

SUBJECT	STUDENT DIVERSITY INITIATIVE UPDATE
MEETING DATE	DECEMBER 5, 2017

Forwarded to the Board of Governors on the Recommendation of the President

**APPROVED FOR
SUBMISSION**



Santa J. Ono, President and Vice-Chancellor

For Information

Report Date	November 10, 2017
Presented By	Andrew Szeri, Provost and Vice-President Academic Louise Cowin, Vice-President Students Deborah Buszard, Deputy Vice Chancellor, UBCO Sara-Jane Finlay, Associate Vice-President, Equity & Inclusion

EXECUTIVE SUMMARY

In December 2015, the Board of Governors approved the UBC Commitment to Diversity Fund. Recognizing the significant opportunity these funds represent, in the Spring of 2016, the Provost, the Vice-President Students, and the Associate Vice-President Equity & Inclusion established the Student Diversity Initiative (SDI) that has developed a framework for the funds. The SDI Project Team in Vancouver is in the process of implementing systemic and strategic priorities for Year 1 in support of student diversity. Work at UBC Okanagan is ongoing and in the developmental phase.

In the following document, we provide an update on the early implementation phase of Year 1, the current work the SDI is undertaking, and some key next steps.

Attachment: Project Update Report

INSTITUTIONAL STRATEGIC PRIORITIES SUPPORTED

- Learning
 Research
 Innovation
 Engagement
 (Internal / External)
 International
- or Operational

Previous Report Date February 14, 2017

UBC's Commitment to Diversity Fund & Student Diversity Initiative

SARA-JANE FINLAY
JUDE TATE
BEN POLLARD



Table of Contents

Executive Summary	3
UBC's <i>Commitment to Diversity Fund</i>	5
PURPOSE	5
FROM STRENGTH TO STRENGTH	5
THE CHALLENGE AND THE OPPORTUNITY	6
The UBC Student Diversity Initiative.....	8
BACKGROUND.....	8
ANALYTICAL FRAMEWORK.....	8
DEVELOPING A STRATEGIC FRAMEWORK	9
PRINCIPLES, PRIORITIES & STRUCTURE	10
COMMITMENT TO DIVERSITY FUND ALLOCATIONS: 2017-2019.....	13
YEAR 1 DELIVERABLES.....	13
YEAR 1 FUND ALLOCATION: 2017-2018.....	13
YEAR 2 FUND ALLOCATION: 2018 – 2019	14
ACCOUNTABILITY AND ASSESSMENT	14
NEXT STEPS	14
Appendix A – Examples of Key Initiatives to Attract and Support Diverse Students	15
Appendix B: Consultation Findings	17
Appendix C: Embedded and Strategic Support Team Roles & Responsibilities	20



Executive Summary

PURPOSE

The Commitment to Diversity Fund was established to prioritize the efforts to ‘recruit and support diverse students’. The Student Diversity Initiative operationalizes this commitment through a guiding framework of Inclusive Excellence to address systems and processes to build a university that is welcoming and inclusive of all our students.

BACKGROUND

In December 2015, the Board of Governors approved the [UBC Commitment to Diversity Fund](#). The following spring, the Provost, VP Students, and the AVP Equity & Inclusion established the Student Diversity Initiative (SDI) to create a framework for the *Commitment to Student Diversity Fund*. Project teams on both campuses, gathered data and undertook research to identify systemic and strategic priorities that impact the experience of diverse students at UBC.

The process included four key components:

- a. A literature review of approaches to diversity and excellence at peer institutions,
- b. A gap analysis with key administrative stakeholders
- c. Facilitated dialogues with key student groups
- d. Analysis of relevant UBC data

RECOMMENDATIONS

Based on the findings of the research, we recommend the adoption of Inclusive Excellence (IE) as the guiding framework for the Student Diversity Initiative. Diversity and inclusion are essential to achieving excellence in teaching, learning and research at UBC. Inclusive Excellence conceptualizes diversity beyond demographic features, and works towards embedding diversity systemically into core operations, policies, programs and practices, and is fundamental to leveraging the quality, presence and impact of the University in the broader society.



