



SUBJECT	Strategic Equity & Anti-racism (StEAR) Framework: A Roadmap for Change
SUBMITTED TO	People, Community & International Committee
MEETING DATE	November 17, 2022
SESSION CLASSIFICATION	Recommended session criteria from Board Meetings Policy: OPEN
REQUEST	For information only - No action requested
LEAD EXECUTIVE	Gage Averill, Provost and Vice-President, Academic, <i>pro tem</i> , UBC Vancouver
SUPPORTED BY	Ainsley Carry, Vice-President, Students Rehan Sadiq, Provost and Vice-President, Academic, UBCO Arig al Shaibah, Associate Vice-President, Equity and Inclusion Jannik Eikanaar, Associate Provost, Inclusion, Diversity, Equity and Anti-Racism, UBCO Elsie Achugbue, Director, Institutional Initiatives, UBC Equity & Inclusion Office

PRIOR SUBMISSIONS

The subject matter of this submission has not previously been considered by the People, Community & International Committee.

EXECUTIVE SUMMARY

Background

Diversity and inclusion are essential to the curiosity and creativity needed to stimulate innovation and excellence. Equity is, therefore, integrally linked to quality. Linked to the pursuit of excellence, in April 2022, UBC's Anti-Racism and Inclusive Excellence (ARIE) taskforce launched its final report containing 54 recommendations. The ARIE taskforce report recommendations joined the Indigenous Strategic Plan, and some seven complementary but distinct plans and recommendation reports, in supporting UBC's continuing efforts to advance equity and anti-racism commitments. These include the Inclusion Action Plan, Employment Equity Plan, and the forthcoming Dimensions Action Plan for EDI (equity, diversity, and inclusion) in research.

To guide the UBC community through a more comprehensive, cohesive, and coordinated phase of implementation, a Strategic Equity & Anti-Racism (StEAR) Framework has now been developed and is being presented to the Board for information. The Framework grounds planning, implementation, and evaluation across the following four domains for organization change, where progress can be seen across four aspirational goals:

- **STRUCTURAL:** to develop institutional principles, paradigms, and processes that build organizational capacity to enable, drive, and sustain systems change through equitable and anti-racist leadership, governance, and accountability.
- **CURRICULAR:** to promote locally and globally relevant and responsive ways of learning, knowing, and translating knowledge through equitable and anti-racist teaching, research, and community-engagement programs and pedagogies.

- **COMPOSITIONAL:** to expand the representational diversity of the student body, professoriate, staff complement, and senior leadership and enhance lifecycle experiences of historically *and still contemporarily* underrepresented groups through equitable and anti-racist recruitment, development, and retention policies and practices.
- **INTERACTIONAL:** to develop individual proficiencies that build campus community capacity to foster positive and effective intergroup relations and cultivate a climate that promotes human rights, dignity, equality, and belonging through equity and antiracism training, education, and dialogue.

Based on the attached logic model for change, the StEAR Framework will provide a template for developing SMART (specific, measurable, attainable, realistic, and timely) objectives and identifying inputs (resources) required to sustain efforts, as well as measures of progress (outputs and outcomes) across the four aspirational goals/domains of change over two-, three-, and five- year time horizons. The Equity & Inclusion Office (EIO) will continue to evolve a new online platform to host information about the emerging StEAR Framework and regular implementation progress reports.

StEAR Framework governance and implementation

While the EIO will oversee UBC's institutional commitments to equity and anti-racism broadly, the Indigenous Strategic Plan (ISP) Guiding Network will continue to oversee UBC's specific commitments to Indigenous rights and reconciliation.

The Vice-President Students, the Provost and Vice-President Academic (UBCV), the Provost and Vice-President Academic (UBCO), and the Office of the President - will work closely with Associate Vice-President, Equity and Inclusion (AVPEI) to implement priorities. UBCO Associate Provost, Inclusion, Diversity, Equity and Anti-Racism (IDEA), Dr. Jannik Eikanaar, has also been appointed to work closely with the AVPEI to champion efforts at UBCO.

The AVPEI and the EIO team will engage executive sponsors, academic and administrative leaders and unit partners, the network of champions across campuses, and members of affinity groups in the deployment of the StEAR Framework. A university-wide, multi-level StEAR Advisory Committee to the AVPEI will be established to review and advise on planning, implementation, and evaluation of plans.

Activities to date

- Conducted preliminary multi-level engagements to socialize and get feedback on proposed framework;
- Issued university-wide communications to announce framework, forthcoming work;
- Launched initial Framework web presence and mapped out known domain-level activities;
- Initiated development of a *Roadmap for Change* over a three to five-year time horizon;
- Assessed existing institutional governance structures and commenced efforts to streamline.

Next steps

- Consult with sponsors, partners, and community leads on the details of the *Roadmap for Change*;
- Work with the Planning and Institutional Research Office on mechanisms to track progress;
- Launch an inventory to help establish baselines and assess unit and institutional efforts;
- Develop a communications and consultation plan to ensure UBC community is informed and engaged.

APPENDICES

1. Board of Governors presentation: Strategic Equity & Anti-Racism (StEAR) Framework: A Roadmap for Change

2. Detailed, supplementary presentation: Strategic Equity & Anti-Racism (StEAR) Framework: A Roadmap for Change
3. Draft SteAR Framework Governance Model
4. StEAR Framework: A Logic Model for Change

Strategic Equity & Anti-Racism (StEAR) Framework: A Roadmap for Change



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

Land Acknowledgement



UBC's campuses are located on the traditional, ancestral, and unceded territories of the Syilx (Okanagan) Peoples and of the Coast Salish Peoples, including the territories of the xwməθkwəy'əm (Musqueam), Skwxwú7mesh (Squamish), and Stó:lō and Səl'ílwətaʔ/Selilwitulh (Tsleil- Waututh) Nations.



