StEAR FRAMEWORK

STRATEGIC EQUITY AND ANTI-RACISM (StEAR)

Roadmap for change

VERSION OCTOBER 2024

COMMITMENT TO EQUITY AND INCLUSIVE EXCELLENCE

UBC is committed to fostering equitable and inclusive learning and working environments in which human rights are respected, where all members of the UBC community are treated fairly and with dignity, and where the rich diversity of talented students, faculty, and staff can fully participate in the life and work of the university.

LAND ACKNOWLEDGEMENT

We acknowledge that UBC's campuses are situated within the traditional territories of the Musqueam, Squamish and Tsleil-Waututh, and in the traditional, ancestral, unceded territory of the Syilx Okanagan Nation and their peoples.

ABOUT UBC

The University of British Columbia is a global centre for teaching, learning and research, consistently ranked among the top 20 public universities in the world. UBC embraces innovation and transforms ideas into action. Since 1915, UBC has been opening doors of opportunity for people with the curiosity, drive and vision to shape a better world.

EXECUTIVE SUMMARY

Endorsed by UBC's leadership, the Strategic Equity and Anti-Racism (StEAR) Framework is a planning tool developed to guide UBC's approach to implementation of equity and anti-racism priorities and evaluation of progress.

The *StEAR Roadmap for Change* (the roadmap) is a substantive component of the StEAR Framework that sets out salient objectives and strategic actions to be implemented over the next three to five years.

Following a comprehensive analysis by the Equity & Inclusion Office, the roadmap objectives and strategic actions have been drawn out from university's existing equity, diversity and inclusion related plans and reports and aligned with the four StEAR framework domains of change: structural, curricular, compositional and interactional.

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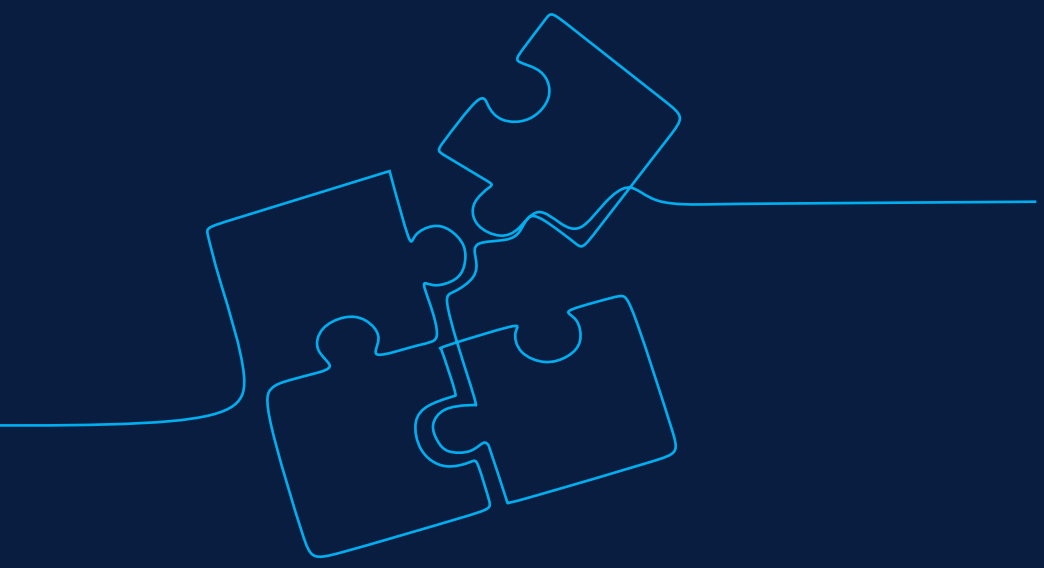
Context



Endorsed by UBC's leadership, the Strategic Equity and Anti-Racism (StEAR) Framework guides the university's approach to implementation equity and anti-racism priorities and evaluation of progress.

STEAR FRAMEWORK

In support of the inclusion theme in *Shaping UBC's Next Century: UBC's Strategic Plan*, the university has committed to addressing priorities articulated in the following plans and reports: the *Inclusion Action Plan*, the *Employment Equity Plan*, the *Canada Research Chair (CRC) Equity, Diversity and Inclusion (EDI) Action Plan*, the *Dimensions Action Plan for EDI in Research*, the *President's Task Force on Anti-Racism and Inclusive Excellence Final Report*, the *Trans, Two-Spirit and Gender Diversity Task Force Report*, and a forthcoming accessibility plan.