FUND ALLOCATION IN Year I 2017/2018

UBCV - \$1 MILLION

UBCO - TBD¹

- Student Diversity experts embedded in priority units:
 - UBCV – Faculty of Arts, Centre for Teaching & Learning Technology (CTLT), Student Development & Services (SD&S), Equity & Inclusion Office (EIO), Enrolment Services
- Strategic Support Team in the EIO will provide support for strategic-level priorities

FUND ALLOCATION IN YEAR 2: 2018 – 2019

UBCV - \$2 MILLION ONGOING

UBCO - TBD

Year 2 will build on Year 1 to support planning and implementation.

- Development and implementation of Faculty and unit partner plans
- Expansion of embedded strategists
- Support for projects in Faculties and units arising from UBC's strategic planning process addressing the diverse student experience

ACCOUNTABILITY AND ASSESSMENT

Annually, a report will be provided to the Provost, the Vice President, Students, Deputy Vice Chancellor, and an update to the Board of Governors on the allocations of the funds, projects to date, and outcomes. In September 2018, SDI will commence a review and assess the alignment of outcomes with priorities, and provide a 3-year framework to the Provost, Vice President, Students and Deputy Vice Chancellor for 2019 - 2021. Long term outcomes will be tied to the UBC Strategic Plan.

NEXT STEPS

- Working with Phase 1 partners, implement the SDI foundational plan over the coming year, with an update to the Board of Governors in December 2018.
- In alignment with the UBC Strategic Plan process, work to develop a broader UBC Diversity and Inclusion/Inclusive Excellence Strategy, that supports the diversity of faculty, staff, and students as they study, work and live at UBC.

¹ Please note that the work at UBCO is ongoing and its structures are in the developmental phase.



UBC's Commitment to Diversity Fund

PURPOSE

Recognizing the changing dynamics of our student populations, including the increase in numbers, diversity, and complexity of our domestic and international students, the Board of Governors approved the [UBC Commitment to Diversity Fund](#) in December 2015 for the Vancouver campus. A similar fund will be established on the Okanagan campus and its operationalization will uphold the principles and values outlined below.



The Commitment to Diversity Fund was established to respond to the prioritization of the efforts to 'recruit and support diverse students' associated with the increase in undergraduate international students, tuition. Following a process of analysis and consultation, the Student Diversity Initiative (SDI) was created for the Vancouver campus to respond to these commitments. The guiding framework for this work is Inclusive Excellence. From its origins with the Association of American Colleges & Universities (AAC&U) and adapted to its local contexts, Inclusive Excellence serves as a foundational and systemic approach to embed diversity, equity, and inclusion into the core operations, policies, and practices of every unit at the university. In using this approach, the SDI will engage with systems and processes at the local as well as the strategic level to support building a university that is welcoming and inclusive of all of our students. Enriched campus experiences are central to UBC's success as a globally recognized research-intensive university, and this includes addressing the needs of under-represented and marginalized populations.

FROM STRENGTH TO STRENGTH

Building on UBC's strengths in recruiting and retaining students, the Funds will build and implement strategies that will deepen our current diversity and inclusion strengths, and make significant and strategic impacts on our aspirations over the long term. Developing a strategic approach starts with a recognition of the strong foundation of some of UBC's existing approaches. Samples of some of the key strategies currently in place to attract and support diverse students can be found in Appendix A.



THE CHALLENGE AND THE OPPORTUNITY

While programs and initiatives provide a good foundation, there is still more to do systemically to support student diversity and the success of under-represented and marginalized students at UBC. This work will improve UBC’s learning and research environments, as well as position UBC as an institutional leader in addressing and redressing uneven achievement and the experience of students, staff, and faculty on our campuses.

We have some ongoing challenges in the experiences of our diverse student populations who report significantly different experiences than the rest of their cohort. Figures 1 & 2 show select measures from the Undergraduate Experience Survey 2016, which collected data from more than 7500 respondents across both campuses. It provides a comparison between diverse populations and their respective appropriate comparator groups across key measures, and shows substantial differences between the groups on many measures.

