



SUBJECT	Strategic Equity and Anti-Racism (StEAR) Progress Report 2025
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PRIOR SUBMISSIONS

The subject matter of this submission was considered most recently on [June 10, 2024](#) [OPEN SESSION].

The following Executive Summary provides a status update from the date of the most recent submission.

EXECUTIVE SUMMARY

Introduction

UBC's [Strategic Equity & Anti-Racism \(StEAR\) Framework](#) is a planning tool to guide the implementation and evaluation of equity and antiracism priorities. The StEAR Roadmap for Change includes a set of high-level objectives and associated strategic actions which reflect both common and distinct priorities identified by existing institutional equity-related plans and reports. The roadmap summarizes actions operating at the institutional level. This StEAR Progress Report provides an update on institutional and unit-level efforts for UBC Okanagan and UBC Vancouver campuses as of fiscal year end for 2024/2025 (March 31, 2025).

Progress

The report points to sustained high levels of engagement with, and commitment to, StEAR Roadmap implementation across the university. Data collected shows that 81 per cent of institutional actions in the StEAR Roadmap for Change are either completed/ongoing or in progress, compared to 73 per cent in 2024.

Several thematic areas have seen significant progress and are highlighted in the report: advancing UBC's equity data infrastructure; progressing accessibility and inclusion; creating inclusive and anti-racist classrooms; building capacity for equitable hiring; strengthening student access and support; advancing human rights resources and supports; and building dialogue skills, and expanding learning opportunities for inclusive leadership.

In terms of decentralized efforts to advance equity, diversity, and inclusion, Faculties and Vice-President portfolios continue to demonstrate high levels of engagement as well. More than half of the units participating in the StEAR inventory reported having efforts underway in each of the 18 objectives of the StEAR Roadmap.

The StEAR evaluation approach established 16 institutional outcome measures, with 294 associated indicators of change. Definitions of change indicators and reference comparator points have been clarified to facilitate understanding of how progress is being reported, and 91 additional baseline indicators were established this year to track progress on institutional outcome measures.

Challenges and opportunities

After two years of implementation, actions which remain 'not yet started' are among the more complex to progress. Units report that primary barriers to progress remain time constraints, competing priorities, and lack of financial resources. At the same time, in the 2025 StEAR Inventory, units have provided additional insights on the factors that enable the success of their initiatives, including the following: building relationships and collaborations with other units, high levels of internal community and leadership engagement, and accessing central institutional support and resources.

Of the institutional indicators of change with available reference points, just over one third are meeting or exceeding their reference points, while close to two thirds are not meeting their reference points. Generally, indicators that are exceeding their reference points are also trending in a positive direction, while the indicators that fall below their reference points are moving further away from the desired directions. Most of the indicators that remain below their reference points fall within the compositional and interactional domain, specifically relating to representation and experiences of Indigenous, disabled, non-binary, trans, and 2SLGBQIA+ people.

Ongoing efforts and next steps

The EIO has begun a broader assessment of the StEAR Roadmap for Change to strengthen the articulation of objectives and strategic actions. As part of this work, the Roadmap will be updated with more clearly defined actions and more nuanced classification of their implementation status. In addition, new actions may be proposed to address the challenges and opportunities identified, particularly in areas where institutional indicators are below their reference points and/or moving in an undesired direction.

For actions that remain not yet started or are stalled, the EIO StEAR Implementation Coordinating Team will undertake a more in-depth assessment to identify opportunities for improved coordination and phased work-planning to advance these actions.

In parallel, the EIO will continue to expand and refine the suite of outcome measures, monitoring how these outcome measures are changing over time while minimizing the reporting burden on units. Emphasis will also be placed on amplifying the decentralized efforts by creating more opportunities for leaders across the university to exchange insights and share effective practices.

