




---

<b>SUBJECT</b>	Equity & Inclusion Office Annual Report 2021-2022
<b>SUBMITTED TO</b>	People, Community & International Committee
<b>MEETING DATE</b>	June 15, 2022
<b>SESSION</b>	Recommended session criteria from Board Meetings Policy: OPEN
<b>REQUEST</b>	For information only - No action requested
<b>LEAD EXECUTIVE</b>	Marcia Buchholz, Vice-President Human Resources
<b>SUPPORTED BY</b>	Gage Averill, Provost and Vice-President Academic pro tem, UBC Vancouver Lesley Cormack, Deputy Vice-Chancellor and principal, UBC Okanagan Ainsley Carry, Vice-President Students Margaret Moss, Interim Associate Vice-President Equity & Inclusion Jerry Chen, Associate Vice-President HR, Communities of Expertise Adam Charania, Associate Vice-President HR, Strategic Advisory Partnerships Elsie Achugbue, Director, Institutional Initiatives Samir Traore, Strategist, Institutional Initiatives Doug Thorpe-Dorward, Managing Director, Faculty Relations & Support Services

---

**PRIOR SUBMISSIONS**

The subject matter of this submission is considered on an annual basis by the Board of Governors, most recently in [April 2021](#) (OPEN SESSION). The following Executive Summary provides a status update from the date of the most recent submission.

**EXECUTIVE SUMMARY**

Sustained excellence in research, education and engagement depends on the integration of diverse perspectives and approaches. As a public institution, UBC has the responsibility to ensure inclusion across students, faculty, staff and alumni, and through all external interactions. The 2021-2022 Equity & Inclusion Office Annual Report provides a snapshot of key Equity & Inclusion Office (EIO) equity, diversity and inclusion (EDI) initiatives and human rights-related efforts.

EIO continues to act as a service delivery unit to students, faculty and staff – including with a specific focus on providing education, planning and evaluation, and human rights advising - as a backbone for the implementation of the Inclusion Action Plan, a facilitator of community engagement efforts, and as a centralized hub for EDI knowledge exchange, sharing, and mobilization. Structured by IAP goal areas supported, highlights of related activities and human rights efforts include the following:

**System change**

- As a **backbone organization for the implementation of the Inclusion Action Plan (IAP)**, the EIO coordinated communications and engagement of university partners, developed implementation structures and processes, roles and tools, and facilitated a Collective Impact approach to the work.
- Supported institutional efforts related to the implementation of the **Anti-racism and Inclusive Excellence Task Force**, and the **coordination of the Trans, Two-Spirit and Gender Diversity Task Force** and the **Religious, Spiritual, and Cultural (RSC) Accommodation** working group.

**Capacity building**

- The office engaged on **338 consultation requests from 50 plus units across 21 plus portfolios or faculties**. Requests primarily related to education but also included requests for strategic and implementation level support.

## Accountability

- The **human rights advising team responded to 1,104 human rights-related concerns**, in addition to reviewing requests that did not meet the minimum threshold for consideration under Policy SC7: Discrimination. This included responding to the following numbers of protected characteristics raised: 343 by undergraduate and 211 by graduate students, 10 by post-doctoral scholars, 230 by faculty and 246 by staff members, 36 by public individuals, 15 by alum, and 8 by group complaints, for a total of 778 concerns at the Vancouver campus and 322 concerns at the Okanagan campus.
- **With partners, the EIO integrated Employment Equity Survey into Workday** to enhance data collection and analysis of employment equity data, and we are co-leading a **student demographic data project in order** to enhance our understanding of student body and their experiences with inclusion.

## Learning, research, and engagement

- **The office provided over 103 faculty and unit-level educational sessions and consultations** around EDI, recruitment, conflict engagement, and anti-racism to leadership and heads of units, teaching assistants, and students, staff and faculty generally. Additionally, created online courses and curated resources. A new Justice, Equity, Decolonization, Indigenization, and Inclusion (JEDII) STEM Series engaged some 536 total participants from over 70 different units.
- **Delivered communication and engagement activities** around significant days and emerging issues, including activations around International Women’s Day, Black History Month, Pride, Trans Days of Remembrance and Visibility, and Orange Shirt Day.
- Advanced efforts to identify and eliminate systemic obstacles and inequities for marginalized and under-represented people in research, including by supporting the implementation of the **Canada Research Chairs (CRC) EDI Action Plan**, CRC recruitment, **federal Dimensions** program, grant consultations, development of an EDI in Research **resource hub**, and workshops with over 10 units.
- Through the **Equity Enhancement Fund**, the EIO disbursed \$94,350 in funding for 25 faculty and staff led initiatives across both campuses. **Launched a pilot of** a low-barrier fund to support student engagement, **the Inclusive Initiatives Fund**, and disbursed \$45,000 for student-led projects. Contributed \$50,000 to the UBC Community Engagement-led **Partnership Recognition Fund** focusing the fund to support EDI-related collaborations of wider community benefit.

## Recruitment, retention and success

- Supported **inclusive and equitable search and hiring processes** in over 13 hiring processes, and at least eight units across six faculties and portfolios, including providing education and consultation related to job descriptions, recruitment practices, survey design, data collection, and human rights considerations.
- Continued efforts to **support retention and wellbeing of students, faculty and staff from equity-deserving group**: IBPOC programming for faculty and staff, pilot mentorship and wellbeing-related initiatives, Disability Affinity Group, and 2SLGBTQIA+ affinity spaces.

For full information please review the attached Equity & Inclusion Office report.

---

## SUPPLEMENTAL MATERIAL

1. UBC Equity & Inclusion Office Annual Report March 1, 2021 - April 30, 2022



# UBC EQUITY & INCLUSION OFFICE ANNUAL REPORT

March 1, 2021 – April 30, 2022

## **About this report**

This report serves as an accountability and transparency mechanism for the efforts of the EIO in advancing the goals and actions of UBC's Inclusion Action Plan, commitments to inclusion, and obligations under Policy SC7: Discrimination.

## **About inclusion at UBC**

At UBC, inclusion is a commitment to creating a welcoming community where those who are historically, persistently, or systemically marginalized are treated equitably, feel respected, and belong. The Inclusion Action Plan is the university's guiding framework to operationalize this commitment.

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

## **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.

## **Land acknowledgement**

We acknowledge that the UBC Vancouver campus is situated within the traditional, ancestral and unceded territory of the Musqueam and that the UBC Okanagan campus is situated on the traditional, ancestral, unceded territory of the Syilx Okanagan Nation.

# TABLE OF CONTENTS

- EXECUTIVE SUMMARY ..... 3**
  - CONTEXT ..... 3
  - KEY HIGHLIGHTS..... 4
- OVERVIEW ..... 6**
  - OUR TEAMS ..... 6
  - ORGANIZATIONAL CHART ..... 8
  - OUR VALUES ..... 9
  - OUR THEORY OF CHANGE..... 9
  - STRATEGIC ALIGNMENT ..... 9
- KEY ACHIEVEMENTS ..... 10**
  - GOAL: RECRUITMENT, RETENTION, AND SUCCESS ..... 10
  - GOAL: SYSTEM CHANGE ..... 13
  - GOALS: CAPACITY BUILDING ..... 14
  - GOAL: LEARNING, RESEARCH, AND ENGAGEMENT..... 16
  - GOAL: ACCOUNTABILITY..... 19
- HUMAN RIGHTS CONCERNS AND TRENDS ..... 20**
  - SUMMARY OVERVIEW ..... 20
- LOOKING AHEAD ..... 22**
  - CALLS TO ACTION ..... 22
  - EIO PRIORITIES..... 23
- APPENDIX A: HUMAN RIGHTS DATA..... 26**
  - HUMAN RIGHTS DATA TABLE ..... 26
  - HUMAN RIGHTS DATA FIGURES ..... 29
- APPENDIX B: ADDITIONAL EDI DATA ..... 33**
- APPENDIX C: RECOGNITION AND AFFILIATION ..... 33**
- APPENDIX D: CAMPUS PARTNERS AND SITES OF ENGAGEMENT ..... 33**
  - DEDICATED CAMPUS PARTNERS..... 33
  - CAMPUS PARTNERS AND SITES OF ENGAGEMENT ..... 33

# Executive summary

Sustained excellence in research, education and engagement depends on the integration of diverse perspectives and approaches. Education is an enabler of social development and mobility, and UBC is intent on advancing the inclusion of all those who have been excluded based on gender, race, religion, sexuality, age, physical ability or economic circumstances.

At UBC, diversity is regarded as a key strength of the institution and is fundamental to achieving excellence in teaching and learning, research and service. Inclusion is a commitment to access, success and representation of historically underserved, marginalized or excluded populations. As a public institution, UBC has the responsibility to ensure inclusion across students, faculty, staff and alumni, and through all external interactions.

This report provides a snapshot of some of the major initiatives of the Equity & Inclusion Office (EIO) during the March 2021 to April 2022 reporting period. The structure of the report reflects how our work supported the advancement of inclusion generally, and the Inclusion Action Plan (IAP), specifically. Further, the report provides an overview of our human rights advising and data gathering efforts.

Given the structure of the report, it is important to highlight that while some initiatives support the progress of multiple IAP goals, they are purposively listed under the goal they are seen as primarily supporting.

## Context

### Leadership commitments, increased unit-level engagement and requests

During this reporting period the EIO overall continued to face increased demand and more complex types of requests for our services and expertise. This increased level of engagement with our office, corresponds with historical and emerging societal developments and increased leadership commitments to and engagement around inclusion, anti-racism, and Indigenization. Subsequently, intensified efforts by portfolios, Faculties and units to advance inclusion in their respective communities and areas of work.

### Historical and emerging societal issues

Externally, emerging societal issues, national and international reckonings with racism and colonial pasts and presents, and continued disproportionate impacts on equity-deserving communities from the COVID-19 pandemic, may explain the intensified engagement around inclusion and the increased demand for EIO supports. It is imperative now to maintain the engagement and momentum gained over the past two years and transition from public commitments towards more tangible actions.

### Commitment to Indigenization

With the September 2020 launch of the UBC Indigenous Strategic Plan (ISP) and subsequent implementation phase, the EIO has been working to understand how best to support university commitments around Indigenization and decolonization as our work necessarily intersects with ISP commitments and efforts. The EIO is committed to integrating appropriate approaches to this work across our portfolios. The co-lead on the ISP and immediate past Chair of the ISP Implementation Committee has been appointed as the Interim Associate Vice-President, Equity and Inclusion, as of December 1, 2021.