Figure 1: Undergraduate Experience Survey Data UBCO

	Female compared to Male	Transgender compared to Male/Female	LGBQ compared to Heterosexual	Mental Health Condition compared to No Disability	Aboriginal compared to Domestic non-Aboriginal	Racial Minority1 **	Racial Minority2
I feel part of a campus community	0%	***	-11%	-5%	-1%	5%	17%
Students of my [identity] are respected on campus	-5%	***	-13%	Not asked	-9%	-29%	-29%
UBC values diversity	4%	***	-10%	-10%	-3%	-9%	-11%
UBC provides a supportive learning environment	5%	***	Not asked	-5%	3%	-8%	7%
Number of Respondents	754	2	114*	197	107*	85*	17*

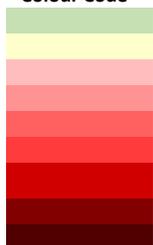
Figure 2: Undergraduate Experience Survey Data UBCV

	Female compared to Male	Transgender compared to Male/Female	LGBQ compared to Heterosexual	Mental Health Condition compared to No Disability	Aboriginal compared to Domestic non-Aboriginal	Racial Minority1	Racial Minority2
I feel part of a campus community	-1%	-25%	-7%	-13%	-1%	0%	-7%
Students of my [identity] are respected on campus	-9%	-56%	-30%	Not asked	-13%	-30%	-24%
UBC values diversity	-1%	-35%	-13%	-17%	-9%	-13%	-5%
UBC provides a supportive learning environment	-4%	-23%	-9%	-21%	-4%	3%	-7%
Number of Respondents	3924	75*	860	741	180	118*	236

Range

- 3+ points better than comparator
- 2 to +2 points difference
- 3-5 points worse than comparator
- 6-10 points worse than comparator
- 11-15 points worse than comparator
- 16-20 points worse than comparator
- 21-25 points worse than comparator
- 26-30 points worse than comparator
- 31+ points worse than comparator

Colour Code



- * Some caution should be used in interpreting these results due to relatively low respondent numbers
- ** The comparator group for the Racial Minority category are students who identified as Canadian/American/European without identifying any other ethnic background.
- *** Analysis not possible



In contrast to their appropriate comparator group, some diverse populations are: -

- less likely to feel a sense of community on campus or in their faculty;
- less likely to feel respected on campus or to believe that UBC provides a respectful environment;
- less likely to say that UBC values diversity;
- less likely to say that UBC provides a supportive learning environment.

In addition to these findings, research on UBCV shows that diverse populations are more likely to report academic impacts due to mental health issues than their comparator groups.

These findings matter. UBC has made commitments to supporting diversity and a respectful environment, however, students of diverse identities are less likely to agree that UBC has met its commitments. Note, these findings are indicators of the measures of achievement related to student success, recruitment, and UBC affiliation.

At UBC, addressing diversity cannot be just about 'fixing' problems. Responding to the diversity on our campuses is about strengthening our learning, teaching, research, and community experience by taking a strategic and proactive approach to engage with and deliberately grow UBC's capacity for inclusion. UBC welcomes people with diverse backgrounds, experiences, approaches, methodologies, and epistemologies, but it is through active engagement with our diversity that UBC can create opportunities for intersections and dialogues that strengthen the experience of our students as well as faculty and staff, ultimately building a greater university.



The UBC Student Diversity Initiative

BACKGROUND

UBCV undergraduate student leaders advocated for proactive measures to respond to increases to international student tuition. In response, the Board of Governors established UBC's Commitment to Diversity Fund. In the spring of 2016, the Provost, Vice President, Students, and the Associate Vice President, Equity & Inclusion established the Student Diversity Initiative (SDI) to develop a framework for the *Commitment to Diversity Funds*. The Student Diversity Initiative Project Teams on both campuses engaged in assessment and priority setting processes to identify systemic and strategic priorities for Year 1 and 2 of the funds.



ANALYTICAL FRAMEWORK

Throughout 2016 and 2017, the Project Teams coordinated a research phase, including consultations with staff and students (see Appendix B for a summary of findings from both campuses), and a synthesis of several UBC reports and other data sources to assess, clarify, and understand the experiences of diversity for undergraduate students at UBC.