Equity and Inclusion Office Mandate

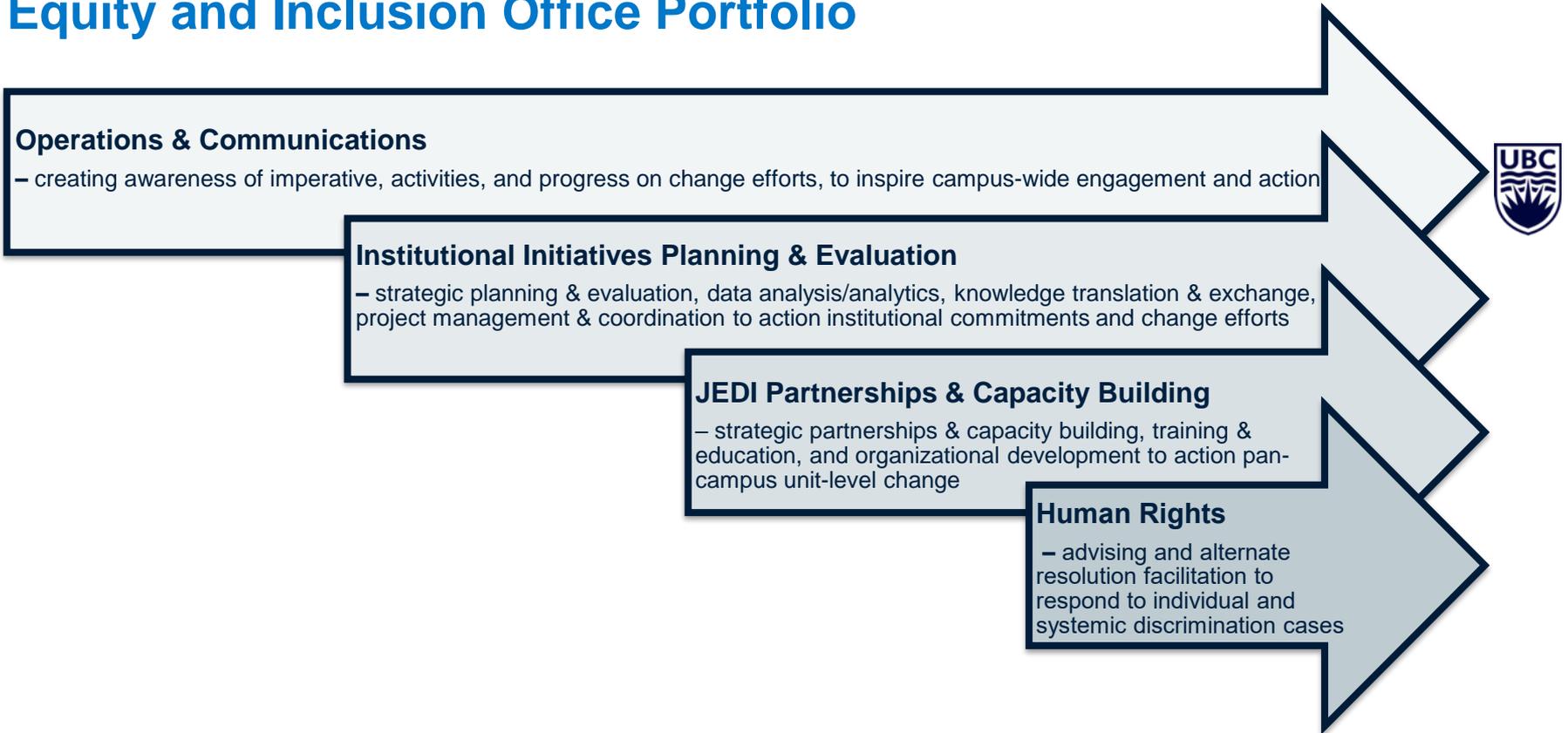
The AVPEI is responsible for leading pan-institutional inclusive excellence, equity, and antiracism priorities and oversees the Equity and Inclusion Office (EIO), with teams on the Vancouver and Okanagan campuses delivering on a **three-fold mandate**:



- to enable data-informed **planning and evaluation** for the effective implementation and management of institutional priorities;
- to engage units in **strategic partnerships and capacity building** initiatives for campus wide individual competency development and systems change; and
- to provide skillful and impartial **human rights advising and resolution facilitation** for discrimination and harassment concerns and complaints.

This mandate is facilitated by **operations and communications** functions focused on organizational efficacy and campus-wide awareness-raising and community engagement.