### Multi-level engagements amid decentralized, complex web of actors

The complexity of operating in a large-scale, decentralized institution such as UBC over two campuses presents particular challenges and requires significant coordination towards effective and efficient involvement and alignment. There is a large network of actors: leadership, students, faculty, and staff engaged formally or informally, and individually or as part of committees, working groups, networks, task forces, and action planning teams.

This office supports this work across three levels of the university: institutional, Faculty, and department and/or unit. A systems approach means working to inform and support more equitable institutional policies, practices, and structures, while also supporting units with related implementation efforts. Given the complexities of the work and the decentralized nature of the university, some challenges remain with respect to ensuring alignment and communications across all three levels of the institution. There is a large demand for support in advancing Faculty and departmental strategic planning and/or support for funding to advance their EDI work. To that end, the EIO created an Activating Inclusion Toolkit to support their efforts more efficiently in addition to our support through strategists, analysts, and advisors.

### Data

While working to enhance EDI-related data, several existing data sources provide some additional context to inform EIO and institutional responses. Institutional data, in part, includes employment equity, workplace experience, and undergraduate experience data (see Appendix B: Additional EDI Data for links).

## Key highlights

The EIO continues to act as a service delivery unit to students, faculty and staff with a specific focus on education, planning and evaluation, and human rights advising. With inclusion as a strategic plan commitment, EIO also serves as a backbone for the implementation of the Inclusion Action Plan and a centralized hub for EDI knowledge exchange, sharing, and mobilization. Further, as a facilitator of community building and connection within and across equity-deserving groups, the EIO delivered initiatives that sought to strengthen a sense of connection and belonging; these efforts were additionally responsive to times of uncertainty, traumatic global and local events, and amid literal and figurative social distancing. The key highlights that follow align with the five goals of the IAP.

### System change

- The EIO continues to act as a mainstay organization for the implementation of the IAP, by coordinating communications and engagement of university partners, developing implementation structures and processes, roles and tools, and facilitating a Collective Impact approach to the work. This involved engaging and coordinating 24 Inclusion Action Leads across 13 faculties or portfolios, launching five Action Planning Teams, and growing a 150 member EDI Action Network. The EIO further supported over eight units with their efforts to begin unit-level implementation of the IAP. The Leads, Teams and Network are discussed later in the report.
- Contributed to institutional supports for the Anti-racism and Inclusive Excellence Task Force and resulting recommendations, and the coordinated the Trans, Two-Spirit and Gender Diversity Task Force and the Religious, Spiritual, and Cultural (RSC) Accommodation working group.

## Capacity building

- Over 13 months, the EIO received over 338 consultation requests from over 50 units across over 21 portfolios or Faculties. Requests primarily related to educational engagements, but also included requests for strategic and implementation level support for EDI efforts. While many requests started as requests for workshops, they required a more complex and deeper engagement in order to adequately build capacity and/or facilitate systemic and cultural changes. Additionally, the EIO engaged in numerous projects responsive to institutional and internal priorities assigned through leadership – substantive efforts not tracked through the online consultation request form.

## Accountability

- During this reporting period, the Human Rights advising team responded to 1,104 human rights-related concerns, in addition to reviewing all requests for support that did not meet the minimum threshold for consideration under Policy SC7: Discrimination. Specifically, the number of consultations per protected characteristics (PCs) by impacted individuals (or groups) of following status are as follows: 343 by undergraduate and 211 by graduate students; 10 by post-doctoral scholars, 230 by faculty and 246 by staff members, 36 by public individuals, 15 by alum, and 8 by groups. This accounted for a total of 778 PCs raised at the Vancouver campus and 322 PCs raised at the Okanagan campus.
- The EIO integrated the Employment Equity Survey into Workday to enhance data collection and analysis of employment equity data, and co-initiated a project that seeks to enhance the collection of student demographic data. The student data project aims to fill an identified gap in university-wide student data related to demographics.

## Learning, research, and engagement

- University-wide, provided faculty and unit-level educational and training sessions and general consultations around efforts to build inclusion, support conflict engagement, and develop anti-racism practices. Work involved the creation of online courses, curation and sharing of resources, and delivery of workshops for leadership and heads of units, teaching assistants, and generally to students, faculty and staff. A new Justice, Equity, Decolonization, Inclusion and Indigenization (JEDII) STEM Series engaged some 536 total unique registrants across 70 plus different units.
- Delivered communication and engagement activities designed to raise awareness and inspire involvement of UBC community members with significant days and timely themes and issues, including activations around International Women's Day, Black History Month, Pride, Trans Days of Remembrance and Visibility, and in support of Orange Shirt Day.
- The EIO worked to advance EDI in research, with a focused engagement around the Canada Research Chairs (CRC) Equity, Diversity and Inclusion (EDI) Action Plan, CRC hiring processes, research on CRC experiences, and UBC's pilot participation in the federal EDI Dimensions program. The Dimensions program seeks to support institutions in identifying and eliminating systemic obstacles and inequities for marginalized and under-represented people in research. Related efforts further included delivery of an EDI in Research resource portal and grant-related consultations.
- Through the Equity Enhancement Fund, provided some \$94,350 in funding for 25 faculty and staff led initiatives across both campuses. Launched a pilot of a low-barrier fund to support student engagement, the Inclusive Initiatives Fund, and disbursed \$45,000 for student-led projects. Contributed \$50,000 to the UBC

Community Engagement-led Partnership Recognition Fund, shifting the focus of the fund to support EDI-related collaborations with external partners and of wider community benefit.

### **Recruitment, retention and success**

- Administered and analyzed results of the CRC applicant pool equity survey to support the 2019 Restricted and Preferential Hiring Special Program from the Office of the BC Human Rights Commissioner. Linked to this, issued research reports aimed at addressing underrepresentation of persons with disabilities and creating more equitable experiences for current and future chairholders at UBC.
- Specifically supported inclusive and equitable search and hiring processes in over eight units across six faculties and portfolios, including through education and consultation related to job descriptions, recruitment practices, survey design and data collection, and human rights considerations related to the search process. Developed and promoted tools and resources related to inclusive recruitment.
- Continued efforts to support retention and wellbeing of students, faculty and staff from equity-deserving group including through engagements to support connection and sense of belonging through affinity spaces and other engagements, including: Indigenous, Black, and People of Color (IBPOC), 2SLGBTQIA+, and people with disabilities.

## **Overview**

UBC is committed to improving employment equity, protecting the human rights of students, faculty, and staff across its campuses and work sites, and building a community where principles of inclusion and equity are embedded across academic, work, and campus life.

### **Our teams**

Through leadership, vision, and collaborative action, the EIO continues to further UBC's commitments to excellence, diversity, and inclusion. The EIO is comprised of several teams that operationalize our mission into action. There are three *Pods* for work- Human Rights; Education, Partnerships and Engagement; and Planning and Evaluation. These are supported by a Communications area and Administration.

#### **Human Rights**

The Human Rights advising team works collaboratively to uphold and promote the human rights and responsibilities of all UBC community members. The team responds to every person and group that comes to the EIO with a discrimination-related concern or inquiry, including those raised by UBC students, staff, and faculty on all UBC campuses, as well as from UBC alum and members of the public.

Pursuant to UBC's Discrimination Policy No. SC7, the human rights team works to informally resolve concerns, wherever possible, and to assist individuals to pursue investigations, where necessary.

In addition to the voluminous complaint response work, the Human Rights team proactively supports UBC leaders and all interested UBC community members to build human rights-respecting policies, practices, interactions and environments. By fostering effective working relationship with all relevant UBC parties, the team seeks to influence a positive shift towards restorative, trauma-informed, and lasting human rights changes within UBC's culture.

### **Education, Partnerships, and Engagement (EPE)**

The EPE team works collaboratively to embed JEDII into the practices and procedures within Faculties, departments, and units. With respect to education, the team works primarily with the administrative heads, faculty and staff to provide consultations and review of existing practices and policies, referrals and connections to other supports on campus, online resources and workshops, as well as to support committees and advisors to promote JEDII for historically, systemically or persistently marginalized members of our community.

The team works through time-bound partnerships with strategically selected units across the university, as well as in response to requests from other units. Engagement efforts are focused on building relationships with other change-making units across the university and supporting the creation of networks for equity-deserving groups and JEDII change-makers at UBC.

### **Planning and Evaluation (P&E)**

The P&E team supports efforts that advance equity, diversity and inclusion at the institutional level, including but not limited to the IAP, Employment Equity Plan, CRC Equity, Diversity and Inclusion (EDI) Action Plan, and participation in the federal Dimensions pilot program.

Through the development of an evolving suite of tools and resources, the coordination and facilitation support of communities of practice and working groups, and direct consultations, the team supports strategic planning, implementation and evaluation of EDI efforts across UBC.

Central to the team's approach is promotion of equity informed data and evidence-based decision making to guide and inform EDI initiatives at UBC. Through these avenues, the P&E team aims to contribute to systems level change through identification and elimination of inequities and the embedding of equitable policies, processes, and structures to contribute to lasting change. In addition to supporting this work at the institutional level, the P&E team also supports the EIO's internal planning processes and evaluation of initiatives to ensure accountability and evidence-based decision making.

### **Operations: Communications and Administration**

The Operations team is comprised of Administration and Communications teams that work in collaboration with other EIO teams to ensure the smooth delivery of programs and services designed to advance inclusion across the university. This includes project management, finance, event planning and management, marketing, and communications.