The approach included four key components: -

- a. A literature review of approaches to diversity and excellence at peer institutions, and identification of the key components of successful approaches to supporting student diversity
- b. A gap analysis through consultations with key administrative stakeholders, focusing on identifying priority areas given existing programs and initiatives
- c. Facilitated dialogues with key student groups identified from the 2016 University Experience Survey
- d. Analysis of relevant UBC data

The results allowed the Project Teams to consider the systemic impact of the Funds to embed UBC's core values of equity, diversity, and inclusion, throughout the operations, systems, culture, and organizational structures that directly impact the campus experiences for diverse, under-represented and marginalized to students.



DEVELOPING A STRATEGIC FRAMEWORK

While many Canadian universities may have high rates of demographic diversity, harnessing that diversity and embedding the tenets of inclusion and intercultural fluency into the cultural fabric of an institution requires a concerted effort and an empirically sound roadmap.

The Student Diversity Initiative Project Team (UBCV) undertook a literature review, which identified promising approaches to diversity at peer institutions. A common theme identified was the importance of 'Inclusive Excellence' to embed diversity throughout an institution.

This concept recognizes **that excellence at universities is not only enhanced by diversity, but that excellence cannot be achieved without structural and systemic support for diversity.**

Structural strategies for achieving Inclusive Excellence include:

- A comprehensive mission statement that reflects an authentically deep commitment to diversity and inclusion in explicit terms.
- Strong plans for the operationalization of a diversity plan, with measurements of intercultural competency and clearly articulated accountability measures.
- Senior leadership for diversity, with commitment to and responsibility for the deployment of strategies responding to diversity from all levels of leadership across the institution.
- Opportunities for critical dialogues about the campus diversity in classrooms and other campus settings, including supporting faculty to develop leading pedagogical strategies to enhance the experience of diversity classroom.
- The elimination of institutional and systemic bias in hiring and promotion practices for faculty.

Taking a systemic and all-university approach to diversity was supported by the consultations with students and key administrative stakeholders and students, that were held over the fall of 2016 and early 2017. The consultations identified a broad range of ways that UBC could enhance support for diversity, from student recruitment to curriculum, intercultural fluency development and intercultural experiences, to student support services and communications (see Appendix B for a summary of findings)



PRINCIPLES, PRIORITIES & STRUCTURE

Principles

The *Commitment to Diversity Funds* will: -

- Focus work at the systemic and strategic level;
- Leverage current successes;
- Focus on integrating diversity, inclusion, and intercultural competencies, into all aspects of the campuses;
- Address priority populations as identified in the Undergraduate Experience Survey and through other outreach activities;
- Build collaborative partnerships and initiatives with Faculties and Units that are responsive to the local context, but are supported to succeed in a way that is cohesive, strategic, and provides an efficient approach to supporting those initiatives; and will
- Implement generative and evidence-based practices through data collection, analysis and sustainable action-plans, and monitoring of successful impact.

Priorities

Specific outcomes from this systemic approach will include: -

- Embedding diversity into strategic leadership and planning, e.g.:
 - Alignment of the Student Diversity Initiative with the UBC Strategic Planning Process
- Supporting Faculties and Units to strategically engage with and implement approaches to diversity, inclusion, and intercultural fluency, through:
 - Strategic support for the development and implementation of Diversity and Inclusion plans in Faculties, Departments and Units.
 - Context-specific (Faculty/Department/Unit) approaches to diversity, built and implemented by embedded staff experts and supported by central expertise and resources, to ensure that Faculties, Departments, and Units can effectively and efficiently affect the experiences of diversity for students, faculty, and staff in their local context.
- Addressing priority areas that cross Faculties and Units, e.g.:
 - Targeted supports for specific populations.
 - Faculty research support addressing pedagogy and online tools for the diverse classroom.
 - Public education strategies.
- Supporting our communities to engage with diversity, e.g.:
 - Development and expansion of student engagement and dialogue programs across units.