Equity and Inclusion Office Portfolio



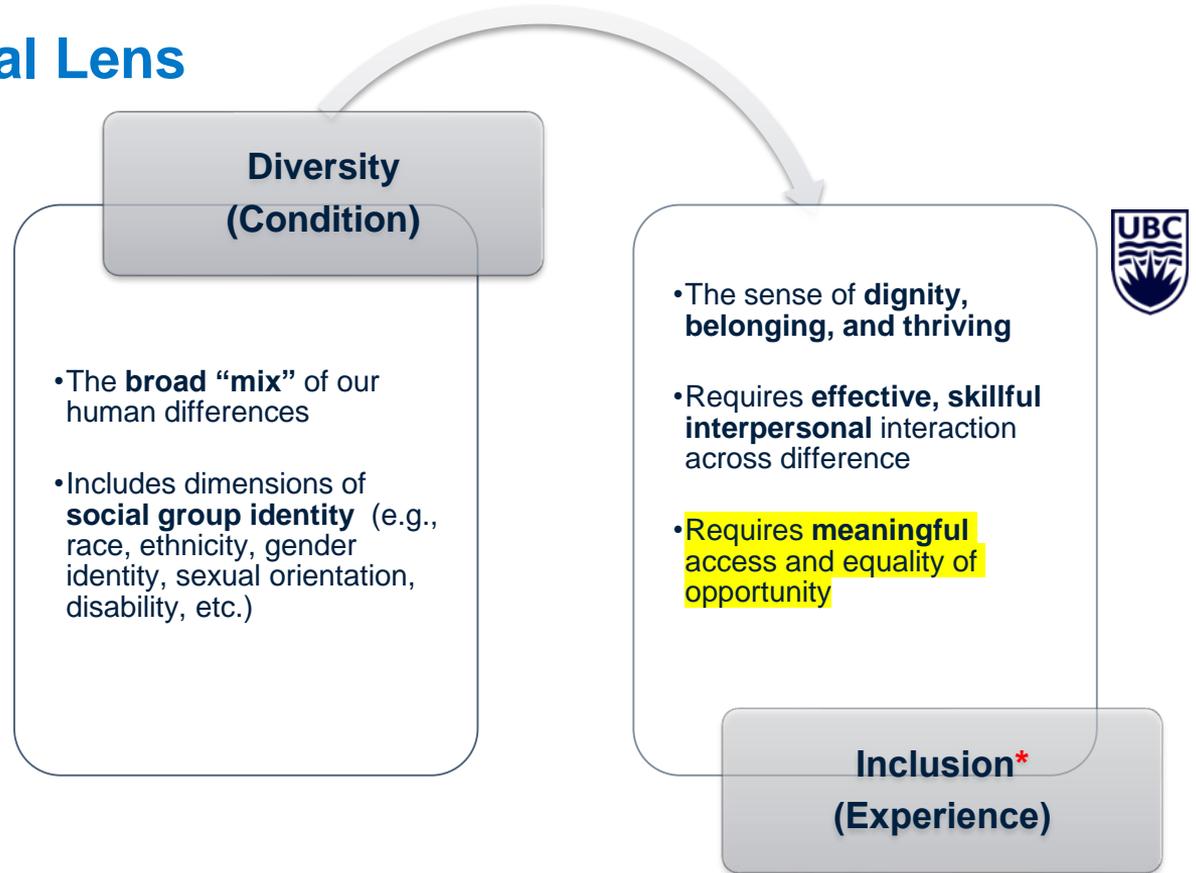
MACRO Upstream/Proactive

MICRO Downstream/Responsive

D&I – Multi/Intercultural Lens

*Inclusion into what?

- Often defaults to ethnocentric and assimilationist paradigm
- That is at odds with decolonization and social justice principles and processes



The 'E' in EDI is a Critical Lens

***Anti-racism** invites transformation using an intersectional lens

- The recognition the **systemic nature of inequities** are embedded into social institutions (e.g., health care, education, etc.)
- Requires proactive and remedial efforts to **mitigate if not remove barriers** to access and equal opportunity, including **rethinking/redesigning inequitable structures and cultural practices**

Equity
(Approach)

Diversity
(Condition)

- The **broad “mix”** of our human differences
- Includes dimensions of **social group identity** (e.g., race, ethnicity, gender identity, sexual orientation, disability, etc.)

- The sense of **dignity, belonging, and thriving**
- Requires **effective, skillful interpersonal** interaction across difference
- Requires **meaningful** access and equality of opportunity

Inclusion*
(Experience)



Inclusive Excellence (IX) Paradigm

Acknowledges that

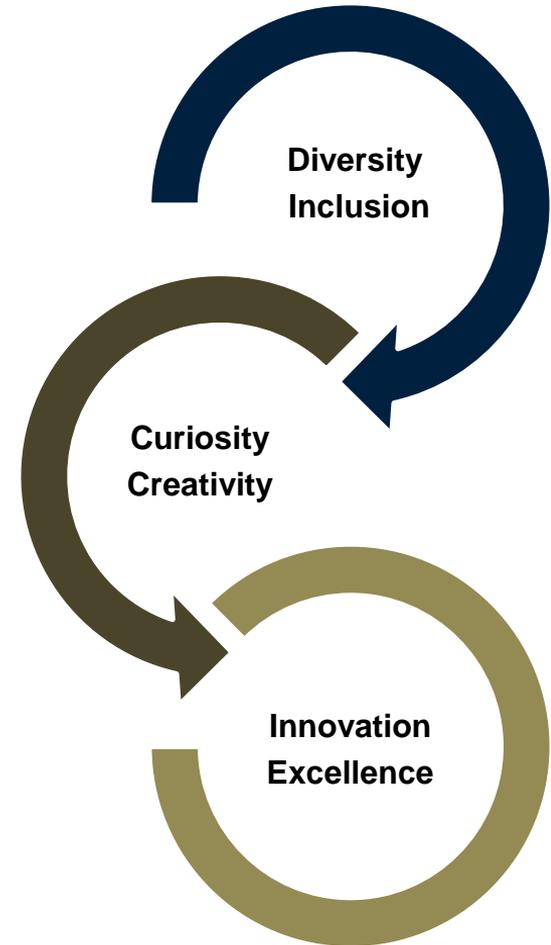
- Diversity and inclusion are essential to the curiosity and creativity needed to stimulate innovation and excellence
- Equity is, therefore, integrally linked to quality

Calls for

- More expansive and equitable methods of assessing merit
(across all evaluation processes)

Is a counternarrative to

- Myth of Meritocracy
- Myopic Notion of Objectivity and Neutrality
- Stereotyped Cultural Deficit Thinking



Strategic Plans

IR and EDI Plans

- The 2019 [Inclusion Action Plan](#) (IAP) and the 2020 [Indigenous Strategic Plan](#) (ISP) remain foundational strategic documents, developed to meet inclusive excellence and Indigenous reconciliation commitments articulated in the University's 2018 – 2028 Strategic Plan: [Shaping the Next Century](#).



EE and AR Plans

- The 2019 [Employment Equity Plan](#) and 2019 [CRC EDI Action Plan](#) also remain particularly relevant strategic documents to help achieve UBC's obligations and aspirations to advance equity in employment systems and in the processes for nominating and selecting research chairs.
- The 2022 [Task Force on Antiracism and Inclusive Excellence \(ARIE\) Final Report](#) provides a nuanced set of recommendations to guide efforts to address systemic racism while maintaining a commitment to intersectionality in the pursuit of equity and inclusive excellence – these recommendations not only support UBC's pledge to the [Scarborough Charter](#) to address anti-Black racism and promote Black flourishing, but they also invite transformative thinking and action towards the university's broader racial equity and social justice goals.

Plans on the Horizon

- The [EDI Dimensions Pilot Action Plan](#) focused on advancing equity in the research ecosystem.
- Recommendations from the [Trans, Two-Spirit and Gender Diversity Task Force](#) to surface accessibility, gender equity, and trans inclusion priorities.
- Recommendations identified to address accessibility aspirations and obligations under the *BC Accessibility Act*.