# Organizational Chart

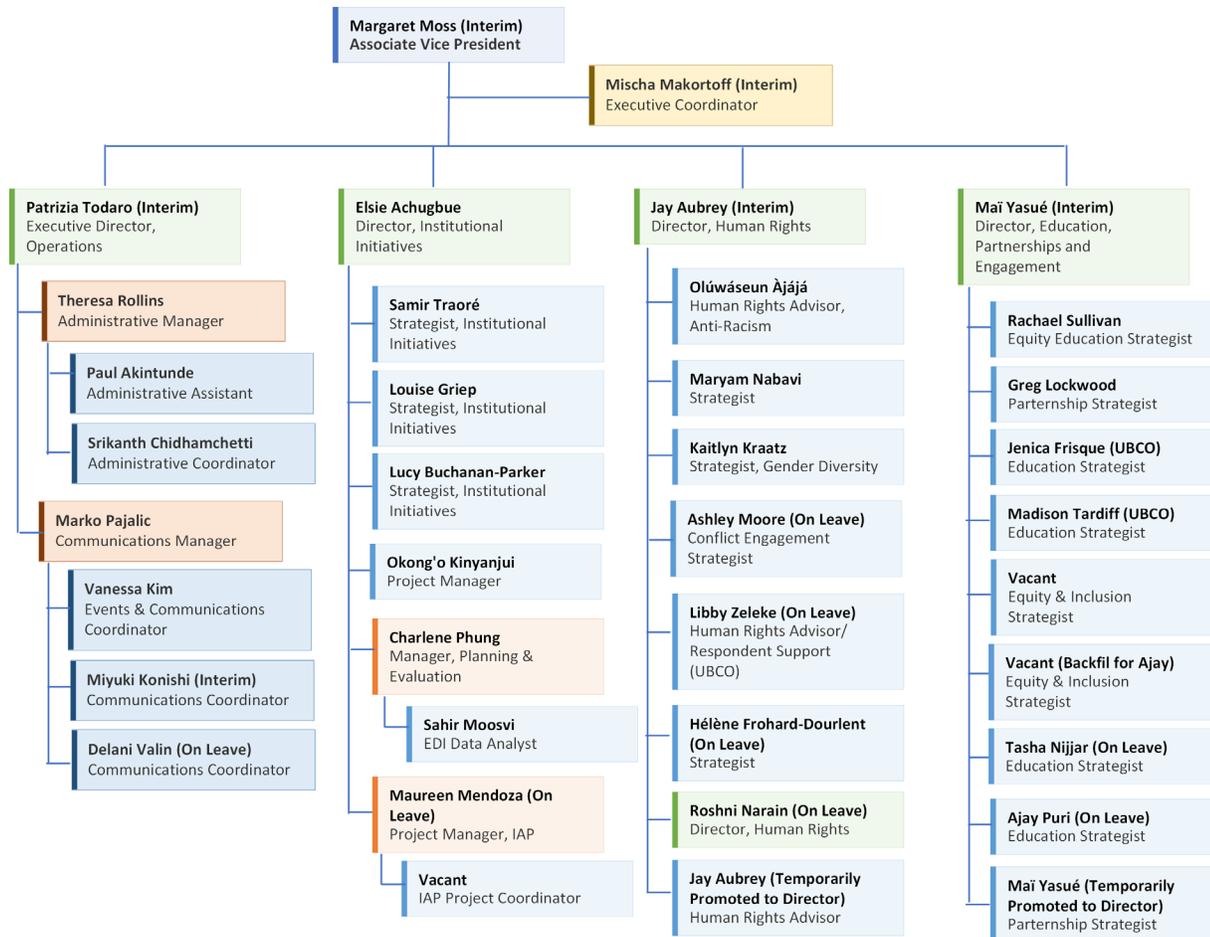


Figure 1: Organizational Chart, UBC Equity & Inclusion Office, May 2022

## Our Values

The following are our values as determined through a collective reflection process: intentionality, relationships, humility, creativity, and accountability.

## Our Theory of Change

Following a comprehensive internal engagement process and deep assessment of our work, the following areas outline our understanding of what is needed to create change. This is our theory of change.

### **Awareness**

Creating awareness and building a desire for change through cognitive and affective approaches is a fundamental step. In an enabling environment, with conditions of psychological safety, awareness can translate into changes in individual attitudes, behaviours, and practices. Meaningful societal shifts are grounded in individual shifts.

### **Bureaucracy**

Altering and enhancing institutional structures – policies, procedures, organizing principles, plans, systems, accountability mechanisms – can scale up and sustain change beyond the individual and small group. Structural changes are enabled by voices of the community, promising practices on the ground, and changes in discourse.

### **Community**

Affirming identity to build community is essential for the flourishing of marginalized groups and for meaningful inter-group dialogue. Intentionally built relational spaces give community members somewhere to retreat, find belonging, get nourished, network, and organize so that they can lead the way toward change.

### **Discourse**

Constructing new narratives, images, rituals, and physical environments that reflect our aspirations, influences individual, community, and institutional behaviour. Discourse is often shaped by leaders; who our leaders are and the tone they set through their example and moral persuasion impacts the success of change initiatives.

## Strategic Alignment

At UBC, inclusion is defined as a commitment to creating a welcoming community where those historically, persistently, and systemically marginalized are treated equitably, feel respected, and belong. Inclusion is built by individual and institutional responsibility through continuous engagement with diversity to inspire people, ideas, and actions for a better world.

UBC's strategic plan, *Shaping UBC's Next Century*, identifies inclusion as one of the core cross-cutting themes, and inclusive excellence as a strategy under the People and Places priority area.

The EIO works to support efforts to deliver on the actions identified in, amongst several other plans, the Employment Equity Plan, the CRC EDI Action Plan, the Indigenous Strategic Plan, Focus on People, Wellbeing Strategic Framework, institutional commitments to anti-racism, and, more broadly, the Universities Canada Inclusion Principles.

# Key Achievements

The following achievements reflect the EIO's efforts to advance UBC's commitment to inclusion and the Inclusion Action Plan. The achievements are reported according to the five goals identified in the plan:

1. recruitment, retention, and success;
2. building capacity;
3. system change;
4. learning, research, and engagement; and
5. accountability; and cross-referenced according to the specific goal-level actions.

While many of the achievements support and intersect across multiple goals and actions, they are listed below with respect to the primary focus of the initiative as described. In some cases, a particular sub-set of work may focus primarily on another goal, in which case that focus is listed separately under another goal.

## Goal: Recruitment, Retention, and Success

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

### Supported more inclusive and equitable search processes

#### Assessed CRC applicant pool equity survey to support special hiring program

- Administered and analyzed results of the CRC applicant pool equity survey to support the 2019 Restricted and Preferential Hiring Special Program from the Office of the BC Human Rights Commissioner. This work also enabled efforts to track and examine the number and proportion of Canada Research Chair (CRC) applicants identifying within any of the federally designated groups to the proportion of those who progress through the application and nomination process. This analysis will serve to identify patterns and trends that may indicate the presence of barriers for the full participation of members of equity groups in UBC's CRC program.

#### Researched under-representation and experiences of scholars with disabilities

- The reports were developed in partnership with the Office of the Provost at the Vancouver campus, and in consultation with CRCs across the university. Reports focused on two specific actions identified in the UBC/CRC EDI Action Plan: 1) addressing underrepresentation of person with disabilities; and 2) creating more equitable experiences for current and future chairholders at UBC. Reports examined issues arising in hiring, retaining, and supporting scholars with disabilities in CRCs and throughout academia and revealed how institutional and, more specifically, departmental environments play a critical role in the experiences and success of a chairholder.

### **Worked to diversify placement of job ads and supported special hiring programs**

- The *Diversifying Your Applicant Pool* database captures professional associations, publications, networks, and grassroots communities that specifically serve scholars from equity-deserving groups and are not the traditional sites of advertisement for searches. Using the database to further advertise positions supports the *Policy HR11: Employment Equity* minimum requirements for advertising in searches.
- Applied learnings from the special program for restricted hiring in the CRC program, and supported special program applications and/or preferential initiatives to redress historic and systemic inequities in other Faculties and/or departments at UBC.

### **Initiated development of the Equitable and Inclusive Job Descriptions tool**

- In consultation with UBC Human Resources, and arising out of the Senior Leadership Development Initiative, the EIO has been developing the *Equitable and Inclusive Job Descriptions* tool. The tool is designed to support hiring managers in units and departments across UBC in drafting job descriptions. Over the course of 2021, the EIO has piloted this tool with various units and departments.

### **Supported EDI in Faculty and unit searches**

- Provided consultation and workshops related to writing of job descriptions, hiring and recruitment practices, and specific human rights and accessibility considerations to over 25 units. The office also provided EDI expertise and assistance with survey design and provision of related data in support of several Dean-level searches. Human rights related engagements took place in thirteen units and resulted in successful processes and outcomes, creating in-house models for the future.

### **Cultivated more inclusive spaces towards retention and wellbeing of equity-seeking groups**

#### **FOCUS ON IBPOC CONNECTIONS**

##### **Supporting inclusion and retention of IBPOC students, faculty and staff**

At the Vancouver campus, the EIO programming included the delivery of a presentation highlighting the interests and concerns of IBPOC staff at UBC; development of a wellbeing survey for IBPOC-identified staff and faculty to gather feedback on programs, resources, and other supports that contribute to wellbeing at work and overall career success; support for a self-care workshop for IBPOC-identified participants, and launching of an IBPOC STEM Women's network.

At the Okanagan campus, the EIO Initiated efforts to build connections and community amongst IBPOC faculty and staff through programming such as the Black Care Baskets program and seven networking and community building engagements of IBPOC faculty and staff. Efforts are under way to further formalize and expand programming, with potential for coordination across campuses.

The EIO also helped co-organize a speaker series titled "*Where are all the Black People? Underrepresentation in the Academy*". The series foregrounded Black voices in fields where Blackness is particularly underrepresented, and provided actionable and measurable strategies to UBC to increase Black representation and Black excellence in these fields.

### **Supported faculty and staff-led Disability Affinity Group**

- Helped cultivate a community space where disabled staff and faculty members can connect and share experiences and resources that can support their work. EIO's work with the group led to the documentation of the group's shared needs, advocacy for more resources from the institution, and further advising and support work with UBC Human Resources.

### **Continued 2SLGBTQIA+ community building and visibility efforts**

- Initiated efforts to recruit faculty and staff who would be willing to inform and lead the formation of a 2SLGBTQIA+ affinity group and are now working to support next steps with the formation of the group. The EIO also hosted the annual Queer Orientation and Pride Picnics at the Okanagan campus, while Pride programming at the Vancouver campus consisted of digital communications and engagements in collaboration with Campus + Community Planning and Brand & Marketing, amongst others.

### **Responded to religious, spiritual and cultural accommodation requests**

- Requests have primarily come from undergraduate and graduate students, and in smaller numbers from staff and faculty. The development of prayer spaces has been identified as a priority for many students, faculty and staff who seek greater support for their religious, spiritual and cultural observances. The Human Rights team has aided in the creation of prayer spaces for students, faculty and staff on the Vancouver campus. The Human Rights team has also supported the development of guidelines for those using prayer spaces and is drafting an informational resource related to religious and cultural accommodations.

