binary, and disability justice inequities	C	OVPA(V), AVP Teaching and Learning, APTL	-	Not yet started	Not yet started

2.3. Enhance capacity to diversify scholarship and ways of knowing, as well as to engage in equitable, inclusive, anti-racist, and decolonial research programs and methodology.

Strategic actions	Scope	Leads	Institution-wide status	UBCV status	UBCO status
A. Pilot online course on integrated EDI in research programs, with associated resources	I	EIO, AVPRI(V)	Completed/ Ongoing	-	-
B. Develop a guide to integrating EDI in research programs and methodology	I	EIO, AVPRI(V)	In progress	-	-
C. Develop a guide to equitable nomination and adjudication of research chairs and awards	I	EIO, AVPRI(V)	Completed/ Ongoing	-	-
D. Develop centralized and accessible digital repository of resources for EDI in research	I	EIO, AVPRI(V)	Completed/ Ongoing	-	-
E. Establish CRC connections and mentorship program	I	EIO, AVPRI(V)	Completed/ Ongoing	-	-
F. Revise the CRC Appointments Guide	I	EIO, AVPRI(V)	Completed/ Ongoing	-	-
G. Pilot a project to enhance equitable CRC processes and outcomes, especially for disabled scholars	I	EIO, HR, AVPRI(V)	Completed/ Ongoing	-	-
H. Pilot an Employment Equity Advisor program for CRC processes	I	EIO, HR, AVPRI(V)	Completed/ Ongoing	-	-
I. Develop a CRC start-up package menu for offer negotiation, including designated grant support	I	HR, Deputy Provost, OVPA(V)	Not yet started	-	-
J. Leverage CRCs for recruitment and retention of HPSM scholars, and particularly Black scholars	I	OVPA(V), Deputy Provost	Not yet started	-	-
K. Explore and continue to enhance grant support for CRCs	I	SPARC	On Hold	-	-

3. Compositional change objectives

3.1. Review and improve faculty and staff hiring processes to better integrate equity and anti-racism principles.

Strategic actions	Scope	Leads	Institution-wide status	UBCV status	UBCO status
A. Develop a compendium of job-related EDI competencies for hiring and performance assessments	I	EIO, Talent Acquisition	Not yet started	-	-
B. Develop university-wide faculty hiring guidelines (including protocols for restricted hiring)	I	EIO, Faculty Relations	Completed/ Ongoing	-	-
C. Develop university-wide staff hiring guidelines aligned with collective agreements	I	EIO, Employee Relations	In progress	-	-
D. Develop a recruitment database of HPSM venues, discipline-specific societies/publications, associations	I	Talent Acquisition, Faculty Relations, Employee Relations	Not yet started	-	-
E. Develop guidelines for hiring graduate and undergraduate research assistants and post-doctoral fellows	C	EIO, HR, CoGS	-	Not yet started	In progress
F. Scale up Employment Equity Advisor program for faculty and staff hiring	I	EIO, HR	In progress		
G. Develop a suite of best practice resources and infrastructure for hiring with accountability check	I	EIO, HR	In progress	-	-
H. Include anti-racist competencies in selection and training of human rights advisors, resolution facilitators, investigators, and complaint adjudicators	I	EIO, IO	In progress	-	-
I. Recruit and develop Human Rights Advisors with race-related discrimination experience	I	EIO	Completed/ Ongoing	-	-
J. Recruit and develop Investigators with race-related discrimination experience	I	IO	Completed/ Ongoing	-	-
K. Review the Work Learn program to integrate EDI principals and goals	C	UBC Career Centre, ACD	-	Completed/ Ongoing	Not yet started

3.2. Enhance qualitative experiences and retention of HPSM faculty and staff through support and development opportunities.