Operationalizing Plans: Challenges and Opportunities



- 1. Mobilizing and sustaining equity and antiracism plans and priorities**
 - moving from intent to action in a complex environment across both campuses
- 2. Growing networked leadership and promoting coordinated decentralization**
 - strengthening relationship between the central EIO and distributed units/champions
- 3. Taking an holistic ecosystem approach while attending to distinct needs**
 - promoting comprehensive yet streamlined *and* nuanced efforts (relevant/intersectional)
- 4. Demonstrating accountability and communicating progress**
 - iterative data-informed planning, implementation, and evaluation (strategy)
 - “inclusive” leadership and governance, as well as change management (culture)

StEAR Framework (attached materials)

- A Logic Model creating a **roadmap** for change planning, implementation, and evaluation
 - Identifies inputs, outputs, outcomes, and impacts
- Underpinned by a social justice theories of change that recognize and call for:
 - An socio-ecological/ecosystem approach across all organizational levels/domains
 - A holistic approach with simultaneous interventions across organizational levels/domains
 - Individual change and interactional capacity building as necessary but insufficient
 - Systemic change (structural and cultural) and organizational capacity building as fundamental
- Guided by a set of Principles of Practices for effective and ethical change management
- Driven by a streamline Governance Model that engages stakeholders and rights holders



Academy as Ecosystem

STRUCTURAL

- **Domain:** institutional principles, paradigms, processes
- **Intervention:** leadership, governance, accountability

CURRICULAR

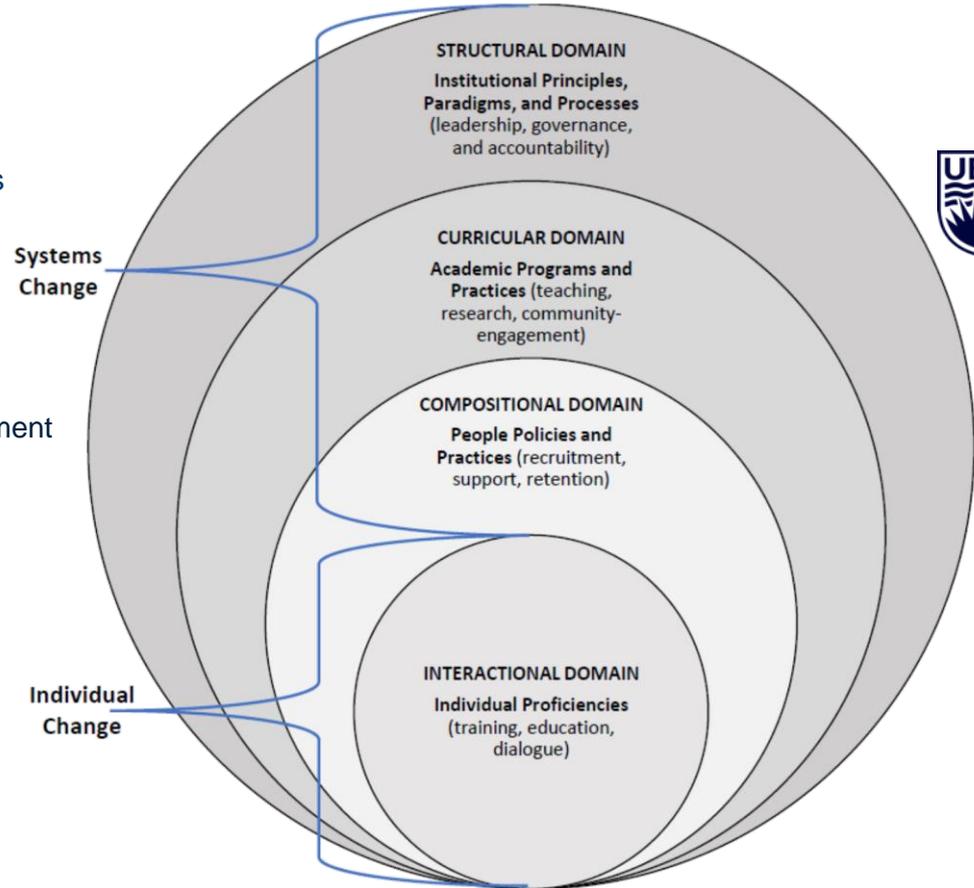
- **Domain:** academic programs and pedagogies
- **Intervention:** teaching, research, community engagement

COMPOSITIONAL

- **Domain:** people policies and practices
- **Intervention:** recruitment, support, retention

INTERACTIONAL DOMAIN

- **Domain:** individual proficiencies
- **Intervention:** training, education, dialogue



Goals/Impacts

STRUCTURAL

- Institutional and organizational capacity to enable, drive, and sustain systems change.

CURRICULAR

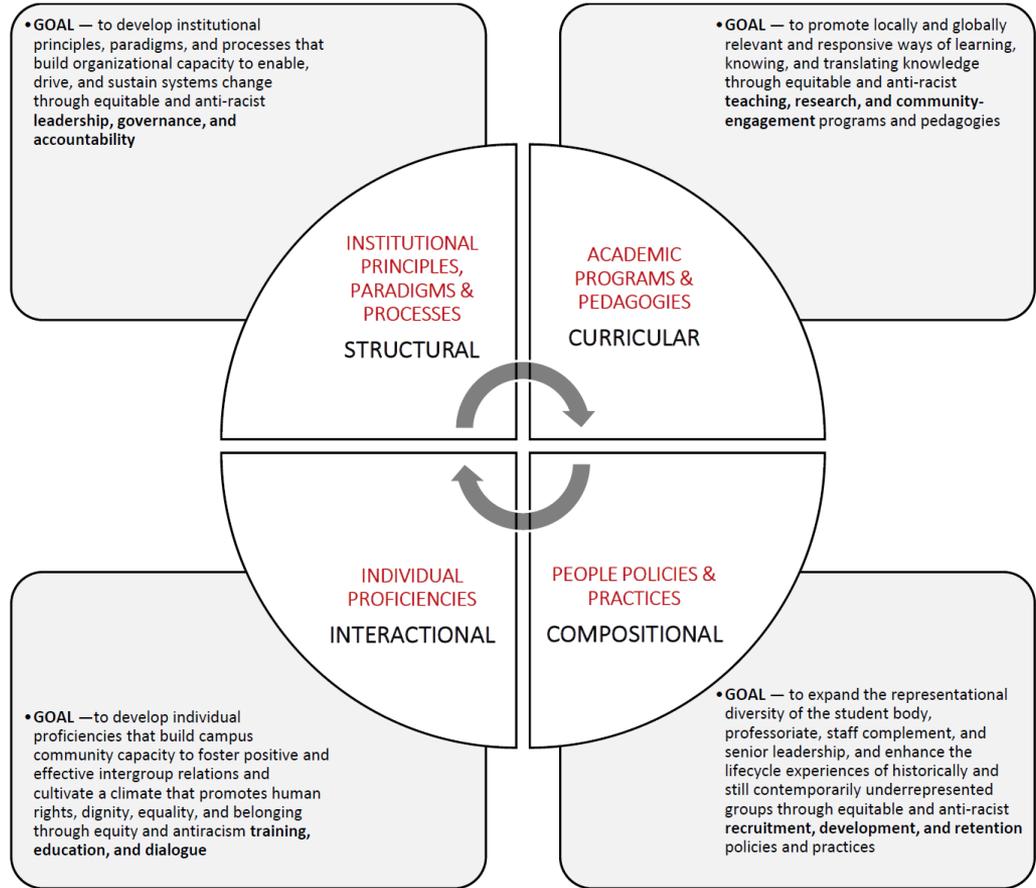
- Locally and globally relevant and responsive ways of learning, knowing, and translating knowledge across academy.