### **Supported Faculty and unit-level efforts to build more inclusive environments**

- The EIO facilitated conversations about EDI and conflict engagement, and hosted several listening sessions for equity-deserving groups in support of departmental efforts to build and enhance inclusive environments.
- In UBC Engineering at the Vancouver campus, the EIO worked with a committee of unit leaders and EDI champions to support implementation of system changes within units. The EPE team successfully engaged all units in knowledge sharing so that they can learn from each other and replicate good practices.
- Supported graduate student orientation through EDI workshops during orientations in Graduate and Post-graduate Studies and Applied Science.
- Worked with six units to create transparent within-unit reporting structures.

### **Facilitated issue-specific listening and engagement sessions**

- By request from various community stakeholders, the Human Rights team supported several events centering care and community in response to the shooting of Asian women in Atlanta, Georgia on March 16th, 2021, and in response to concerns raised as related to race-based exclusion and discrimination. The Human Rights team participated in student, staff, and faculty-focused listening sessions to enhance the sense of belonging for students, faculty and staff, create opportunities for vital community building through empathy-based connection, and as relevant lead to suggestions for improving departmental responses to inequity, exclusion and discrimination.

### **Supported initiatives to enhance inclusive physical spaces**

- Working in partnership with UBC Infrastructure Development, worked to ensure all building code requirements related to access and inclusion are met or exceeded. This includes providing strategic consultation on new building design and renovations to meet the greatest range of needs, as well as engaging in the Inclusive Washroom initiative to map washrooms and provide recommendations.

### **Continued efforts to support, connect, or celebrate equity-deserving groups**

- Over the past year, engagement programming included leading and supporting activations in response to annual campaigns, around days of significance, or in response to global incidents of hate, for example: International Women's Day, Black History Month, Orange Shirt Day, Transgender Day of Remembrance, Transgender Day of Visibility, and 2SLGBTQIA+ STEM Day, and collective responses to traumatic events.

## **Goal: System Change**

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

### **Focus on the IAP**

#### **Engaged faculty and staff and launched implementation structures in support of the IAP**

Following the soft launch of the IAP at the May 21, 2021 university-wide virtual forum, EIO continued engagement, communication and coordination activities to identify and engage faculty and staff connected to the IAP priority actions and to develop implementation processes and launch implementation bodies, such as five Action Planning Teams. Following the forum, EIO staff delivered bespoke engagements and communications on the IAP to divisions and portfolios and sought to embed and continuously share IAP messaging across the university.

#### **Hosted information sessions and ongoing engagements for the Inclusion Self-Assessment Tool (ISAT)**

ISAT features a series of 24 statements that units can assess themselves against to gain a better understanding of their strengths and opportunities when it comes to how their ways of working advance equity, diversity and inclusion. Since its publication in February 2020, the ISAT has helped units to create action plans, build capacity and understanding of EDI, identify specific actions they could take to become more equitable and inclusive, and begin to create cultural shifts in their ways of working together.

### **Informed changes, recommendations around institutional policies, practices**

#### **Drafted inclusive washroom institutional best practices**

- The EIO worked to translate the feedback from a UBC-wide consultation on inclusive washrooms into guidelines that support both the design and building experts, while also informing administrators, students, and faculty members of best and promising practices at UBC. The office also hosted consultation sessions with unit and building administrators to ensure that new and renovation/retrofit projects consider inclusive practices while a set of guidelines is in the works. A washroom audit has now been approved and will be conducted in order to collect information on the location, fixture allocation, amenities and signage to support clearer wayfinding for the community.

### **Contributed to university-wide working groups and task forces**

- EIO staff continued to bring an equity and human rights-focused lens to the data collection, consultation, recommendation-building and implementation processes of several task forces and working groups, including: Anti-Racism and Inclusive Excellence Task Force; the Trans, Two-Spirit and Gender Diversity Task Force; the Accessibility Working Group; and the Religious, Spiritual, and Cultural (RSC) Accommodation working group.

### **Enhanced gender identity data collection and sharing**

- In the wake of UBC's shift to Workday, and concerns raised about preferred names/legal names fields, pursued and achieved systems intervention to meet our obligations to gender diverse members of our UBC community.

## **Goals: Capacity Building**

UBC will enhance institutional and individual capacities and skills to succeed in and advance inclusive environments and work to sustain and continually evolve that capacity as skills and capabilities are increased.

### **Supported units and leaders navigating human rights concerns and conflict**

- Human rights concerns increasingly involve competing rights claims, where multiple individuals hold protected characteristics and lived experience of oppression, and are in conflict with similarly situated individuals holding different protected characteristics. The Human Rights team supported 17 UBC units to design and implement multi-year culture change processes that seek to address both general conflict and the human rights concerns. The team also supported 11 units grappling with race-based and other discrimination-related concerns arising in contexts of conflict. The work includes supporting dialogue sessions between faculty, administration and various stakeholders, including racialized undergraduate and graduate students. The team continues to manage a high volume of requests for support, including large group mediations and other group processes, including around issues of gender and disability.
- Conflict engagement specialists within the Human Rights team provide subject matter expertise to academic and non-academic unit leaders to frame and support a positive and generative engagement with equity-based conflict that promotes inclusive excellence. Requests for these conflict engagement support arrive independently, in addition to the case-specific work of the Human Rights team.

### **Enhanced equity-related resources for trans and gender diverse students**

- The EIO worked to enhance UBC resources for gender diverse students specifically, and for all students who seek help navigating the various offices of support at UBC. This included the creation of a web-based resource to assist incoming trans, gender non-binary and gender diverse students to navigate UBC systems and services. Staff continue to support trans and gender diverse students as they explore the possibility of initiating a student-led, student-governed mentorship program and creating additional resources to help students navigate UBC.

### **Continued to support EDI data literacy**

- With increase in requests for data, the office continued to support EDI data literacy amongst UBC community members. The work involved addressing their data questions, and supporting them in understanding their data needs and how and when to collect equity data.

## Launched networks and tools to support multi-level implementation of inclusion

### Engaged Inclusion Action (IA) Leads through Community of Practice (CoP)

- The CoP responds to mounting energy and requests for support, and facilitates efforts to advance a collective impact approach. The CoP was established to create a space for leadership in Faculties or administrative portfolios to meet and share their work towards inclusion, and to learn from each other. Currently there are 24 IA Leads from 13 different faculties or divisions, with some divisions or faculties that have yet to appoint IA Leads and/or participate in the CoP. Most of the participating IA leads have equity and inclusion committees.

### Established the EDI Action Network

- The Network seeks to facilitate connection, shared learning, and development for faculty, staff, and students working on inclusion initiatives. The EDI Action Network aims to build capacity of community members in support of changes that promote EDI in their units and departments. Through online events and information exchanges, the network engages those advancing EDI initiatives across the university. The EDI Action Network now includes over 150 changemakers across both campuses.

### Expanded inclusion implementation tools and supported unit IAP engagement

- The Activating Inclusion Toolkit builds capacity for strategic EDI initiatives in units and departments by offering a framework that can be used independently, without direct support from an EIO strategist. The toolkit provides an evolving library 13 tools that support inclusion implementation, and is organized into four phases which constitute a cycle of planning, learning, and action. Each phase contains multiple tools; units may decide to use one or more of the tools in each phase depending on their needs and context.
- Linked to the evolution of the toolkit components, piloted an Inclusion Action Statement Toolkit and Design for Everyone toolkit with several engineering design teams, engaging in one session 50+ participants.
- Delivered over eight sessions to support units in implementing the IAP within units, including Student Recruitment and Advising, Faculty of Management Dual Master Program, Engineering, Health Science, Faculty of Science EDI Community of Practice. Vice President Research + Innovation EDI committee, and Animal Care Services.

### Continued four dedicated Faculty and unit-level capacity building partnerships

- Continued to work in a dedicated partnership with Faculties of Science, Applied Science, and Medicine and the Centre for Teaching, Learning and Technology to coordinate efforts at central EIO and Faculty-levels. The EIO supported Faculty of Medicine with the creation of an EDI office.

## FOCUS ON ANTI-RACISM

### Delivered and designed anti-racism workshops

Working with the Centre for Teaching, Learning and Technology and the Indigenous Initiatives team, facilitated five anti-racism workshops for instructors and interested community members, and delivered four anti-racism in teaching and leadership sessions to 25 faculty members in Faculty of Applied Science. At UBCO, continued to provide proactive and reactive anti-racism trainings for students and staff.

### Helped assess and supported institutional efforts towards advancement of anti-racism commitments

Faculties were requested to provide information on initiatives and programs that they had developed and/or implemented to address advancing the goals within the IAP or anti-racism. The EIO reviewed all the information presented and undertook some rudimentary analysis to synthesize and summarize the information presented into categories.

### **Supported unit-level anti-racism and gender-equity efforts**

Worked with the Vancouver School of Economics (VSE) to support its efforts to: a) assess its racial and gender climate; and b) develop recommendations and learning opportunities for creating racial and gender equity, diversity, and inclusion.

### **Implementation of Anti-Racism and Inclusive Excellence (ARIE) Task Force recommendations**

The EIO supported institutional efforts in the implementation of the ARIE Task Force. An EIO staff member chaired the Staff Committee and two former student staff co-chaired the Student Committee. Another staff member provided human rights-related guidance and expertise. The ARIE Task Force issued its final report on April 22, 2022. The report contains 54 recommendations to address systemic racism against Indigenous, Black and People of Colour (IBPOC) within the UBC community and to promote inclusive excellence across UBC's two campuses. The EIO will be taking up, in part, the role of guiding the implementation of the Task Force recommendations.

## **Goal: Learning, research, and engagement**

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

### **Delivered a range of university-wide and unit-level trainings**

#### **Developed online courses and resources in support of EDI in learning, teaching, and research**

- Created three asynchronous delivery courses: Positive Space, anti-racism module at UBCO, and micro-credential equity ambassador course within Engineering. The new Positive Space course will be launched in June of 2022 and builds on 20 years of Positive Space at UBC. The course is designed to support all members of the UBC Community learn about and support the 2SLGBTQIA+ students, staff and faculty members. A Hiring Equity online module on Workplace Learning portal has to date been completed by over a 1,000 UBC community members.
- Developed resources of university-wide interest such as the EDI in Research portal with Vice-President Research and International, EDI for Teaching Assistants, Inclusive Teaching in Science, and hiring and support for inclusive leadership.
- Linked to support EDI in research, delivered more than ten EDI workshops for specific units related to research and fundamentals of EDI, such as sessions in Engineering and others in the Faculty of Applied Science.