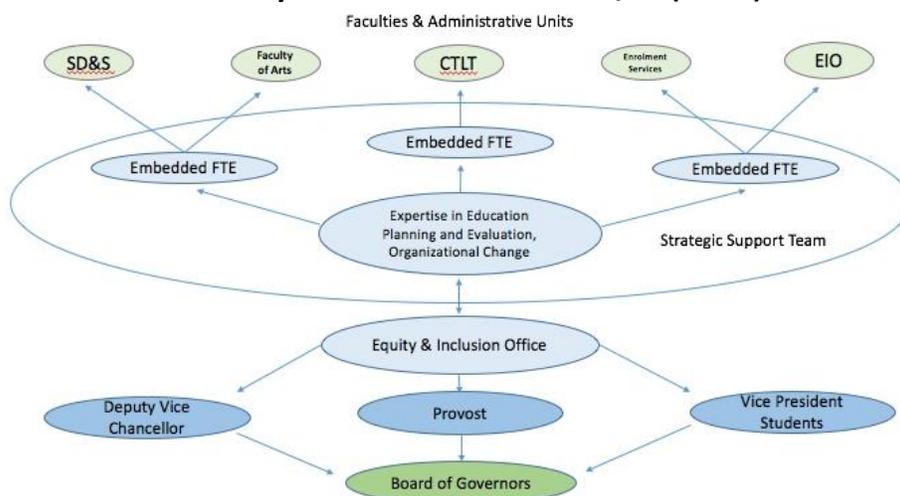
- Supporting intercultural and intersectional experiences that diverse learners bring to the educational experience who in turn enrich and enhance the core mission of the university.
- Strengthen the organizational foundation for longer term systemic change, e.g.:
 - At UBCV, a Student Diversity Initiative network of embedded experts and a central strategic support team will collaborate with units to bring depth and understanding to enliven the Student Diversity Initiative priorities.
 - A central strategic support team will provide expertise, share information on promising practices, and create resources that will give units the capacity to respond to priorities, and to build upon initiatives and programs that are focused on the enrichment and support of student diversity.
 - At UBCO, a proposal is under consideration which would respond to the specific needs of the campus and fulfill the principles outlined in this document.

Structure at UBCV

To respond to and implement the above priorities, strategic support is required to link work in units and projects to system-wide strategic initiatives. A core team with expertise in equity, diversity, organizational change, research, planning, evaluation, and educational initiatives will work in deep collaboration with partner units to design, plan, and evaluate processes and projects to impact diverse students and the overall campus experience.

Embedded SDI staff leads located within key units at UBCV will provide local strategic and tailored support. The SDI strategic support team will support and resource embedded SDI staff to implement action plans and raise capacities within units. This model will help to balance the need for embedded expertise in the local context, with the need for a cohesive, strategic, and efficient approach to support initiatives. With a mandate to support student diversity and the student experience, the SDI team will work in close collaboration with key administrative and academic partners as well as student governments and student leaders.

Figure 3: Student Diversity Initiative Structure 2017/18 (UBCV)





To support this work Phase 1 partners, UBCV will have embedded expertise and leadership from a Strategic Support Team to develop local approaches. UBCV current partners include:

- Faculty of Arts
- Centre for Teaching Learning and Technology
- Student Development and Services
- Office of the Registrar
- Equity & Inclusion Office

For the UBCO campus, further analysis is necessary to determine the most appropriate model to support the principles and priorities outlined above.



COMMITMENT TO DIVERSITY FUND ALLOCATIONS: 2017-2019

Developing Inclusive Excellence is not a ‘quick-win’ process – it will require a strategic and systemic approach over a multi-year timeframe to affect significant change.

There are concrete and significant steps that are being taken now to implement the priorities outlined above, and to lay the foundation for long-term success.



YEAR 1 DELIVERABLES

By end of 2017/18, the Student Diversity Initiative at UBCV will have:

- Recruited a core team of experts
- Developed Diversity and Inclusion priorities and plans with phase 1 partner Faculties and Units.
- Developed and made available classroom climate and pedagogical strategy modules, and other resources to support instructors in our diverse learning environments.
- Identified and implemented programs, educational sessions, and processes that will increase staff intercultural fluency in the VP Students portfolio.
- Initiated an environmental scan of diversity related to the recruitment of students.
- Mapped key initiatives across recruitment and student support portfolios to inform Year II and beyond.