Strategic actions	Scope	Leads	Institution-wide status	UBCV status	UBCO status
A. Establish and support Indigenous, Black, and People of Colour (IBPOC) Connections program	C	EIO	-	Completed/ Ongoing	Completed/ Ongoing
B. Establish an appropriate mechanism to support resource groups for HPSM employees	I	EIO, HR, OVPA(V)	In progress	-	-
C. Pilot projects for the retention of HPSM faculty and staff	C	EIO, HR, OVPA(V), Deputy Provost	-	In Progress	Pending confirmation
D. Develop a centralized TGNB information hub with wellness and inclusion resources	I	EIO	In progress	-	-
E. Increase access to TGNB-competent mental health providers through increased benefits	I	HR	Completed/ Ongoing	-	-
F. Develop principles and guidance to recognize HPSM service leadership on EDI/AR	I	EIO	In progress	-	-
G. Explore programs to enhance affordability of housing for faculty and staff	C	HR, HR UBCO	-	Completed/ Ongoing	On hold
H. Enhance leadership development opportunities for racialized groups	I	HR, OVPA(V), Deputy Provost	In progress	-	-
I. Explore development and funding of leadership incubator for racialized women	I	HR, OVPA(V)	Not yet started	-	-
J. Develop a mentorship program for pre-tenure and early career racialized faculty (cross-institutional)	I	Deputy Provost, APTL, AVPRI(O)	Pending confirmation	-	-
K. Reinforce developmental aims of staff performance management process	I	HR, HR UBCO	In progress	-	-
L. Review and implement enhancements to tenure and promotion practices, exploring opportunities to improve related polices and collective agreements	I	EIO, HR, Faculty Relations	Not yet started	-	-
M. Establish special programs of awards/ prizes for HPSM Early Career Researchers	C	EIO, EIO(O)	-	In progress	In progress
N. Develop a process to systematically identify and address EDI-related issues raised in exit interviews	I	HR, EIO, PAIR, HR UBCO	In progress	-	-

3.3. Improve undergraduate and graduate student admissions processes to better integrate equitable and anti-racist principles and practices.

Strategic actions	Scope	Leads	Institution-wide status	UBCV status	UBCO status
A. Review central undergraduate recruitment and admissions systems, policies and practices with an equity and anti-racism lens	I	EIO, ES, ISI	In progress		
B. Review decentralized graduate admissions processes and practices with an equity/anti-racism lens	C	EIO, G+PS, CoGS		In progress	Not yet started
C. Review university enrolment and student access plans with an equity and anti-racism lens	C	ES, VPSO, Faculty Planning, AVP Faculty Planning, OVPA(O)		Pending confirmation	Completed/ Ongoing
D. Promote and facilitate opportunities for CRCs to hire HPSM graduate students	I	EIO	In progress		
E. Initiate a Black and Indigenous scholars fellowship program	C	G+PS, OVPA(V), Deputy Provost, CoGS		Not yet started	Not yet started
F. Establish a funding program to award new racialized graduate students	C	G+PS, CoGS		In progress	Not yet started
G. Explore opportunities to secure scholarships for TGNB students	I	ES, VPSO, DAE	Completed/ Ongoing		
H. Secure more needs-based scholarships for racialized undergraduate and graduate students	C	ES, DAE, CoGS		Completed/ Ongoing	In progress
I. Explore programs to enhance affordability of housing, childcare, transit for students	C	Student Affordability Taskforce Implementation Committee, C+CP, AVPSO		In progress	In progress
J. Explore the creation of an ambassador program to support racialized student recruitment	I	ES, ISI	Completed/ Ongoing		