Introduced in 2023 by the Associate Vice-President, Equity and Inclusion (AVPEI), the StEAR Framework is a community-engaged, data-informed, action-oriented and accountability-driven planning tool developed to guide the implementation of these priorities and the cyclical evaluation of progress over the next three to five years.

The framework is built around four broad institutional domains of change – structural, curricular, compositional and interactional - and six principles of practice.

Using the framework, the Equity & Inclusion Office (EIO) reviewed UBC's existing EDI-related plans and reports and identified salient objectives and strategic actions that constitute the *StEAR Roadmap for Change* (the roadmap).

Implementation of the roadmap objectives and strategic actions will be done through governance and implementation bodies, including through meaningful and ongoing consultation, engagement and involvement of historically, persistently, and systemically marginalized (HSPM) groups.

Additionally, efforts will be made to build the competencies and capacities of leaders to act as change agents, to develop reporting and accountability mechanisms, and to establish quantitative and qualitative measures and methods to track progress.

Relationship to the Indigenous Strategic Plan

The StEAR framework is meant to complement, not compete with, the *Indigenous Strategic Plan* (ISP) which is the university's organizing framework to advance priorities related to Indigenous rights, decolonization, and reconciliation. The Indigenous Guiding Network is responsible for facilitating the implementation of the ISP, which "provides thoughtful guidance for action and a framework for reconciliation".

In collaboration with Indigenous leads, mutually beneficial mechanisms for communication, consultation, collaboration, and coalition-building across the StEAR and ISP frameworks will be in place to 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.

DEFINITION

Historically, persistently or systemically marginalized (HPSM)
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The HPSM term is used to acknowledge that:

a) UBC and other institutions throughout Canada were created at a time when societal norms privileged and included some groups and disadvantaged and excluded others. In Canada, these disadvantaged groups have been identified as Indigenous people, women, disabled people, racialized people, and 2SLGBTQIA+ (Two-Spirit, Lesbian, Gay, Bisexual, Transgender, Queer and/or Questioning, Intersex and Asexual; additionally, the plus reflects the countless ways in which people choose to self-identify) and Trans and Gender Non-binary (TGNB) people;

b) This history entrains a legacy of day-to-day barriers that have contributed to past, and perpetuate current, inequities - which compound over time; and

c) Our systems, in the form of policies, practices, culture, behaviours, and beliefs, continue to maintain these barriers in the ways that they continue to create the institution. It is often not an individual intention, but rather a systematic process that discriminates. It is an unconscious, unrecognized practice of doing things as they have always been done (and recreating the historical exclusions).

This language was intentionally and carefully chosen during the development of UBC's Inclusion Action Plan and is re-affirmed in the StEAR Framework and the *Roadmap for Change*. However, this does not preclude recognition of the historic, persistent and systemic marginalization of groups on the basis of numerous other characteristics, including, for example, those protected grounds established under the Canadian Human Rights Act, such as national or ethnic origin, socio-economic status, religion, age, marital status, etc.

Though it is useful to talk about HPSM people as a whole in some contexts, in others it is important to take a disaggregated and intersectional approach to understanding barriers to equity, and to consider what specific interventions might need to be tailored to the unique experiences of groups such as racialized women, Indigenous disabled people, queer and Black men.

STEAR DOMAINS OF CHANGE AND GOALS

1. STRUCTURAL DOMAIN

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 DOMAIN

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 DOMAIN

To expand the representational diversity of the student body, professoriate, staff complement, and senior leadership and enhance lifecycle experiences of HPSM groups through equitable and anti-racist recruitment, development, and retention policies and practice.

4. INTERACTIONAL DOMAIN

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.

STEAR GUIDING PRINCIPLES

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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.

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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.

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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.

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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.

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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.

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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.

Roadmap for change

The *StEAR Roadmap for Change* sets out 18 salient objectives and numerous strategic actions as part of the StEAR framework, to be implemented over the next three to five years.

OBJECTIVES AND STRATEGIC ACTIONS

Using the StEAR framework, the Equity & Inclusion Office (EIO) conducted an extensive analysis of UBC's existing EDI-related plans and reports to draw out 18 salient objectives and numerous strategic actions to be implemented over the next three to five years. These objectives and actions - aligned with the four domains of change specified in the framework - form the *StEAR Roadmap for Change*.

As a living document, the roadmap will be updated to reflect new plans and reports. Implementation sponsors, leads and partners are being identified for each strategic action. In the appendix of this document you will find notes about how the roadmap has been updated thus far.

The following pages contain the objectives and strategic actions organized under the relevant domain of and goal for change.

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.