COMPOSITIONAL

- Representational diversity and meaningful inclusion of equity denied/deserving peoples.

INTERACTIONAL

- Individual and community capacity to foster positive and effective intergroup relations and cultivate a climate that promotes human rights, dignity, equality, and belonging.



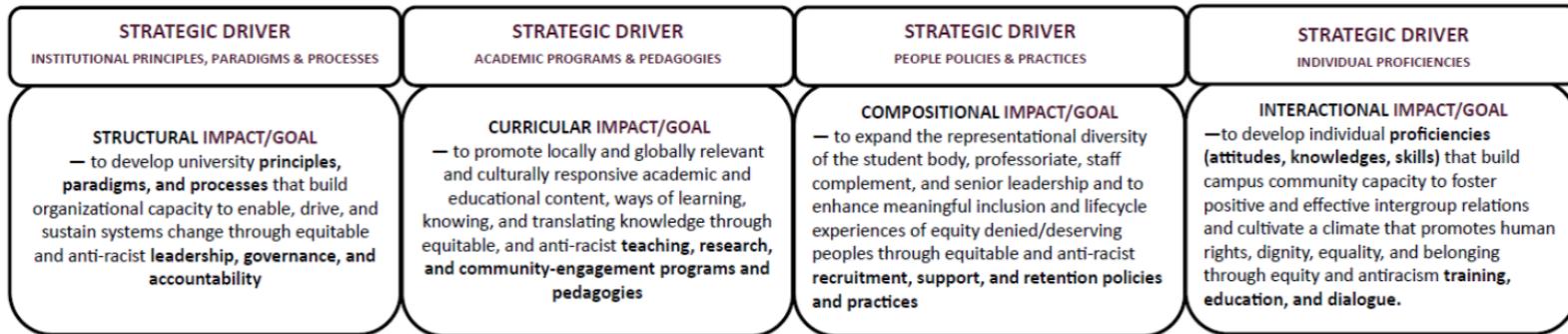
StEAR Principles of Practice

- **Recognition of the Rights of Indigenous Peoples and Respect for Self-Determination** – by implementing equity and antiracism plans in a manner that complements and elevates, but does not subsume, Indigenous-led plans;
- **Race-Consciousness in the Pursuit of Equity and Inclusive Excellence** — by centring antiracism in an intersectional anti-oppressive framework to address deeply imbedded institutional racism and systemic inequities;
- **Meaningful and Ethical Community Engagement** – by ensuring ongoing consultation with, transparent communication to, and meaningful recognition of contributions of historically underrepresented groups;
- **Networked Leadership and Coordinated De-centralization** – by cultivating a collaborative network of cross-campus ARIEE champions working as a community of practice to advance unit-level and university priorities;
- **Collective Responsibility Driven by Executive Accountability** – by demonstrating senior-level endorsement of and investment in strategic initiatives to mobilize and sustain campus-wide action towards systems change;
- **Continuous Learning and Improvement** – by undertaking assessment, evaluation, and research and leveraging qualitative and quantitative data to inform cyclical strategic planning processes.



Strategic Equity and Anti-Racism (StEAR) Framework: A Logic Model for Change

STRATEGIC DRIVERS AND ASPIRATIONAL GOALS/IMPACTS



PRINCIPLES OF PRACTICE

Recognition of the Rights of Indigenous Peoples and Respect for Self-Determination – by implementing equity and antiracism plans in a manner that complements and elevates, but does not subsume, Indigenous-led plans;
 Race-Consciousness in the Pursuit of Equity and Inclusive Excellence — by centring antiracism in an intersectional anti-oppressive framework to address deeply imbedded institutional racism and systemic inequities;
 Meaningful and Ethical Community Engagement – by ensuring ongoing consultation with, transparent communication to, and meaningful recognition of contributions of historically underrepresented groups;
 Networked Leadership and Coordinated De-centralization – by cultivating a collaborative network of cross-campus ARIIE champions working as a community of practice to advance unit-level and university priorities;
 Collective Responsibility Driven by Executive Accountability – by demonstrating senior-level endorsement of and investment in strategic initiatives to mobilize and sustain campus-wide action towards systems change;
 Continuous Learning and Improvement – by undertaking assessment, evaluation, and research and leveraging qualitative and quantitative data to inform cyclical strategic planning processes.