3.4. Enhance qualitative experiences and retention of HPSM students through support and development opportunities.

Strategic actions	Scope	Leads	Institution-wide status	UBCV status	UBCO status
A. Review "In-service: Global Engagement Strategy" with an equity and anti-racist lens	I	OGE, APTL	(Excluded)[16]	-	-
B. Identify supports for TGNB athletes	C	A&R, A&R UBCO	-	Completed/ Ongoing	Not yet started
C. Review recreation and intramural policies with a gender inclusivity and human rights lens	C	A&R, A&R UBCO	-	Completed/ Ongoing	In progress
D. Expand TGNB health and wellness initiatives (training practitioners, SOPs, referral support)	C	Student Health & Wellbeing, WAS	-	Completed/ Ongoing	Completed/ Ongoing
E. Support Black student mental health (peer support, wellness navigator, subsidy for local referral)	C	Student Health & Wellbeing, WAS, SEL	-	Completed/ Ongoing	Completed/ Ongoing
F. Incorporate racialized specific wellness information in orientations and Jump Start	C	Student Health & Wellbeing, G+PS, SA, SEL	-	In progress	In progress
G. Increase complement and competencies of mental health practitioners from and capable of supporting HPSM groups (especially 2SLGBTQIA+ and IBPOC)	C	Student Health & Wellbeing, WAS	-	Completed/ Ongoing	In progress
H. Apply trauma-informed racialized, TGNB, and disability health lens to Wellbeing Strategic Framework	I	Student Health & Wellbeing	In progress	-	-
I. Establish a Black Resource Centre on the Okanagan campus and a Black Student Space on the Vancouver campus	C	VPSO, SHCS, AVPFO(O), SEL	-	Completed/ Ongoing	In progress
J. Establish principles and guidelines to help start-up and sustain student affinity groups	I	EIO	In progress	-	-
K. Analyze results of regular undergraduate and graduate student experience surveys to inform program and service enhancements	I	EIO, PAIR, VPSO, AVPSO, EIO(O)	In progress	-	-

16 Action 3.4A (Review "In-service: Global Engagement Strategy" with an equity and anti-racist lens) has been excluded from this report as the strategy is no longer active.

4. Interactional change objectives

4.1. Enhance faculty and staff uptake of opportunities to expand equity, inclusion, and anti-racism competencies, with a focus on people managers and supervisors.

Strategic actions	Scope	Leads	Institution-wide status	UBCV status	UBCO status
A. Introduce anti-oppressive/anti-racist, human rights, and equity content in new employee orientation	C	EIO, HR, HR UBCO	-	Not yet started	Completed/ Ongoing
B. Develop and disseminate equitable recruitment training requirements and resources	I	EIO, HR, HR UBCO	In progress	-	-
C. Develop Positive Space training and badging program (including resources regarding use of pronouns and chosen names)	I	EIO, HR, HR UBCO	In progress	-	-
D. Develop and disseminate trauma-Informed power-sensitive conflict resolution training/resources	I	EIO, HR, HR UBCO	In progress	-	-
E. Develop and disseminate equitable and anti-racist workplace resources for people managers	I	EIO, HR, HR UBCO	In progress	-	-
F. Develop EDI eligibility criteria for university-funded management professional development programs	I	HR, HR UBCO	Not yet started	-	-
G. Develop resources for graduate supervisors to enhance their intergroup competencies	C	G+PS, CoGS	-	In progress	In progress

4.2. Enhance individual capacities for handling discrimination and harassment concerns and complaints, and particularly those involving or intersecting with race-based grounds.

Strategic actions	Scope	Leads	Institution-wide status	UBCV status	UBCO status
A. Identify and point to a robust glossary of definitions of race-related concepts	I	EIO	Not yet started	-	-
B. Develop and widely disseminate discrimination complaint flow chart	I	EIO, IO	Completed/ Ongoing	-	-
C. Expand and widely disseminate information and resources about complaint and informal processes, including alternate resolution processes	I	EIO, IO	In progress	-	-
D. Enhance the annual human rights and resolution report	I	EIO, IO	In progress	-	-

Appendix E: StEAR Inventory: Mapping UBC's decentralized EDI practices & initiatives

The StEAR Inventory asked the same set of five questions for each of the 18 objectives in the StEAR Roadmap for Change. Only the first question, question A, varied for each objective. This appendix provides an overview of the questions asked.