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
A.	Develop StEAR Framework, including *StEAR Roadmap for Change*, and a governance model to guide strategic action and accountability
B.	Identify key performance indicators/measure of success and mechanisms to track progress
C.	Administer annual (or bi-annual) university-wide inventory/assessment of decentralized efforts
D.	Establish plan to communicate progress on StEAR (for example, web presence, town halls)
E.	Constitute and launch StEAR Implementation Coordinating Team

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

	STRATEGIC ACTIONS
A.	Review and update data governance mechanisms using an equity and anti-racism lens
B.	Review and update data access principles and practices
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).
D.	Develop guide and deliver training for use of demographic data for planning and decision-making
E.	Establish data standards and processes to collect and report gendered records (for example, chosen names, pronouns, honorifics) supporting self-determination
F.	Consult on elimination of official collection and use of gendered honorifics, keeping only role prefixes

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
A.	Hire a second Equity Data Analyst jointly reporting to the EIO and the Planning and Institutional Research (PAIR) Office
B.	Launch Student Demographic Diversity Survey and integrate into Workday Student
C.	Enhance annual Employment Equity Survey report to include employee lifecycle events
D.	Establish system to consistently collect and appropriately use data from the Job Applicant Equity Survey
E.	Establish protocols for entry and update of gendered data in Workday and Canvas
F.	Develop systems and protocols to enable appropriate just-in-time unit access to job applicants' demographic data
G.	Develop method to analyze and report on disaggregated experiential data from Workplace Experience Survey
H.	Develop dashboard for self-serve reporting on current employees' demographic data
I.	Renew faculty pay equity analysis by gender and develop methodology for ethno-racial analysis
J.	Review and improve statistical reporting of discrimination and harassment concerns and complaints
K.	Continue to enhance periodic university-wide systems review and climate surveys for students and employees
L.	Explore how to capture university-wide climate/experience data for graduate students

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

	STRATEGIC ACTIONS
A.	Introduce senior leader onboarding and training program
B.	Diversify Academic Leadership Development Program (ALDP) curriculum and participants
C.	Develop and disseminate tool for equity and anti-racism analysis to be applied during institution-wide policy/program (re)-design
D.	Expand Faculty, Vice-President portfolio, and departmental level Equity Leads as part of networked leadership
E.	Develop a protocol for ethical community consultation and engagement of HPSM groups at UBC
F.	Review and improve the university's event booking and speaker engagement protocol
G.	Review Appointment Policies AP5 (Deans/Principals) and AP9 (Academic Heads) and other related policies, with an equity and anti-racism lens

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

	STRATEGIC ACTIONS
A.	Connect existing and new central and decentralized Black excellence initiatives to form a comprehensive plan
B.	Launch Black Faculty Cohort Hiring Initiative (UBCV) and associated programs to support retention
C.	Explore the expansion of Black Studies and establishment of a Centre for Global Black Scholarship
D.	Explore establishing Black student admissions pathways and programs and wrap-around supports

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

	STRATEGIC ACTIONS
A.	Complete Discrimination Policy (SC7) review
B.	Develop discrimination response protocol to distribute to people managers
C.	Update UBC Statement on Respectful Environment and disseminate to supervisors and employees
D.	Identify unit-level reporting mechanisms and protocols to elevate, track, and address systemic concerns (across protected grounds)

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

	STRATEGIC ACTIONS
A.	Establish an accessibility committee and develop an accessibility plan to comply with the *BC Accessibility Act*
B.	Develop a Centre for Workplace Accessibility communications plan
C.	Implement and evaluate the three-year Centre for Workplace Accessibility Program pilot and incorporate learning into future programs and structures
D.	Launch initiatives to meet new tri-agency Canada Research Chair (CRC) equity goals, especially for persons with disabilities
E.	Revise the Workplace Accommodation Policy
F.	Promote Universal Design Learning (UDL) Initiatives for student, staff and faculty

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
A.	Review procurement processes with an equity lens
B.	Review campus space planning with an equity lens
C.	Review procurement processes for information system and learning technologies including those involving AI technologies, with an equity, and especially, gender inclusion lens
D.	Secure spaces for racialized community support, connection, networking and community-building
E.	Establish multi-faith/multi-purpose spaces for prayer, spiritual reflection, quiet/solace
F.	Review residence all-gender and accessibility policies, housing assignments, washroom signage
G.	Increase and enhance all-gender change rooms in UBC Recreation facilities

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

	STRATEGIC ACTIONS
A.	Integrate an equity and anti-racism lens into the Global Events Working Group
B.	Provide training for communications personnel to integrate equity and anti-racism principles in communications
C.	Review major institutional-level communications protocols with an equity and anti-racism lens
D.	Review central institutional brand and marketing principles and guides with an equity and anti-racism lens and disseminate to the campus community

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.