YEAR 1 FUND ALLOCATION: 2017-2018

UBCV - \$1 MILLION; UBCO - TBD

- Unit Strategic Support
 - At UBCV staff are embedded in the Faculty of Arts, Centre for Teaching & Learning Technology, Student Development & Services, Equity & Inclusion Office, Enrolment Services (6 FTEs)
- Strategic Support Team
 - At UBCV a Project Manager, Planning & Evaluation Analyst, Organizational Diversity Strategist, and University Strategist have been appointed. A Communications & Engagement strategist will be appointed shortly.

Roles and responsibilities for these team members can be found in Appendix C.



YEAR 2 FUND ALLOCATION: 2018 – 2019

UBCV - \$2 MILLION ongoing; UBCO - TBD

Year 2 will build upon and broaden the support, planning, and implementation that occurred in Year 1.

- Development and implementation of partner plans.
- Expansion of embedded student diversity strategic support strategists on both campuses.
- Increase in project funds in partnership with Faculty Equity Leads.
- Support for projects identified in UBC's strategic planning priorities.

ACCOUNTABILITY AND ASSESSMENT

Regular communication to the UBC community and university leadership on UBC's *Commitment to Diversity Funds* will be an important demonstration of accountability to the students the funds are meant to impact the most.

Annually, a report will be provided to the Provost, the Vice President, Students, the Deputy Vice Chancellor, and an update to the Board of Governors on the allocations of the funds, projects to date, and outcomes. In September 2018, SDI will commence a review to assess the alignment of outcomes with priorities, and provide a 3-year framework to the Provost, Vice President, and Deputy Vice Chancellor for 2019 - 2021. Long term outcomes will be tied to the UBC Strategic Plan.

NEXT STEPS

- In partnership with Phase 1 partners at UBCV, implement the SDI foundational work over the coming year, with an update to the Board of Governors in December 2018.
- Work closely with the leadership at UBCO to develop a structure that responds to the needs of that campus while reflecting the priorities as outlined above.
- Support for projects in Faculties and units arising from UBC's strategic planning process addressing the diverse student experience
- In alignment with the UBC Strategic Plan process, work in partnership to collaborate on a broader UBC Inclusive Excellence Strategy, that supports the diversity of faculty, staff, and students as they study, work, and live at UBC.



Appendix A – Examples of Key Initiatives to Attract and Support Diverse Students

The following is a selection of the broad range of initiatives to attract and support diverse students. This is not intended as a comprehensive list.

Scholarships & Support

Program	No of Students Impacted 2016/17	\$ 2016/17
Policy 72 Access to UBC	4387	\$19 million
UBC Access Promise – new process to support low and middle-income students	270	\$0.6 million
Centennial Scholars & Leaders Award for domestic students	90 Scholars (annually) 10 Leaders (annually)	\$1.2 million
International scholars program - leaders of tomorrow hybrid needs/merit award for international students and the Donald A. Wehrung International Student Award recognizes outstanding international undergraduate students from impoverished or war-torn areas, who have achieved academic excellence under difficult circumstances and who would be unable to pursue post-secondary education without financial assistance	130	\$4.8 million
Financial supports for Aboriginal students	37% of aboriginal students receive UBC funding	\$2.8 million
Support for Youth Aging out of Care	26	\$0.25 million
Support for refugee students through WUSC, in partnership with AMS	36	\$0.4 million
Mastercard Foundation Scholars program to support academically talented yet economically disadvantaged young people from Sub-Saharan Africa to attend UBC	112	\$2.1 million
Partnership with Langara College on Aboriginal Transfer Program to encourage enrolment at UBC.		Up to \$2500



Student Experience & Support

Program	No of Students Impacted
International Scholars program	37 UBCV 2 UBCO
Okanagan Society of Scholars program	85 UBCO
Scholars Community program at UBCV for Centennial Scholars and those holding major scholarships to build connections and personal/academic growth.	185 UBCV
Jump Start: First year orientation and transition program for new, international students to improve success and retention.	1900+ UBCV 300+ UBCO
First Nations House of Learning (UBCV)	1359 self-identified aboriginal students
Aboriginal Programs & Services (UBCO)	505 self-identified aboriginal students
Collegia – UBCO 1 st Year, Upper Year, Aboriginal, Global and Graduate Students	1200-1600 visits each/year
Collegia – UBCV Direct entry first year commuter students	1000+ students
International Students Advisors	4700 per year
Enhanced mental health supports and health and wellbeing promotion	\$2.5 million