INPUTS

Resources:
 Financial/Funds
 Human/People
 Temporal/Time
 Material/Supplies
 Capital/Space

THEMATIC AREAS FOR STRATEGIC ACTION

1.0 INSTITUTIONAL PRINCIPLES, PARADIGMS & PROCESSES: LEADERSHIP, GOVERNANCE, AND ACCOUNTABILITY

2.0 ACADEMIC PROGRAMS AND PEDAGOGIES: TEACHING, RESEARCH, AND COMMUNITY-ENGAGEMENT

3.0 PEOPLE POLICIES AND PRACTICES: RECRUITMENT, SUPPORT, AND RETENTION

4.0 INDIVIDUAL PROFICIENCIES: TRAINING, EDUCATION, AND DIALOGUE

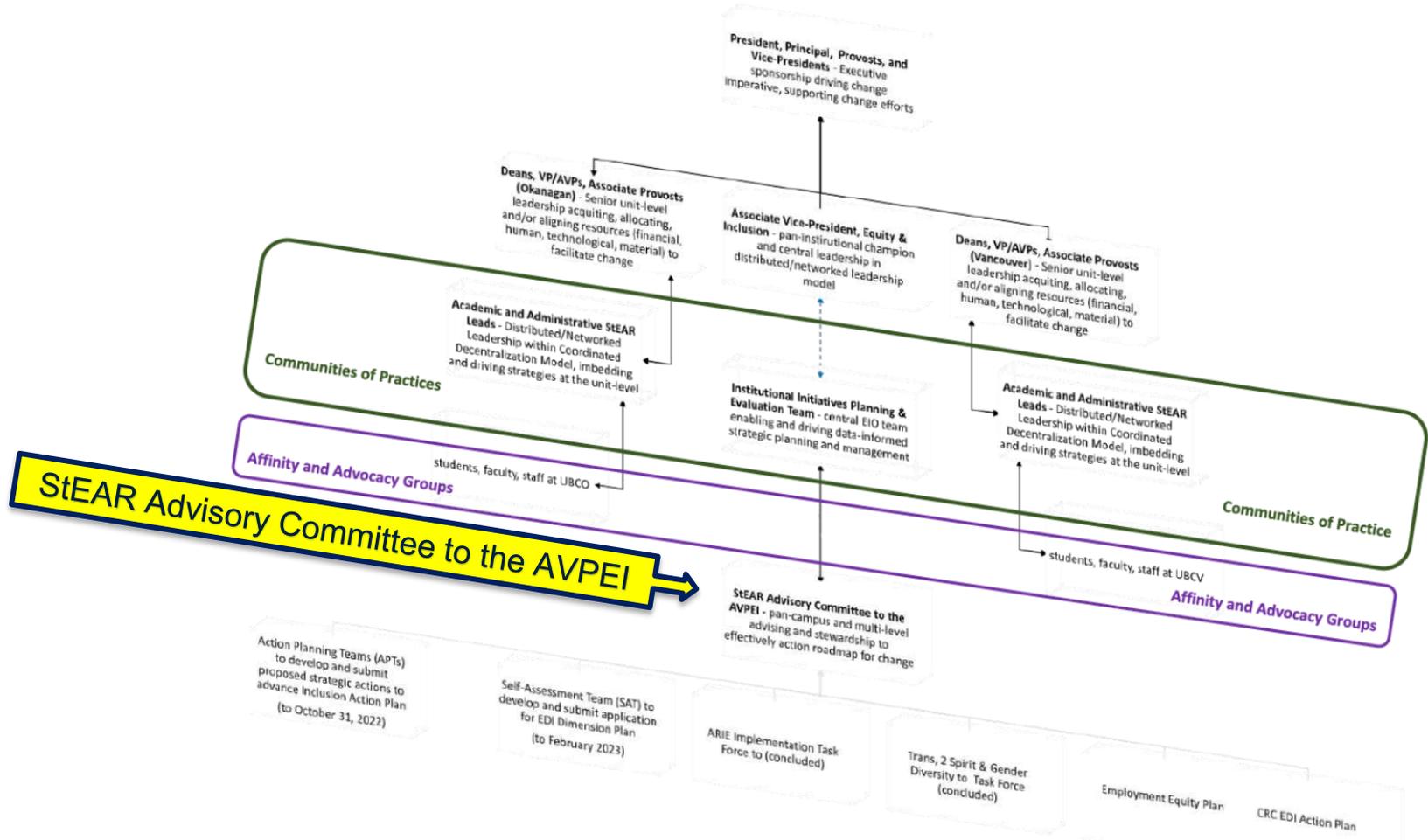
OUTPUTS

Deliverables OR products that are produced from strategic activities.

OUTCOMES

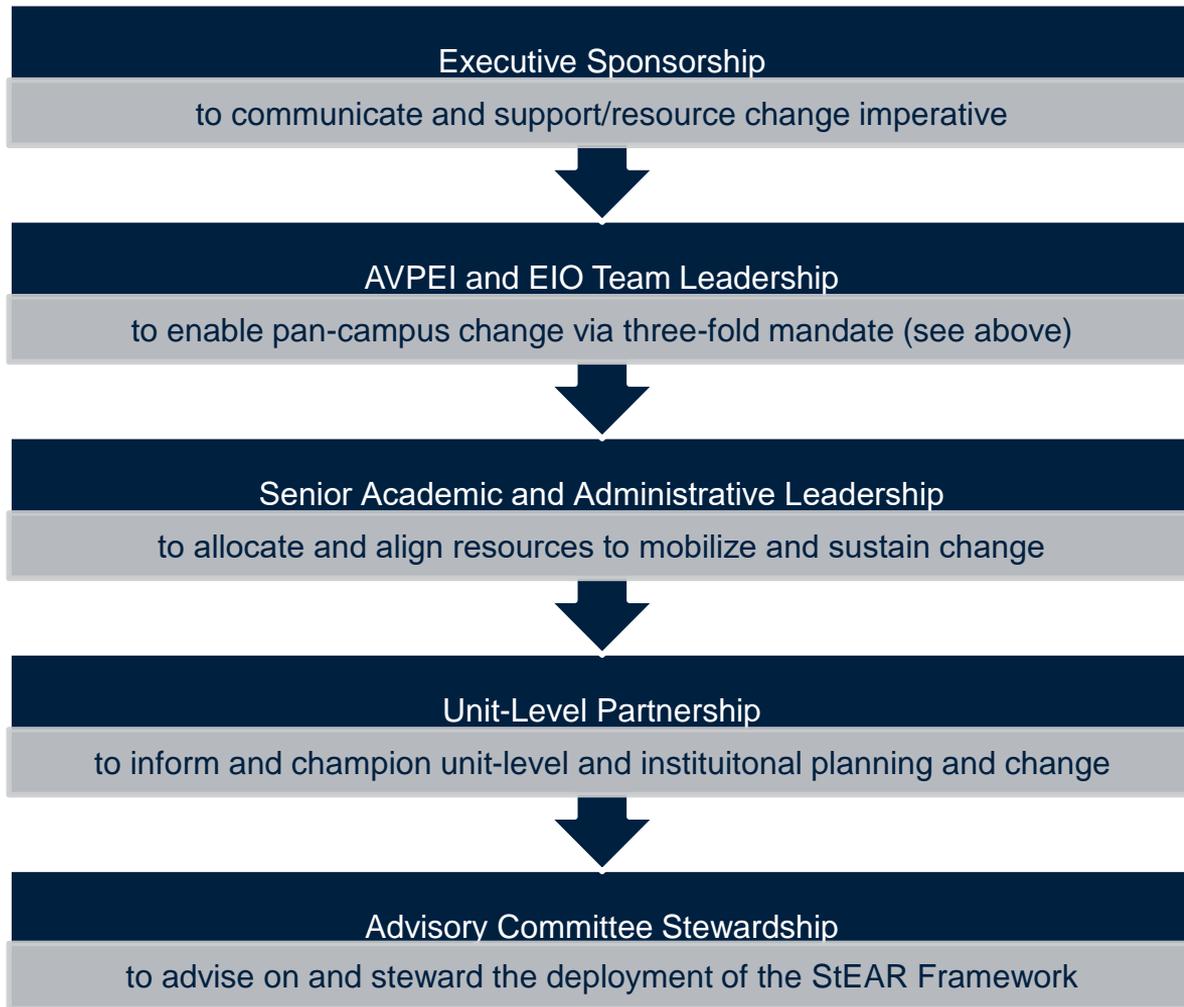
Short and long-term changes in awareness, knowledge, skills, behaviours, perceptions, and experiences of community members.