StEAR inventory question set (repeats for each StEAR objective)

- Question A: Varies, see below
- Question B: (optional) Please describe any initiative or work in this area that you wish to share with the UBC community as part of a map/database of EDI efforts at UBC.
- Question C: (optional) Please provide a contact name and email for this initiative/area of work (if you answered question B and no contact information is provided, your unit's main "inventory contact" will be inserted here).
- Question D: (optional) What, if any, have been the primary challenges or barriers preventing or hindering your action in this area (select all that apply):
  - None
  - Competing priorities
  - Waiting for enabling work elsewhere to be completed
  - Lack of time (staffing/workload capacity)
  - Lack of funding (financial resources)
  - Lack of knowledge/skill (expertise)
  - Lack of internal community engagement (cultural barrier)
  - Lack of supporting policies and structures (systemic barrier)
  - Other, please specify
- Question E: Use this field for additional comments or explanation related to this objective.

List of questions asked in Question A

- 1.1A: Is your unit engaging in unit EDI planning and goal-setting (e.g. using the Activating Inclusion Toolkit, in consultation with EIO strategists, or through unit-developed processes)?
- 1.2A: Is your unit ensuring that you are following equity-related data collection and use standards (e.g., engaging with UBC data governance processes in relation to equity data, ensuring language used on unit forms follows data standards, encouraging participation in equity censuses)?
- 1.3A: Is your unit using currently available institutional EDI data (e.g. Employment Equity Report, Workplace Experience Survey reports, Undergraduate Experience Survey reports) in unit decision-making processes?
- 1.4A: Are your unit's leaders reviewing unit policies, programs, decisions, and practices with an equity and anti-racism lens (e.g., through tools such as the EDI Self-Assessment Tool or Using an EDI Decision-Making Lens)?

- 1.5A: Is your unit engaging in specific efforts to address anti-Black racism and promote Black excellence?
- 1.6A: Is your unit using and promoting understanding of UBC's systems and processes for addressing concerns and complaints of disrespect, bullying, harassment, discrimination and/or discriminatory impact?
- 1.7A: Is your unit setting and pursuing unit goals specifically related to disability equity, inclusion, and compliance with accessibility requirements?
- 1.8A: Is your unit enhancing physical and/or operational infrastructures in alignment with EDI principles (e.g., working to enhance inclusive signage (e.g. for washrooms), monitoring accessibility features to submit prompt maintenance requests if they are not functioning properly)?
- 1.9A: Is your unit creating protocols to ensure an EDI and anti-racism lens to communications from the unit (e.g. using inclusive language guidelines, ensuring chosen names are used, and ensuring diversity in communication materials)?
- 2.1A: Is your unit developing initiatives and programs to improve the academic and learning experiences of HPSM students?
- 2.2A: Is your unit promoting diversification of academic or educational programming to enhance equity and anti-racism (e.g. curriculum or pedagogy initiatives, co-curricular and extra-curricular opportunities?
- 2.3A: Is your unit promoting diversification of research or scholarship to enhance equity and anti-racism (including methodologies and research programs?
- 3.1A: Is your unit deploying practices for equitable hiring within the unit (e.g. all hiring committee members complete UBC's Hiring Equity online module, and/or other practices in the forthcoming equitable hiring guide)?
- 3.2A: Is your unit intentionally engaging in efforts to enhance experiences of HPSM faculty and staff in the unit (e.g. support initiatives, development opportunities, or intentional spaces for dialogue and feedback)?
- 3.3A: Is your unit integrating equitable and anti-racist principles and practices in the unit's undergraduate and graduate student recruitment and admissions processes?
- 3.4A: Is your unit intentionally engaging in efforts to enhance experiences of HPSM students in the unit (e.g. support initiatives, development opportunities, or creating space for dialogue and feedback)?
- 4.1A: Is your unit developing unit-level initiatives or programs to build EDI competencies of staff and faculty in the unit (e.g. workshop series, professional development initiatives, integrating EDI and anti-racist content into existing professional development opportunities), or actively accessing other UBC opportunities in this area?
- 4.2A: Is your unit developing unit-level initiatives or programs to enhance capacity to provide early response to concerns of micro-inequities/aggressions, disrespect, bullying, harassment, discrimination, and/or discriminatory impacts, or actively accessing other UBC opportunities in this area?