### **FOCUS ON STEM**

#### **Launched JEDII in STEM Series to support networking and knowledge sharing**

Created opportunities for networking and resource sharing between units and the EIO to action EDI in STEM as part of the Justice, Equity, Decolonization, Indigenization, and Inclusion (JEDI) in STEM Series. Sessions included topics such as performance reviews, inclusive hiring, and inclusive education.

Through this series, delivered in total 17 sessions between June 2021-March 2022 with 536 total unique registrants across 70 plus different units within UBC. Achieved consistent engagement with smallest 30 participants and largest registrant list at over 200.

### **Delivered conflict engagement training**

- Provided post-conflict as well as conflict engagement training to faculties and units through multiple partnerships. Trainings included Learning after a Racist Incident, four sessions of CoResolve Deep Democracy training, and a series of conflict literacy and fluency training for faculty and staff through multiple partnerships.
- Additionally, the team worked with Human Resources on the development of a play providing audience members the opportunity for embodied practice of interrupting and addressing micro-aggressions, a standing foundational conflict engagement course, and a bi-annual, three-part intensive course.

### **Delivered leadership level trainings**

- Hosted over 11 workshops designed to support leadership learning and engagement around inclusion in the workplace: two workshops as part of Emerging Leaders program in the Faculty of Medicine, four workshops related to Undoing Inequities through Inclusive Leadership, and five workshops designed to help leaders build a respectful workplace. Further, developed and led EDI training sessions for heads of units in Engineering at the Vancouver campus.

### **Delivered workshops for teaching assistants designed to support inclusion in classrooms**

- Hosted eight workshops including for Computer Science, teaching assistants in STEM, Social Science & Humanities, Creative Arts and one open session.

### **Proposed recommendations to enhance the academic review process**

- Every four to six years academic departments go through an external review. Following a request from the Provost Office, the EIO reviewed and is proposing EDI suggestions for the academic review process. A brief of the suggestions will be shared in the late summer of 2022.

## **FOCUS ON RESEARCH**

### **Co-leading UBC's participation in the federal Dimensions pilot program**

UBC is one of 17 Canadian post-secondary institutions that are participating in a pilot project of the federal Dimensions program, which seeks to identify and eliminate systemic obstacles and inequities for marginalized and under-represented people in research. The UBC Dimensions pilot project is co-led by the Office of the Vice-President, Research and Innovation and the Equity & Inclusion Office. Key achievements in 2021 included: 1) a comprehensive institutional scan of EDI-related policies, programs, initiatives, and demographic data, and an in-depth assessment of the university's research-related systems, practices and culture; and 2) development of an engagement strategy to enable collective sensemaking of the information gathered in the institutional scan, to bridge

gaps in data remaining after the institutional scan, and to delineate and prioritize actions to eventually feed into the Dimensions action plan.

## **Engaged and partnered on initiatives that advanced EDI in research**

### **Supported research and grant initiatives with EDI Data**

- Increasingly institutions are required to submit EDI information about the faculties/departments involved and their commitment to building EDI initiatives into them. In response, the office provided EDI insights on a \$200 million per year grant that would support the development of top tier interdisciplinary groups such as the Steward Blusson Quantum Matter Institute.
- The EIO also offered consultations to multiple research groups such as the NanoMedicines Innovation Network, Mend the Gap, WRDS (Writing, Research, and Discourse Studies) in order to help them ensure EDI initiatives are done in a transparent, equitable, and inclusive manner. This was achieved by either providing data and guidance on how to utilize the information or advising on how to collect additional data to support their initiatives.

## **Supported community engagement, action through campaigns, funding initiatives**

### **Delivered communication and engagement activities designed to educate UBC community members on significant days and themes**

- Worked with Brand & Marketing, Internal Communications, and Media Relations to support communications and engagement related to emerging EDI issues, research releases, and days of significance and related campaigns.
- Delivered communication and engagement activities designed to raise awareness, celebrate equity-deserving groups, and inspire involvement, allyship and behaviour change amongst UBC community members. Programming is based on significant days and timely themes, including activations around International Women's Day, Black History Month, Pride, Trans Days of Remembrance and Visibility, and Orange Shirt Day.

### **Launched low barrier student funding program**

- Developed and piloted the Inclusive Initiatives Fund designed to support belonging, inclusion and equity for students from equity-deserving groups. Adjudicated and awarded over \$45,000 in funds to support student-driven initiatives to support equity-deserving groups.

### **Supported faculty, staff and community partner engagement in EDI through two funding schemes**

- Through the Equity Enhancement Fund, provided some \$94,350 in funding for 25 faculty and staff led initiatives across both campuses. Contributed \$50,000 to the UBC Community Engagement-led Partnership Recognition Fund focusing the fund to support EDI-related collaborations of wider community benefit.

## Goal: Accountability

UBC will hold itself accountable to its commitment to inclusion through clear and timely processes, thorough evaluation, and transparent reporting to the UBC communities on its progress on this action plan.

### FOCUS ON STUDENT DATA

#### Developing a centralized demographic data collection strategy for students

The EIO is engaged in multi-partner efforts to develop clear definitions and standards for collecting student data for use with administrative records and institutional surveys. These definitions and standards will become part of the UBC Data Governance Program to be applied by the University consistently and comprehensively. Partners include Enrolment Services, Planning and Institutional Research (PAIR), and Enterprise Data Governance (EDG).

#### Revising faculty and divisional snapshots with 2021 employment equity data

To better inform senior leadership decision-making with respect to employment equity initiatives in their own contexts, the EIO is working on revised snapshots using data collected through the updated 2021 employment equity survey. Integration with Workday will provide demographic data on applicant pools to hiring managers and committees, hence better supporting equitable and inclusive search processes.

### Continued efforts to enhance collection, availability of equity-related data

#### Enhanced and deployed UBC's Employment Equity Survey questionnaire

- Conducted the 2021 Employment Equity Survey campaign, the first administered through Workday with the aim to increase overall participation in the employment equity census and streamline data collection. Responses to the 2021 survey will be united with historical data stored on the University Data Platform for a more robust response rate and capture of UBC's faculty and staff.

#### Supported the communication and collection of data at unit-level

- These engagements included supporting units with ways to gather EDI-related data through focus groups, surveys and listening sessions. This included working with the eight plus units in the Faculties of Science and Applied Science. Units involved included Microbiology, Physics, Math, Computer Science, Skylight, and several engineering units. The team also engaged with VP Research and Innovation.

#### Analyzed UBCV tenured faculty Covid-19 survey responses

- The results of the report, with EIO as lead author, highlight long-standing social and systemic inequities as well as the differential impact of the pandemic on UBC faculty from an intersectionality lens.

# Human Rights Concerns and Trends

## Summary overview

The Human Rights team continues to meet its obligations under UBC's Policy SC7: Discrimination. The numbers of consultations and complaints that the human rights staff respond to continue to be high (see Appendix A: Human Rights Data). This poses a challenge given the time and care complaints of human rights discrimination require to be resolved in ways that are amenable to the different parties. In addition to the number of complaints increasing, the team has observed an increase in the number of complainants in each case.

The Human Rights advising team responded to 1,104 human rights-related concerns, in addition to reviewing all requests for support that did not meet the minimum threshold for consideration under Policy SC7. The number of concerns brought to the EIO during this reporting period represents a 29 per cent increase over the previous reporting period.<sup>1</sup> The Human Rights team also regularly provided recommendations to senior UBC leaders on how to respond to equity and human right concerns raised by individuals, student groups, faculty factions, and equity departmental committees.

Individuals and groups report significant fear of retaliation for raising their concerns with the Human Rights team. Some of these individuals have reported experiencing direct retaliation, particularly in response to raising concerns regarding differential treatment connected to disability, race, color, ancestry and/or place of origin. As a result of this fear and these perceptions of retaliation, human rights advisors are increasingly constrained in the work they can do on behalf of individuals and groups reporting concerns. These individuals and groups frequently ask to remain anonymous, and will often not consent to the direct involvement of the human rights team. This reluctance and hesitancy to become on-the-record complainants creates challenges for human rights staff in being able to do the work, and to message to the wider community about the work.

Some individuals who have pursued investigations and received conclusive findings of discrimination have been unable to obtain meaningful remedies. Post-investigation remedies have at times been unsatisfactory for a number of individuals who have proven they experienced discrimination. This could mean perhaps an apology but no reparations to bring the complainant back to a reasonable position as before the discrimination. This failure to appropriately remedy discrimination post-investigation creates serious challenges for the work of human rights advisors, whose job it is to advise UBC community members on the strengths and drawbacks of pursuing an investigation or other policy-based response.

Sex-based discrimination concerns continue to intersect with other protected characteristics in high numbers. In particular, those who identify as disabled and visibly racialized women report a disproportionate number of concerns by comparison to their representation at UBC.

---

<sup>1</sup> This percentage increase accounts for the shortened nature of the prior reporting period, which was ten months rather than 12. Amidst this increase, the number of human rights advisors has been reduced by half, from four to two, due to unexpected staff leaves.

## Additional concerns

The Human Rights team has received an increased number of requests for support from Indigenous-identified individuals and groups. Most of these concerns relate to content taught in classrooms, and the content of classroom conversations.

Graduate students continue to contact the human rights team in disproportionately high numbers by comparison to their representation at UBC. Most of the graduate student concerns relate to disability, race, colour, ancestry and/or place of origin. Graduate students regularly report their concerns are exacerbated by the steep power-imbalance between graduate students and their faculty supervisors, and the lack of clarity regarding when and how a supervisor may legally terminate a supervisory relationship.

The team also continues to receive a high number of concerns regarding return to campus initiatives, and the further marginalization of individuals living with disabilities. These concerns have been expressed in high numbers by almost all constituent groups – undergraduate students, graduate students, staff and faculty.

The team has received an increased number of concerns and inquiries related to religious, spiritual and culturally-specific identities and practices. In particular, undergraduate students have been seeking greater certainty and consistency with respect to the handling of non-academic accommodations requests.

Family status continues to be an area of heightened concern for staff, students and faculty who are navigating family care commitments amid COVID-related daycare and school closures.

Sex-based discrimination concerns continue to intersect with other protected characteristics in high numbers. In particular, those who identify as disabled and visibly racialized women report a disproportionate number of concerns by comparison to their representation at UBC.

Gender identity and expression, and sexual orientation-related concerns are primarily brought to the human rights team by undergraduate and graduate students who report experiencing frequent mis-gendering and other adverse treatment. Trans-identified students often report challenges obtaining appropriate student housing, using various facilities at UBC, and data management-related concerns.