OBJECTIVES

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

	STRATEGIC ACTIONS
A.	Review teaching and learning funding programs to promote anti-racism efforts
B.	Review and remedy bias/discrimination in invigilation systems and processes
C.	Review and redress inequities/barriers to accessibility related to racialized student and HPSM student participation in experiential learning opportunities
D.	Work with partners to foster discrimination-free experiential learning environments, particularly for racialized students
E.	Develop educational resources on gender diversity and inclusion in the classroom
F.	Establish a protocol for name choice at every stage of the academic journey

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

	STRATEGIC ACTIONS
A.	Incorporate EDI in program review criteria for cyclical academic reviews mandated by senate policy
B.	Review and enhance, where needed, resources to incorporate EDI in academic programs and pedagogy
C.	Establish grants and awards to create and curate anti-oppressive/anti-racist curricular content
D.	Establish incentives for faculty participation in anti-racist educational activity
E.	Develop resources on racio-linguistic diversity and discrimination counter-pedagogy
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

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

	STRATEGIC ACTIONS
A.	Pilot online course on integrated EDI in research programs, with associated resources
C.	Develop a guide to equitable nomination and adjudication of research chairs and awards
D.	Develop centralized and accessible digital repository of resources for EDI in research
E.	Establish Canada Research Chair (CRC) connections and mentorship Program
F.	Revise the CRC Appointments Guide
G.	Pilot a project to enhance equitable CRC processes and outcomes, especially for disabled scholars
H.	Pilot an Employment Equity Advisor Training Program for CRC processes (scale up to faculty hiring)
I.	Develop a CRC start-up package menu for offer negotiation, including designated grant support
J.	Leverage CRCs for recruitment and retention of HPSM scholars, and particularly Black scholars
K.	Explore and continue to enhance grant support for CRCs

3. COMPOSITIONAL CHANGE

To expand the representational diversity of the student body, professoriate, staff complement, and senior leadership and enhance lifecycle experiences of HPSM groups through equitable and anti-racist recruitment, development, and retention policies and practices.

OBJECTIVES

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

	STRATEGIC ACTIONS
A.	Develop a compendium of job-related EDI competencies for hiring and performance assessments
B.	Develop university-wide faculty hiring guidelines (including protocols for restricted hiring)
C.	Develop university-wide staff hiring guidelines aligned with collective agreements
D.	Develop a recruitment database of HPSM venues, discipline-specific societies/publications, associations
E.	Develop guidelines for hiring graduate and undergraduate research assistants and post-doctoral fellows
F.	Scale up Employment Equity Advisor training program for faculty and staff hiring
G.	Develop systems and infrastructure for hiring with accountability check
H.	Include anti-racist competencies in selection and training of human rights advisors, resolution facilitators, investigators and complaint adjudicators
K.	Review the Work Learn Program to integrate EDI principals and goals

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

	STRATEGIC ACTIONS
A.	Establish and support Indigenous, Black, and People of Colour (IBPOC) Connections program
B.	Establish an appropriate mechanism to support employee resource groups for HPSM employees
C.	Pilot projects for the retention of HPSM faculty and staff
D.	Develop a centralized TGNB information hub with wellness and inclusion resources
E.	Increase access to TGNB-competent mental health providers through increased benefits
F.	Develop principles and guidance to equitably recognize service and leadership on EDI/AR
G.	Explore programs to enhance affordability of housing for faculty and staff
H.	Enhance leadership development opportunities for racialized groups
I.	Explore development and funding of leadership incubator for racialized women
J.	Develop a mentorship program for pre-tenure and early career racialized faculty (cross-institutional)
K.	Reinforce developmental aims of staff performance management process
L.	Review and implement enhancements to tenure and promotion practices, exploring opportunities to improve related polices and collective agreements
M.	Establish special programs of awards/prizes for HPSM Early Career Researchers
N.	Develop a process to systematically identify and address EDI-related issues raised in exit interviews

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

	STRATEGIC ACTIONS
A.	Review central undergraduate recruitment and admissions systems, policies and practices with an equity and anti-racism lens
B.	Review decentralized graduate admissions processes and practices with an equity/anti-racism lens
C.	Review university enrolment and student access plans with an equity and anti-racism lens
D.	Promote and facilitate opportunities for CRCs to hire HPSM graduate students
E.	Initiate a Black and Indigenous scholars fellowship program
F.	Establish a funding program to award new racialized graduate students
G.	Explore opportunities to fundraise for TGNB students
H.	Secure more donor-funded needs-based awards for racialized undergraduate and graduate students
I.	Explore programs to enhance affordability of housing, childcare and transit for students
J.	Explore the creation of an ambassador program to support racialized student recruitment