Figure E1
Proportion of inventory respondents selecting each barrier

Legend: Cells shaded in light gray indicate a barrier that units selected at an above-average rate. Unshaded cells indicate a barrier that units selected at a below-average rate. Cells shaded in dark blue indicate the top 10% of barriers selected.

Structural change domain

	None	Time / workload	Knowledge / skill	Financial	Policies/ structures	Competing priorities	Waiting for enabling work elsewhere	Internal community engagement	Other
1.1 Planning and goal setting	6%	82%	30%	42%	26%	53%	21%	20%	0%
1.2 Data processes and standards	11%	46%	31%	19%	26%	28%	19%	2%	2%
1.3 Use of data	16%	51%	16%	18%	22%	31%	7%	18%	4%
1.4 Decision-making lens	12%	60%	32%	20%	18%	40%	16%	14%	0%
1.5 Black excellence	7%	45%	24%	50%	17%	31%	7%	19%	5%
1.6 Complaints process	12%	41%	20%	29%	22%	29%	8%	12%	6%
1.7 Accessibility and disability equity	2%	46%	29%	56%	40%	38%	17%	6%	0%
1.8 Spaces and infrastructures	7%	27%	22%	62%	27%	18%	33%	9%	9%
1.9 Communications	23%	49%	15%	28%	18%	23%	3%	5%	0%

Curricular change domain

	None	Time / workload	Knowledge / skill	Financial	Policies/ structures	Competing priorities	Waiting for enabling work elsewhere	Internal community engagement	Other
2.1 Student learning experiences	12%	70%	12%	52%	9%	30%	6%	15%	0%
2.2 Curriculum and pedagogy	14%	49%	11%	46%	14%	30%	3%	16%	0%
2.3 Research and scholarship	10%	47%	20%	40%	27%	27%	3%	10%	3%

Compositional change domain

	None	Time / workload	Knowledge /skill	Financial	Policies/ structures	Competing priorities	Waiting for enabling work elsewhere	Internal community engagement	Other
3.1 Hiring processes	28%	36%	19%	11%	31%	14%	8%	25%	0%
3.2 Employee development and retention	11%	67%	31%	47%	19%	36%	17%	22%	6%
3.3 Student recruitment and admissions	4%	52%	22%	56%	37%	19%	19%	15%	0%
3.4 Student development and support	4%	64%	11%	64%	25%	36%	14%	11%	4%

Interactional change domain

	None	Time / workload	Knowledge /skill	Financial	Policies/ structures	Competing priorities	Waiting for enabling work elsewhere	Internal community engagement	Other
4.1 EDI competency building	11%	72%	17%	50%	20%	30%	7%	15%	2%
4.2 Conflict capacity building	8%	65%	35%	45%	40%	30%	15%	18%	3%