The team is increasingly attending to the impacts of experiences of discrimination on complainant's mental wellbeing, creating additional obligations and emotional labor to ensuring complainants are well supported. Despite connecting the complainants to UBC and/or external community resources, much of the emotional support is falling on the Human Rights team. The advising team carefully practices trauma-informed de-escalation and trust-building strategies with individuals and groups.

The Human Rights team continues to support and advise departmental student collectives formed in the past year. These student groups are working on advocating for change within their department while also raising human rights complaints with our unit. Many of these are IBPOC-student collectives.

Through consultation processes, the need for a university-wide re-orientation to human rights that centres a restorative justice approach has been identified.

# Looking ahead

The following recommendations emerged through informal and formal exchanges with UBC community members, and from reflections by the teams within EIO. Calls to action draw attention to the institutional needs and opportunities. As there can be no EDI progress without participation from all corners and campuses, these recommendations present engagement opportunities for leadership, students, faculty and staff, and across portfolios, Faculties, and/or units and departments. The EIO priorities reflect the areas of work that will require office's focused engagement in the next year.

## Calls to Action

### Identify resourcing and institutional alignment options

- Faculties, units, and departments have shown a commitment to advancing inclusion. Through this process there is an identified need to secure consistent long-term funding as part of their annual budget to integrate inclusion into their regular operations. Some have turned to small grants or one time funding programs, such as the Equity Enhancement Fund, however, budgetary and resource constraints continue.
- There are also clear opportunities for greater alignment and coordination between portfolios to minimize redundancies and overlap. There are many inclusion initiatives across portfolios that are being undertaken individually and, amidst these efforts, opportunities exist to facilitate more collaborative and coordinated approaches to work in order to create alignment and consistency across areas. Reporting structures may play an important role in supporting these considerations.

### Match capacity of human rights advisors to human rights complaints

- In one respect, as the number of human rights complaints appear to increase, it can be seen as processes actually working. Constituents know how, and where to put forth such a complaint and feel safe in doing so. As the EIO has been receiving an increasing number of human rights consultation requests and complaints, additional resources are needed to meet the demand and provide adequate support to the University community.
- The Human Rights team would like to advocate for a policy review process with an aim to propose changes to Discrimination Policy No. SC7 that will provide greater clarity and strength to: (1) the informal resolution process, including for anonymous complainants; and (2) a clear process for post-investigation remedies. In particular, the team is advocating for resolution processes that focus on restorative justice outcomes both prior to and post investigation. Increasingly, cases have pointed to a gap at the end of the formal process.

### Support reporting and data-transparency, accessibility efforts

- The EIO noticed an increasing demand for data and evidence to inform decision-making and prioritization, including as related to employment equity and student demographics. While the university has begun to systematically collect staff and faculty equity data, there are opportunities to further enhance access to that data so as to inform decision-making in timely ways. There are access and sharing challenges both across administrative units as well as Faculties.
- Forthcoming efforts to report on portfolio, Faculty, and unit-level efforts to implement the IAP, as well as Anti-Racism and Inclusive Excellence Task Force recommendations, will only be successful with leadership support and appropriate data collection and sharing. These reports will provide necessary data on the needed trajectories of action, and any gaps or overlaps that would benefit from additional coordination.

## EIO priorities

### Support IAP implementation and institutional EDI efforts

- Provide backbone support for the IAP operating plan, including supporting Action Planning Teams (APTs) to complete and submit work plans to progress the 12 IAP priority actions; advocate for resourcing and implementing the IAP evaluation framework and plan; and finalize a structure and process for IAP unit and divisional progress tracking and reporting.
- Revise the CRC EDI Action Plan and continuing collaboration with Vice-President, Research and Innovation to finalize and submit the Dimensions application and action plan; complete the annual progress update on the CRC EDI Action Plan.
- Continue efforts to provide resources, co-facilitate planning meetings and workshops to operationalize EDI, provide consultation for informal and formal leaders to embed JEDII into key practices that address current gaps such as hiring, recruitment, performance review, leadership training and the support and well-being of graduate students from equity-deserving groups.
- Develop and facilitate the use of EDI data and tools to assess, plan, monitor, and evaluate EDI initiatives, including by publishing the next set of tools for the Activating Inclusion Toolkit, and supporting, units in using the tools and developing equity data internal infrastructures.

### Enhance student, EDI data collection and analysis

- Support the Student Demographic Data Project that aims to enhance the collection of student demographic data and enable the university to better understand student experiences, support student inclusion and success, and assess progress of equity, diversity and inclusion priorities.
- Conduct ongoing data analysis as required for existing reporting responsibilities, such as annual reports on the IAP and Employment Equity Plan.

### Build understanding of restorative approaches to human rights

- The restorative ethos of human rights work is not well-served by a primarily complaint-driven approach to human rights. Members of the UBC community have been calling for restorative approaches, which require strong relationships. A primarily complaint-driven model of human rights accountability often prohibits effective relationship-building. Attitudinal and culture shifts that sustain and uphold human rights for all are built through trust, sustained collaborations, and best-practices modelling. For individuals who are found to offend human rights policy and values, ample evidence demonstrates they will not be disciplined or legislated into change. In order to decrease the complaints received and enhance the levels of satisfaction of UBC community members with regard the handling of human rights-related matters, the Human Rights team needs to be explicit about its restorative approach, and have the resources to follow through on these commitments.

### Shift focus to proactive human rights strategies

- Alongside enhanced capacity for responding to complaints, additional team resources would enable more proactive education and facilitative work. Widespread human rights-related education is required in order to build the practical interpersonal skills and empathy that grow human rights-respecting environments. For example, a trauma-informed understanding of emotional distress, and knowing how to effectively respond to individuals (and oneself) amidst emotional distress is a human rights-related skill. There is strong potential for collaboration with the conflict engagement specialists within the EIO and others across the university to support this critical, proactive work.

### **Enhance understanding of the EPE team's work**

- Improve community's understanding of EPE team's mandate, services, and approach. With a renewed approach to addressing needs from units, an improved understanding of what units can expect in terms of support and engagement with EPE will help manage external expectations and will help ensure that the team is able to work collaboratively and effectively with external units towards systemic change.

### **Strengthen coordination of JEDII actors and enhance educational efforts**

- Support the networking and coordination of different JEDII actors throughout UBC to share resources and innovation, and create opportunities for greater emotional/psychological support. JEDII actors include people in formal and informal leadership roles, different student, staff and or faculty affinity groups across both UBCO and UBCV. The ongoing connection between the EIO and these different groups and fostering the networking between these groups is critical to ensure that the EIO and other JEDII actors are doing work that is connected to and relevant to the experiences of equity-deserving groups.
- Build accessible JEDII education, including through curation and development of online resources and modules. Develop "Train-the-Trainer" courses to support capacities to engage in this work within units.

### **Support decolonization and Indigenization efforts**

- Engage in efforts to strengthen relationships and collaborative engagements with Indigenous support units on campus.

### **Model inclusive human resource practices**

- Ensuring that our team follows best practices internally in supporting staff is not only important to build our skills and capacity, but to also model such practices to external units to whom the office provides advice. Staff turnover can have an adverse impact the efficacy of the team. Supporting retention and well-being is not only important for justice but also for the effectiveness of the team. As a result, the office will work to enhance inclusive and equitable human resources practices within EIO, including by assessing our approach to staffing and contracts, pay, performance review processes, hiring practices, workloads, professional development, internal training, and internal communications and coordination.

# Conclusion

The 2021 – 2022 reporting year represented another year of increased level of engagement with EDI across the university, and subsequently increased demand for EIO support. The EIO continued to respond to high levels of requests for human rights and conflict engagement advising, education and training, and planning and evaluation.

Aside from responding to requests, the EIO continued to operate as a backbone for the implementations of the IAP, uplifting operational structures, roles and tools. The office further developed and launched new educational offerings, advised leadership around portfolio, Faculty and/or unit-level system changes and inclusive search processes, cultivated community spaces that support retention and wellbeing of equity-deserving community members, worked towards EDI data enhancements, and supported inclusive teaching and research efforts.

Given the high-level of requests, and limited resources to respond to each request individually in a sustainable way, the office also produced self-guided resources to address some of the more frequent and straightforward needs of students, faculty, and staff. By providing more self-guided resources, the EIO staff is able to dedicate more time to more complex and deeper system and culture change initiatives across the university. Linked to these efforts, the EIO continues to build relationships and partnerships and advises portfolios, faculties and units committed to inclusion.

Amidst increased workloads, the emotional labour ingrained in this work, and expressed challenges and constraints, the office nonetheless continues to deliver on its mandate. Much of this continues to be possible thanks to the highly engaged and committed staff that bring forward lived experience and professional expertise.

On assessment of this year's efforts and internal and external environmental factors, the team identified a number of recommendations and priorities for the year and years ahead: ensuring appropriate levels of resourcing at EIO and institutional levels to adequately support inclusion and IAP implementation and policy mandates, enhancing EDI data with a primary focus on student data and Faculty and unit-level data sharing, building understanding of restorative and proactive approaches to human rights work, building more coordination amongst EDI/JEDII partners, expanding educational efforts, supporting EDI in research, and enhancing the operations and understanding of the EIO.

The office now looks to the work ahead with consideration of the continued and expanded leadership commitments to inclusion, anti-racism, decolonization and Indigenization, governmental initiatives, societal factors, the importance of inter-sectional approaches, and current efforts to hire an Associate Vice-President, Equity and Inclusion who will provide ongoing leadership and further shape the work of the EIO and inclusion efforts at the university.

# Appendix A: Human Rights Data

## Number of consultations per protected characteristic, by status of impacted individual

	Undergraduate students	Staff	Faculty	Graduate students	Public	Alum	Post-doc scholars	Group complaint	Unknown	Total concerns	Per cent of total	Vancouver campus	Okanagan campus
Race, Colour, Ancestry, Place of Origin <sup>2</sup>	110	75	71	66	15	5	2	3	1	348	31.5	208	138
Physical or mental disability	69	55	33	50	10	0	3	4	1	225	20.4	172	53
Sex	65	48	64	31	4	2	1	0	2	217	19.7	180	36
Religion	25	12	8	4	3	0	0	0	0	52	4.7	42	10
Gender identity or expression	24	8	3	15	1	4	1	0	0	56	5.1	41	14
Family status	17	26	17	13	1	0	2	0	0	76	6.9	57	19

<sup>2</sup> Fourteen of these consultations involved place of origin-focused allegations only. Fourteen of these consultations involved place of origin and ancestry-focused allegations only. The remaining consultations involved a combination of race, colour, ancestry, and place of origin-focused allegations.