DRAFT Strategic Equity & Anti-Racism (StEAR) Framework Governance Model



Governance

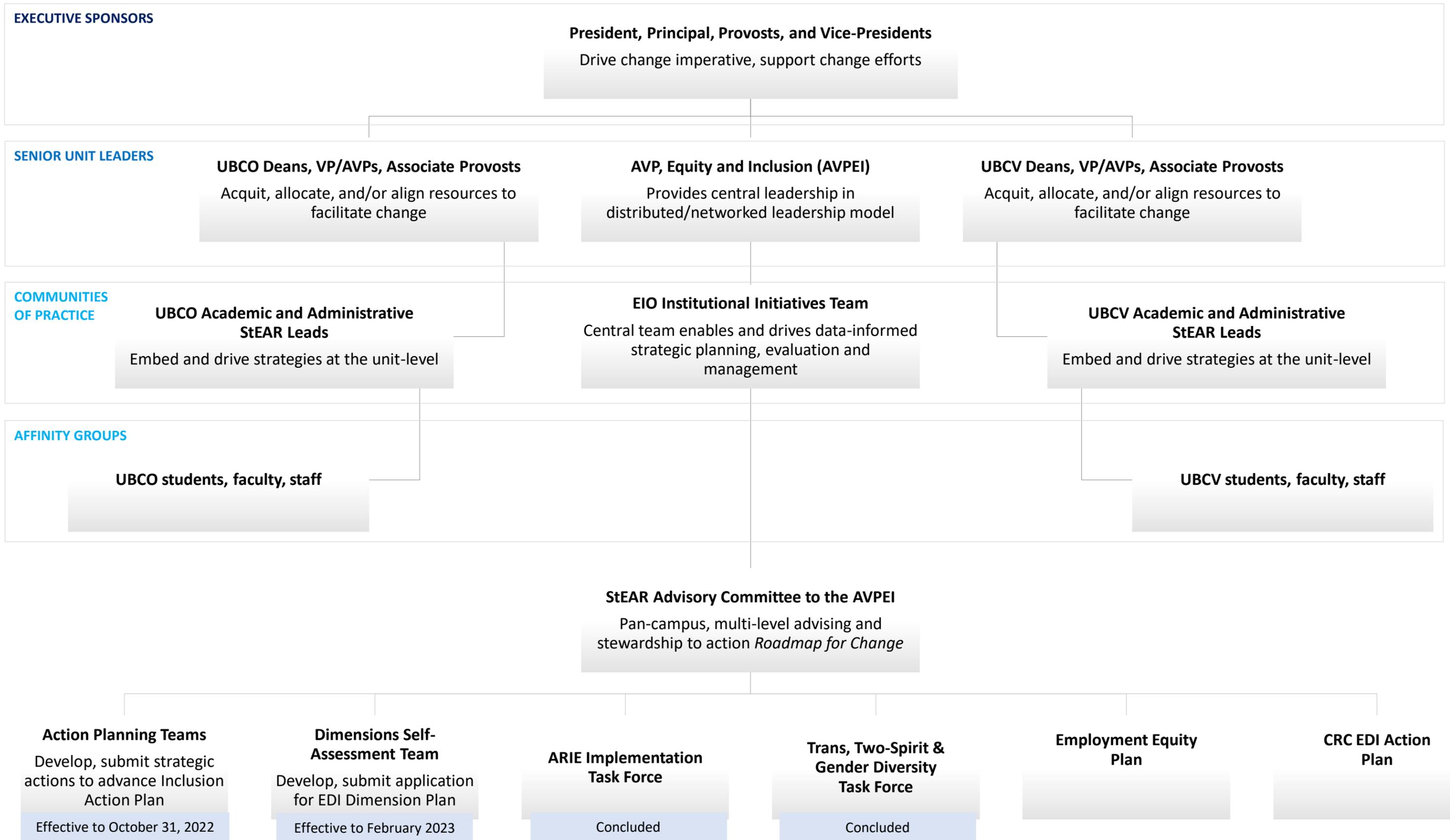
- Lines of communication and modes of consultation to be established with **Advocacy and Affinity Groups**
- **Adhoc Committees and Task Forces** to study and report on relevant issues and recommendations to be constituted and commissions on an as needed basis