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

	STRATEGIC ACTIONS
B.	Identify supports for TGNB athletes
C.	Review recreation and intramural policies with a gender inclusivity and human rights lens
D.	Expand TGNB health and wellness initiatives (training practitioners, SOPs, referral support)
E.	Support Black student mental health (peer support, wellness navigator, subsidy for local referral)
F.	Incorporate racialized specific wellness information in student orientations, including Jump Start
G.	Increase complement and competencies of mental health practitioners from and capable of supporting HPSM groups (especially 2SLGBTQIA+ and IBPOC)
H.	Apply trauma-informed racialized, TGNB and disability health lens to Wellness Strategic Framework
I.	Establish a Black Resource Centre on the Okanagan campus and a Black Student Space on the Vancouver campus
J.	Establish principles and guidelines to help start-up and sustain student affinity groups
K.	Analyze results of regular undergraduate and graduate student experience surveys to inform program and service enhancements

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.

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
A.	Introduce anti-oppressive/anti-racism, human rights and equity content in new employee orientation
C.	Review and update Positive Space training program (including resources regarding use of pronouns and chosen names)
D.	Develop and disseminate trauma-informed, power-sensitive conflict resolution training/ resources
E.	Develop and disseminate equitable and anti-racist workplace resources for people managers
F.	Develop EDI eligibility criteria for university-funded management professional development programs
G.	Develop resources for graduate supervisors to enhance their intergroup competencies

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
A.	Identify and point to a robust glossary of definitions of race-related concepts
C.	Expand and widely disseminate information and resources about discrimination concerns, complaints and informal processes, including alternate resolution processes
D.	Enhance the annual human rights and resolution report

Appendix

DEFINITIONS

2SLGBTQIA+
Two-spirit, lesbian, gay, bisexual, trans, queer, intersex, asexual plus communities who belong to minoritized sexual orientation and gender identity groups

HPSM
Historically, persistently, and 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.

IBPOC
Indigenous, Black, and Persons of Colour

TGNB
Transgender and Non-Binary—2SLGBTQIA+ & TGNB will be referenced together to recognize both the connections and distinctions between these communities.

2. CURRICULAR CHANGE

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

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

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

3. COMPOSITIONAL CHANGE

3.1 Review and improve faculty and staff hiring processes to better integrate equitable and antiracist principles.

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

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

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

4. INTERACTIONAL CHANGE

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.

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

ROADMAP VERSION HISTORY

OCTOBER 2024

In October 2024, the StEAR Roadmap for Change was updated with minor changes to reflect learnings from process of collecting status updates for the 2024 StEAR Progress Report. In the interests of transparency, these changes are listed below. The original wording of all actions can be accessed in the 2024 StEAR Progress Report:

- Minor wording edits were made to actions 1.1C, 1.1E, 1.3F, 1.3G, 1.3H, 1.4E, 1.5A, 3.1F, 3.2F, and 4.2C. These changes are intended to provide greater clarity on the intended scope of the action and avoid confusion caused by ambiguities in the original wording.
- Terminology in actions 3.3G and 3.3H was updated to reflect more specific terminology used by the Leads of these actions.
- The wording of action 3.1G was updated to disambiguate it from actions 3.1A-F which encompass best practice resources, while 3.1G focuses on systems and infrastructure for accountability for following best practices.
- Action 4.1C was updated to clarify that the Positive Space program predates StEAR and is not a new program being developed.
- Action 2.3B, "Develop a guide to integrating EDI in research programs and methodology," has been removed as it refers to the same efforts captured in 2.3A and 2.3D.
- Action 3.1I, "Recruit and develop human rights advisors with race-related discrimination experience," has been removed as it refers to the same efforts captured in 3.1H.
- Action 3.1J, "Recruit and develop Investigations Office investigators with race-related discrimination experience," has been removed as it refers to the same efforts captured in 3.1H.
- Action 3.4A, "Review 'In Service: Global Engagement Strategy' with an equity and anti-racist lens," has been removed as it refers to a strategy that is no longer active.
- Action 4.1B, "Develop and disseminate equitable recruitment training requirements and resources," has been removed as it refers to the same efforts captured in actions 3.1A-G.
- Action 4.2B, "Develop and widely disseminate discrimination complaint flow chart," has been removed as it refers to the same efforts captured in 1.6B and 4.2C.

UBC Equity & Inclusion Office