Sexual orientation	16	13	1	21	0	4	1	0	1	57	5.2	28	29
Indigenous identity <sup>3</sup>	15	7	12	10	0	0	0	1	0	45	4.1	22	23
Age	2	1	7	1	2	0	0	0	0	13	1.2	13	0
Political belief	0	1	12	0	0	0	0	0	0	13	1.2	13	0
Marital status	0	0	2	0	0	0	0	0	0	2	0.2	2	0
Criminal summary conviction	0	0	0	0	0	0	0	0	0	0	0	0	0
Total <sup>4</sup>	343	246	230	211	36	15	10	8	5	1104	100	778	322

*Table 1: Number of consultations by protected ground, by status of impacted individual*

---

<sup>3</sup> Some of these consultations occurred prior to the addition of “Indigenous Identity” as a protected characteristic under British Columbia’s *Human Rights Code*; however, these individuals and groups identified “Indigenous Identity” as the site of identity-related harm, so their data is recorded in accordance with their self-identification.

<sup>4</sup> Total numbers reflect the number of concerns brought forward by a particular group, not the total number of complainants.



# Human rights data figures

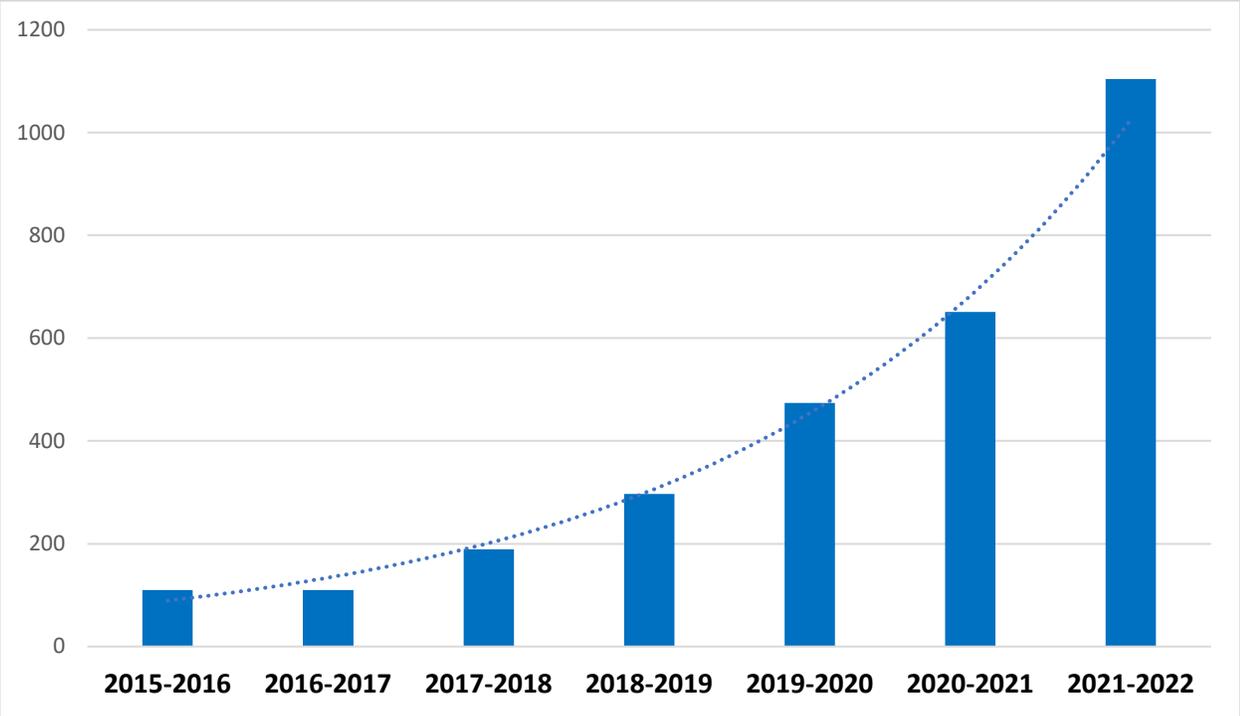


Figure 2: Number of consultations per protected characteristic, by year, 2015-2022

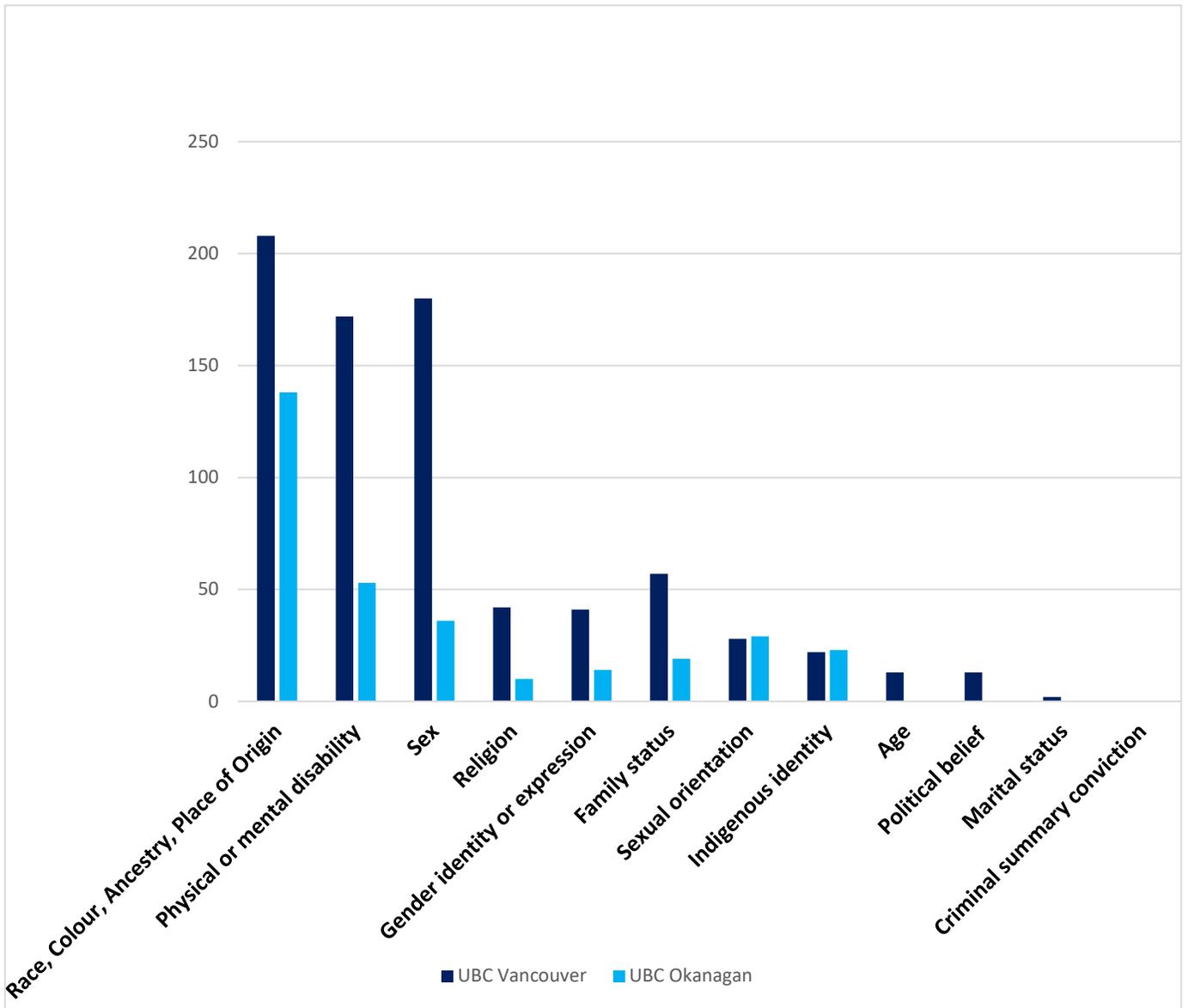


Figure 3: Number of consultations per protected characteristics, by campus, 2021-2022

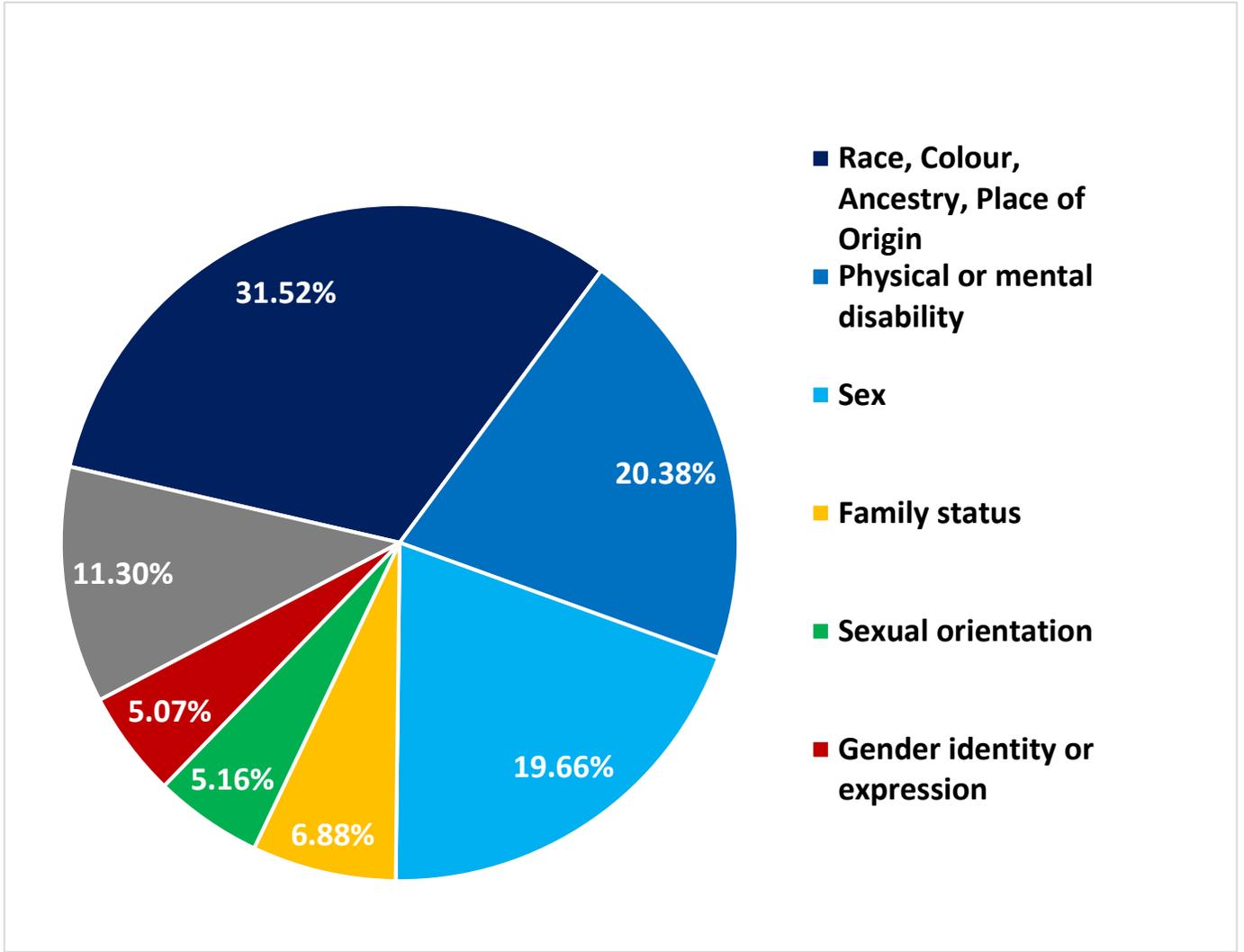


Figure 4: Protected characteristics consultations as per cent of total, 2021-2022