Initiatives

- Recruitment efforts resulting in increased geographic diversity of international students. In 2005/2006 86 students represented 20 countries at UBCO. In 2015/2016, 1251 students came from 98 countries to study at UBCO and 13182 students came from 152 countries to study at UBCV.
- More than 1800 student leaders at UBCV and 250 student leaders at UBCO received Diversity and Inclusion training for Orientation and Welcome.
- Both UBCV and UBCO have an Equity Ambassadors peer program.
- The Aboriginal Health Initiative at UBCO lead by Aboriginal Programs & Services.
- The development of intersectional learning opportunities is an important means to bridge across diversity.
 - At UBCO a joint event was hosted by the Disability Resource Centre and Aboriginal Programs & Services that offered opportunities to learn about the Aboriginal Disability Network.
 - The UBCV 2017 UBC Advising Conference focused on advising and engaging a diverse student body.



Appendix B: Consultation Findings

Between November and December 2016 at UBCV and in the spring of 2016 at UBCO, facilitated discussions were held with administrative and front-line student support staff regarding their experiences of the strengths and structural limitations diverse students experience during their undergraduate experience.

Six themes emerged:

- Recruitment and admissions – UBC’s commitment to diversity in recruitment can go further to enhance recruitment strategies and admissions policies, and align more closely with efforts to engage and support diverse students once they have arrived on campus.
- Classrooms and curriculum – Classrooms and curriculum provide a significant space for students to engage with each other and their faculty across difference. Faculty should consider ways in which the relationship between intercultural competence and academic success could be conveyed through the curriculum and reflected in the course materials. At UBCO students reflected on the need for an openness or responsiveness to diversity.
- Extra-curricular spaces – Inclusive and welcoming spaces are an essential ingredient for student engagement and offer opportunities for students to practice working with and across difference towards common goals.
- International students and domestic students from diverse backgrounds – Some at UBCV stakeholders questioned how the term ‘international’ student is used in reference to diversity since many of our domestic students are also from diverse backgrounds. At UBCO we heard that student support services should always be created in an inclusive and bidirectional manner that engaged with feedback from students to improve services.
- Cultural dimensions of other identity characteristics – UBC’s understanding of diversity should go beyond ethnicity, national origin, and language to include other identity characteristics such as socio-economic status, ability, and gender identity. Understanding must also acknowledge that many students have intersectional identities.
- Staff, faculty, and graduate students – Many stakeholders suggested UBC give greater emphasis to intercultural competence as a requirement in the hiring, orientation, professional development and evaluation of all faculty and staff. Responsibility for diverse students should be a broad responsibility and not just fall to those who share diversity characteristics with students. Leadership from across the institution must uphold and communicate values of equity and inclusion.

One additional theme emerged at UBCO:

- Designated offices/increased support – Without an ombudsperson or a human rights advisor, there are no on-site resources for the formal reporting of inequity, exclusion, harassment or discrimination. Provide clear, safe, accessible reporting options for students, staff, and faculty.



STUDENT CONSULTATION: JANUARY – MARCH 2017 (UBCV); SPRING (UBCO)

Consultations were held with student leaders and students from representative groups, specifically those groups that were identified as a concern in the UES data analysis. Students were engaged in conversations on diversity and inclusion to understand and clarify:

- Their perceptions on the sources of concern surrounding the experience of diverse students.
- Their experience of existing supports to attract and retain diverse students and any subsequent gaps in those systems and supports.
- Their insights into areas for change to ensure a campus where all undergraduate students can academically thrive and feel they belong.