Appendix F: Acronyms and abbreviations

2SLGBTQIA+	Two-spirit, lesbian, gay, bisexual, trans, queer, intersex, asexual plus communities who belong to minoritized sexual orientation and gender identity groups
A&R	Athletics & Recreation (UBCV)
A&R UBCO	Athletics & Recreation (UBCO)
AA	Academic Affairs (UBCV)
ABC	Accessible BC Act
ACD	Academic & Career Development (UBCO)
ALDP	Academic Leadership Development Program
AOS	Academic Operations and Services (UBCO)
APTL	Academic Programs, Teaching and Learning (UBCO)
AVP	Associate Vice-President
AVPEI	Associate Vice-President, Equity and Inclusion
AVPFO(O)	Associate Vice President, Finance and Operations (UBCO)
AVPRI(O)	Associate Vice-President, Research & Innovation (UBCO)
AVPRI(V)	Associate Vice-President, Research & Innovation (UBCV)
AVPSO	Associate Vice President Students Office (UBCO)
AVPUR	Associate Vice-President University Relations (UBCO)
ARDA	BC Antiracism Data Act
CARO	Chief Assurance and Risk Officer
CCLC	Courageous Conversations and Learning Club
CfA	Centre for Accessibility (UBCV)
GoGS	College of Graduate Studies (UBCO)
COMMS	Communications
CRC	Canada Research Chairs
CTLT	Centre for Teaching, Learning & Technology (UBCV)
CTL	Centre for Teaching and Learning (UBCO)
CWA	Centre for Workplace Accessibility
DAE	Development and Alumni Engagement
DRC	Disability Resource Centre (UBCO)
EDG	Enterprise Data Governance
EDI	Equity, Diversity and Inclusion
EEA	Employment Equity Advisor
EIO	Equity & Inclusion Office
EIO(O)	Equity & Inclusion Office at UBCO
ER	External Relations
ES	Enrolment Services
FR	Faculty Relations
GEO	Global Engagement Office
GEWG	Global Events Working Group
G+PS	Faculty of Graduate & Post-Doctoral Studies (UBCV)
HPSM	Historically, persistently, or systemically marginalized groups who have experienced educational and employment barriers include women, Indigenous peoples, racialized persons, persons with disabilities, and members of the 2SLGBTQIA+ and TGNB communities who experience barriers on the basis of sexual orientation, gender identity, and gender expression.
HR	Human Resources (UBCV)
HR UBCO	Human Resources (UBCO)
IBPOC	Indigenous, Black, and Persons of Colour
IO	Investigations Office
IRP	Integrated Renewal Program
ISC	Integrated Service Centre
ISI	International Student Initiative
ISP	Indigenous Strategic Plan
IT	Information Technology
JEDI	Justice, Equity, Diversity and Inclusion
LT Hub	Learning Technology Hub (UBCV)
ORS	Office of Research Services
OVPA(V)	Office of Vice-President, Academic (UBCV)
OVPA(O)	Office of Vice-President, Academic (UBCO)
OVPI	Office of the Vice-Provost, International
OVPRI	Office of the Vice President, Research
OVPS	Office of the Vice President, Students
OUC	Office of University Counsel
PAIR	Planning and Institutional Research
SA	Student Affairs (UBCV)
SEM	Strategic Enrollment Management Committee (UBCO)
SEL	Student Engagement and Learning (UBCO)
SHCS	Student Housing and Community Services

SHCS UBCO	Student Housing and Community Services (UBCO)
SIO	Strategic Initiatives Office (UBCV)
SMARTER	Specific, Measurable, Achievable, Relevant, Timebound, Evaluated and Revised
SOGI	Sexual Orientation and Gender Identity
SPARC	Support Programs to Advance Research Capacity (UBCV)
StEAR	Strategic Equity & Anti-Racism
SRS	Safety & Risk Services (UBCV)
SSC	Strategic Space Committee (UBCO)
SVPRO	Sexual Violence Prevention and Response Office (UBCO)
TEM	Tactical Enrollment Committee (UBCO)
TGNB	Transgender and Non-Binary
U Counsel	University Counsel
UES	Undergraduate Experience Survey
UR	University Relations (UBCO)
WAS	Wellbeing and Accessibility Services (UBCO)
WES	Workplace Experiences Survey
VPER	Vice-President, External Relations
VPA	Provost & Vice-President, Academic (both UBCV and UBCO)
VPDAE	Vice-President, Development & Alumni Engagement
VPFO	Vice President, Finance and Operations
VPHR	Vice President, Human Resources
VPI	Vice-Provost, International
VPRI	Vice-President, Research & Innovation
VPS	Vice-President, Students

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