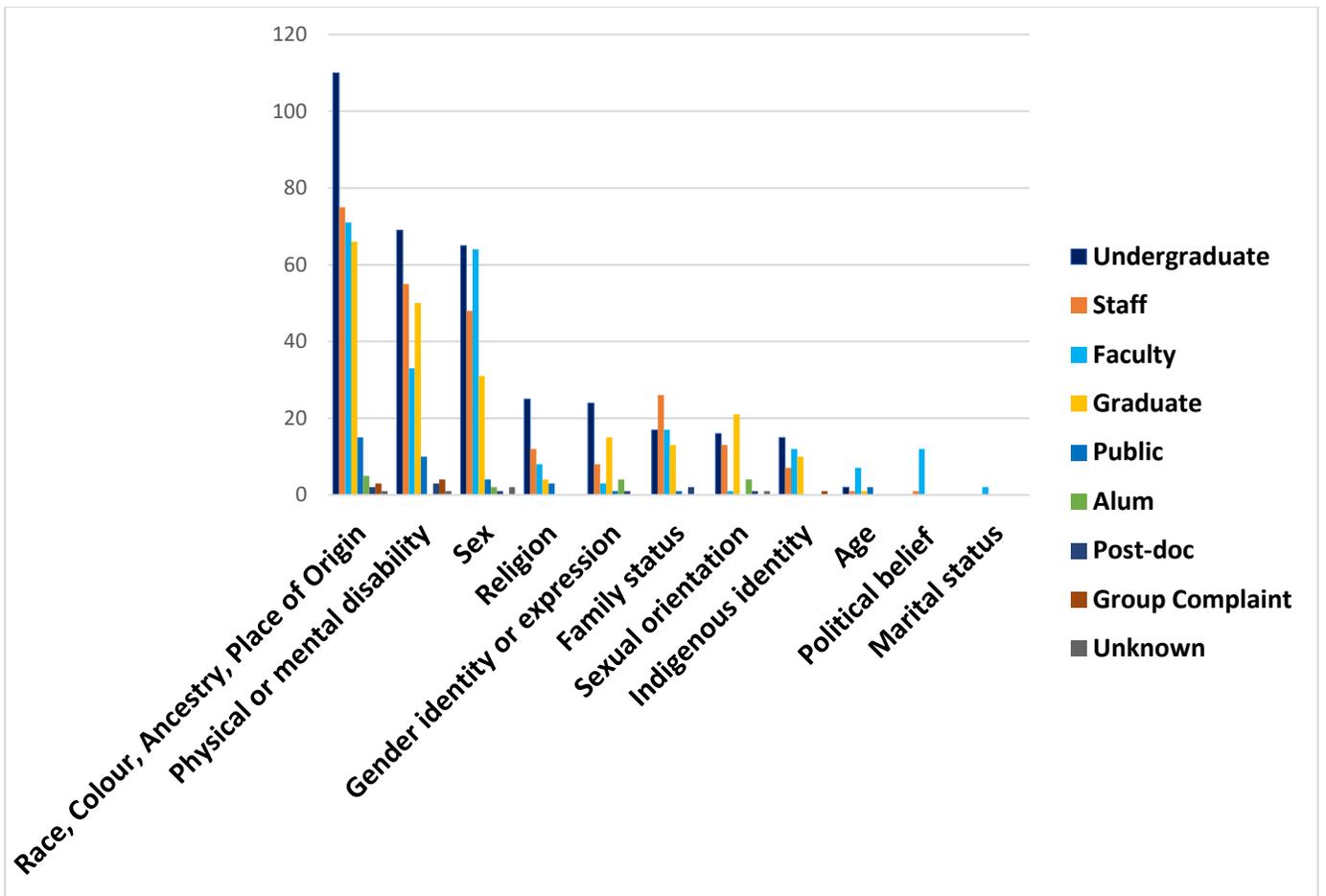


Figure 5: Number of consultations per protected characteristics, by ground, by group, 2021-2022

## Appendix B: Additional EDI Data

For additional context that shapes our work, please review:

- [2020 Employment Equity Report](#) for faculty and staff equity data
- [2021 Workplace Experiences Survey](#)
- [Undergraduate Experiences Survey](#)

## Appendix C: Recognition and affiliation

- Top Diversity Employer
- Pride at Work
- Accessible Employers Network / President's Group

## Appendix D: Campus partners and sites of engagement

### Dedicated campus partners

- Faculty of Science
- Faculty of Applied Science
- Faculty of Medicine
- CTLT

### Campus partners and sites of engagement

#### Faculties and portfolios

- Allard School of Law
- Faculty of Arts
- Faculty of Education
- Faculty of Forestry
- Faculty of Land and Food Systems
- Faculty of Pharmaceutical Science
- Sauder School of Business
- UBC Library
- Vice-President, Finance and Operations
- Vice-President, External Relations
- Vice-President, Development and Alumni Engagement
- Vice-President, Students
- Vice-President, Human Resources

- Vice-President, Provost and Academic
- Vice-President, Research and International

Alma Mater Society  
Graduate Student Society

### Units and/or departments

- Alumni Engagement
- alumni UBC
- alumniUBC | Student Alumni Council
- AMS Sexual Assault Support Centre
- AMS UBC
- Anesthesiology, Pharmacology and Therapeutics
- Animal Care Services
- Anthropology
- Arts Advising
- Arts Co-op Program
- Arts Instructional Support & Information Technology (ISIT)
- Arts Undergraduate Society
- Athletics and Recreation
- Audio Visual Services
- BC Centre on Substance Use
- BC Studies
- UBC BC Children's Hospital Research Institute (BCCHR)
- Biochemistry & Molecular Biology
- Cellular & Physiological Sciences
- Biology
- Botany
- UBCO School of Health and Exercise Sciences
- Botany and Zoology
- Building Operations, Custodial Services
- CAIDA, Institute for Computing, Information and Cognitive Systems (ICICS)
- Campus + Community Planning
- Campus Security
- Canaccord Learning Commons
- Global Engagement Office | Career Development Team
- Cellular and Physiological Sciences
- Centre for Heart Lung Innovation
- Centre for Migration Studies
- Centre for Student Involvement and Careers
- Centre for Sustainable Food Systems / UBC Farm
- Centre for Teaching, Learning and Technology
- Civil Engineering
- Classical, Near Eastern & Religious Studies
- Computer Science

- Counselling Services
- Creative Writing
- Centre for Student Involvement & Careers
- Development and Alumni Engagement | Human Resources
- Dean's Office, Teaching and Learning Support
- Dentistry
- Department of Computer Science
- Department of Emergency Medicine
- Department of Family Practice | Lifestyle Research Team
- Department of Linguistics
- Department of Mathematics
- BC Children's Hospital | Department of Pathology and Laboratory Medicine
- Department of Physical Therapy
- Faculty of Medicine | Department of Psychiatry
- Department of Theatre & Film | Film Production Program
- Development & Alumni Engagement
- Early Childhood Education
- Emergency Medicine
- Extended Learning
- Faculty of Medicine | Clinical Skills
- Faculty of Pharmaceutical Sciences | Dean's Office
- Faculty of Science | Dean's Office
- French, Hispanic and Italian Studies
- Food Nutrition and Health
- Forest Resource Management
- General Management
- Health & Exercise Sciences
- Health Promotion & Education
- Health, Wellbeing and Benefits
- Human Early Learning Partnership (HELP)
- Interdisciplinary Studies
- Arts Undergraduate Society | Internal Committee
- International Student Initiative (ISI)
- IRP Student | Learner Financial Support
- Irving K. Barber Learning Centre
- Kinesiology
- Kinesiology Undergraduate Society
- Master of Data Science
- Master of Educational Technology
- Media Relations
- Michael Smith Laboratories
- Morris & Helen Belkin Art Gallery
- Obstetrics and Gynecology (Vancouver General Hospital)
- Office of Experiential Education
- Orthopedics
- Occupational Science & Occupational Therapy

- Pediatrics and Anesthesiology
- Physics & Astronomy
- Faculty of Graduate and Postdoctoral Studies | Postdoctoral Fellows Office
- Psychology
- Radiology
- Recruitment Marketing and Prospective Student Engagement
- Reproductive and Developmental Sciences, Obstetrics & Gynecology
- School of Architecture and Landscape Architecture (SALA)
- Sauder School of Business | Sauder Business Career Centre
- School of Biomedical Engineering
- School of Community and Regional Planning (SCARP)
- School of Engineering
- School of Public Policy and Global Affairs (SPPGA)
- Social Work
- School of Population and Public Health
- Student Engagement
- Student Housing & Community Services (SHCS)
- Student Recruitment and Advising | Enrolment Services
- Bachelor of Education
- The Ubysses Publications Society
- UBC Arts Undergraduate Society | Professional Development Committee
- Office of the CIO and Information Technology
- UBC Musical Theatre Troupe
- UBC Studios
- University-Industry Liaison Office (UILO)
- Vancouver School of Economics | Career Centre
- Vancouver School of Theology
- Vantage College
- Varsity Athletics
- Youth Education
- Zoology