Six themes emerged:

- **Mental health resources**
 - Resources on both campuses were felt to not reflect the cultural and linguistic diversity of the student population and were not felt to have the capacity to support the intersectionality of students' identities. Systemic stress, especially in first year, should be supported by mental health resources.
- **Access to information and mentors**
 - Although some resources and supports exist, students reported the UBC 'way of doing things' was difficult to navigate and many did not know how to access those resources. An early mentorship program, similar to the one developed at UBCO, could help UBCV students with early navigation of the system.
- **Academics**
 - At UBCV, students reported that there is a lack of awareness of issues of diversity and inclusion in the classroom, reinforced through a heavily Eurocentric curriculum. International students and students of diverse backgrounds suggested that they struggle more in the classroom due to gaps in the ability and awareness of peers and instructors, which are reinforced by negative stereotypes, limited knowledge, and the experience and cultural competency skills of faculty and students.
 - At UBCO, students wanted a greater understanding of accommodation and universal design on the classroom.
 - Students reported experiencing a range of conflict from subtle to overt, and fear the consequences of reporting racist, homophobic or transphobic conduct of instructors. A lack of transparency around the process deterred students at UBCO from reporting.
 - Students can be deterred from seeking assistance with English because of fear of stigma.
- **Equity and Inclusion**
 - Aboriginal students at UBCV said the campus does not look like it is located on unceded territory, while others suggested the digital and promotional materials used by Faculties and the University do not reflect the experience of diversity.



- At UBCO, Aboriginal students reported a desire for further consultation on how their territories are recognized to ensure that it is respectful and consistent.
- It was reflected that clubs and student groups for marginalized students are often forced to spend a disproportionate amount of time raising funds and running programs for other marginalized students, and receive limited institutional support.
- Diversity and inclusion initiatives need to be promoted better to both domestic and international students.
- Limited spaces for some groups of students (e.g. LGBTQ) can limit the sense of community on the UBCO campus, while other groups (e.g. Aboriginal, international) would like their spaces to have more visibility and to be more open to the broader community.
- **Intercultural experiences**
 - Students expressed frustration at the lack of opportunities to interact with students who are different from themselves, and experienced inadvertent racism from others. They consistently expressed the need to ramp up knowledge and skills for faculty, staff and students.
 - Resources should be directed towards education on intercultural skills particularly around issues of culture, race, sex and violence.
- **Orientation to the University**
 - Current orientation programming was felt to not be adequate to support culturally diverse students and transfer students within Faculties and elsewhere. A mentorship program would provide opportunities for students to integrate into UBC much more easily.
 - At UBCO International students need more support in finding housing both on and off campus, as well as further programs to support academics. In addition, limited food options and high cost were identified as stressors.



Appendix C: Embedded and Strategic Support Team Roles & Responsibilities

The Student Diversity Initiative Strategic Support Team:

- Organizational Diversity Strategist provides expertise and advice on organizational change strategies related to systemic approaches to diversity, inclusion, and excellence across strategic areas related to the Student Diversity Initiative priorities.
- Planning and Evaluation Advisor primary responsibility is for the development, implementation, and analysis of diversity related student experience research and provides analysis to inform strategic direction, programming, and practices related to the Student Diversity Initiative priorities.
- Advisor, University Relations supports strategic planning approaches of the Student Diversity Initiative and works closely with students, staff, and faculty in student organizations, student leaders, Faculties, departments, and other student service areas.
- Project Manager executes the Student Diversity Initiative project priorities to ensuring timely and effective project development and completion.

Embedded Experts

- **Centre for Teaching & Learning Technology:** provides consultation services on teaching and learning in diverse student learning environments for UBC audiences, and is responsible for evaluating educational resources, programs, and services for further development.
- **Equity & Inclusion Office:** The Equity Facilitator for Race & Cultural Competency provides leadership, programs, and intervention impacting the racialized student experience, including building capacity for inter-cultural competencies, cultural knowledge, and skills for all members of the campus community.
- **Student Development & Services SDI Strategist** works to support the development of strategic approaches that embed diversity practices into all the work of Student Development & Services.
- **Planning and Evaluation Advisor** is embedded in Enrolment Services and provides analysis of enrolment data and current practices to inform the strategic direction, programming, and policy decisions related to the enrolment strategies and practices in alignment with the Student Diversity Initiative.