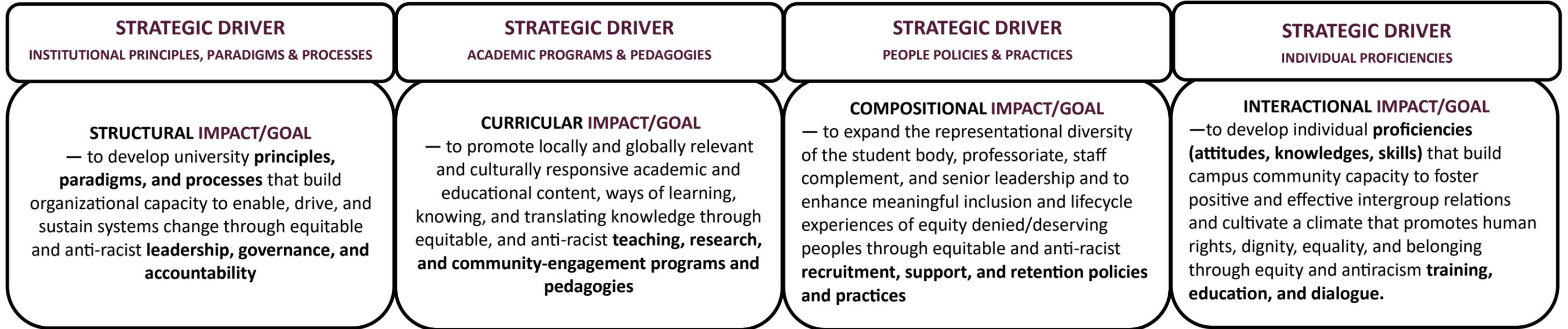
THE UNIVERSITY OF BRITISH COLUMBIA

DRAFT Strategic Equity & Anti-Racism (StEAR) Framework Governance Model



Strategic Equity and Anti-Racism (StEAR) Framework: A Logic Model for Change

STRATEGIC DRIVERS AND ASPIRATIONAL GOALS/IMPACTS



PRINCIPLES OF PRACTICE

Recognition of the Rights of Indigenous Peoples and Respect for Self-Determination – by implementing equity and antiracism plans in a manner that complements and elevates, but does not subsume, Indigenous-led plans;

Race-Consciousness in the Pursuit of Equity and Inclusive Excellence — by centring antiracism in an intersectional anti-oppressive framework to address deeply imbedded institutional racism and systemic inequities;

Meaningful and Ethical Community Engagement – by ensuring ongoing consultation with, transparent communication to, and meaningful recognition of contributions of historically underrepresented groups;

Networked Leadership and Coordinated De-centralization – by cultivating a collaborative network of cross-campus ARIEE champions working as a community of practice to advance unit-level and university priorities;

Collective Responsibility Driven by Executive Accountability – by demonstrating senior-level endorsement of and investment in strategic initiatives to mobilize and sustain campus-wide action towards systems change;

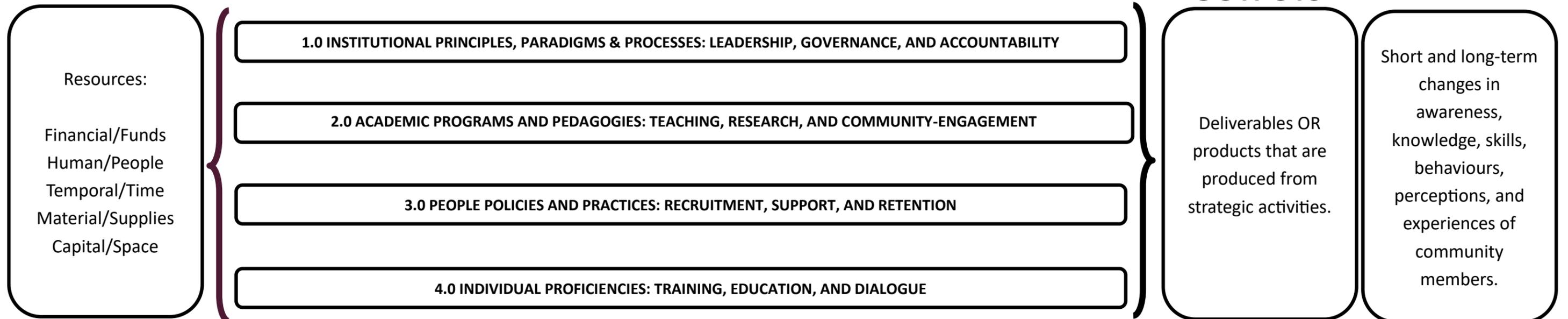
Continuous Learning and Improvement – by undertaking assessment, evaluation, and research and leveraging qualitative and quantitative data to inform cyclical strategic planning processes.

INPUTS

THEMATIC AREAS FOR STRATEGIC ACTION

OUTPUTS

OUTCOMES





Strategic Equity & Anti-Racism Framework: A Roadmap for Change

November 2022

**Arig al Shaibah, Ph.D.
Associate Vice-President, Equity and Inclusion**



Introduction



New StEAR Framework:

- Guides coordinated, decentralized implementation of 7+ distinct but connected plans related to equity, anti-racism;
- Includes logic model for change, principles of practice, templates, governance model

Strategic plan alignment



Goals:

- 4. Build a diverse culture

Core areas and strategies:

- Inclusion, collaboration, innovation;
- S1: Great People; S4. Inclusive Excellence; S15: Student Experience.

SWOT



Strengths: existing foundations, expertise;

Weaknesses: mobilization/action/sustainment, coordination amid decentralization, complexity;

Opportunities: strengthen networks, inclusive leadership; streamlined, holistic but nuanced approaches; data-informed strategy;

Threats: competing priorities, societal forces (+).

Additional details



- **Domains of change:** structural, curricular, compositional, interactional
- **Multi-level governance:** exec sponsors, senior leadership, StEAR advisory committee, unit-level partnerships, networks of committees, communities

Activities to date



- Conducted preliminary rights-holders, leadership engagements on framework;
- Issued UBC-wide announcements on framework, web platform, next steps;
- Commenced development of a roadmap for change; governance streamlining.

Next steps



- Consult with community on the details of *Roadmap for Change*;
- Work with Planning and Institutional Research Office on mechanisms to track progress;
- Launch inventory to establish baselines and assess efforts;
- Develop a communication and consultation plan.

Discussion and decision-points



1. Considerations around implementation?
2. Opportunities for the Board to support framework activation and engagement?
3. Opportunities for the Board to stay up-to-date on framework progress?