APPENDICES

1. Strategic Equity and Anti-Racism (StEAR) Progress Summary Report 2025

PRESENTATION

1. Strategic Equity and Anti-Racism (StEAR) Progress Report: 2025

STRATEGIC EQUITY & ANTI-RACISM (STEAR) Progress Summary Report

April 1, 2024 - March 31, 2025

Prepared by the Equity & Inclusion Office



THE UNIVERSITY OF BRITISH COLUMBIA

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MESSAGE FROM THE AVPEI



UBC has a vision to inspire a diversity of people, ideas and actions for a better world, and a mission to pursue excellence in research, learning and engagement to foster global citizenship and advance a sustainable and just society across British Columbia, Canada and the world. That vision and mission embodies the concept of inclusive excellence, which maintains that sustained excellence in research, education and engagement depends on the inclusion of diverse people and integration of diverse perspectives. This understanding, which is reflected in [Shaping UBC's Next Century](#)—the university's 2018-2028 strategic plan, has been echoed in themes emerging from [community feedback](#) gathered through UBC's recent strategic plan refresh process.

In 2022, UBC launched its Strategic Equity & Anti-Racism (StEAR) Framework and Roadmap for Change, to operationalize institutional commitments to inclusive excellence. Since its launch, StEAR has been successful in galvanizing the collective efforts of leaders and community members across academic and administration units. We are very pleased to be releasing this second annual StEAR Report which tells a story of a tremendous level of cross-university engagement and progress on the university's inclusive excellence commitments.

The StEAR Report supports data-informed and evidence-based decision-making and practices. In addition to capturing qualitative information about initiatives and experiences of historically, persistently and systemically marginalized groups, the Report identifies quantifiable measures and indicators of progress to help the community to better understand whether and how (inter)personal, systemic and cultural change is taking effect.

While we are seeing progress, we know there is more work to be done, particularly during this social moment. This Report affirms the university community's widespread commitment to equity and anti-racism priorities, and it inspires us to remain steadfast in our ongoing efforts to advance inclusive excellence in service to our academic and educational mission.

I would like to thank all of the EIO staff for their important contributions over a particularly challenging year – bringing human rights advising and inclusive conflict facilitation, inclusion education and training, community-engagement and communications, intergroup dialogue, and equity planning and evaluation knowledge and expertise to bear on UBC's strategic goals. In particular, I want to thank the planning and evaluation team leaders, project managers and data analysts in the EIO who worked collaboratively with implementation leaders, including the network of university-wide equity leads, to activate StEAR objectives and strategic actions.

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

INTRODUCTION

UBC's [Strategic Equity & Anti-Racism \(StEAR\) Framework](#) is a planning tool to guide the implementation and evaluation of institutional equity and antiracism priorities. The [StEAR Roadmap for Change](#) includes a set of high-level objectives and associated strategic actions which reflect priorities identified by existing institutional equity-related plans and reports:

- [Inclusion Action Plan](#)
- [Employment Equity Plan](#)
- [Canada Research Chair Equity, Diversity and Inclusion \(EDI\) Action Plan](#)
- [Dimensions Action Plan for EDI in Research](#)
- [Task Force on Anti-Racism and Inclusive Excellence \(ARIE\) Final Report](#)
- [Trans, Two-Spirit and Gender Diversity Task Force Report](#)

This StEAR Progress Summary Report provides an update on institutional and unit-level efforts for UBC Okanagan and UBC Vancouver campuses as of fiscal year end for 2024/2025 (March 31, 2025).

Informed by the literature and drawing on Cabaj's (2019) inquiry framework for evaluating systems change efforts, the [StEAR evaluation approach](#) that the EIO has developed focuses on four components for progress tracking:

1. the status of **institutional strategic actions**, drawn from self-reported information from implementation leads;
2. **decentralized academic and administrative units' activities**, drawn from responses to a voluntary inventory completed by units;
3. **institutional outcome measures and indicators of change**, drawn from administrative and survey data; and
4. **strategic learning**, drawn from continuous assessment and reflection by the EIO planning and evaluation team and in dialogue with implementation partners on strategies, processes, and contexts.

This Summary Report highlights information related to these progress tracking components and concludes with upcoming plans for the next phase of StEAR implementation. For more detailed information on this Report, visit the [EIO website](#) or contact info@equity.ubc.ca.

1.0 INSTITUTIONAL STRATEGIC ACTIONS

1.1 Overview of implementation progress

In the second year of StEAR implementation, we have observed a marked improvement in the process of strategic action leads sharing updates about their progress. There seems to be greater clarity among strategic action leads about their role in advancing their designated actions. Where actions require collaboration and coordination among multiple units, we have found that the process of providing updates for the purposes of StEAR reporting has prompted

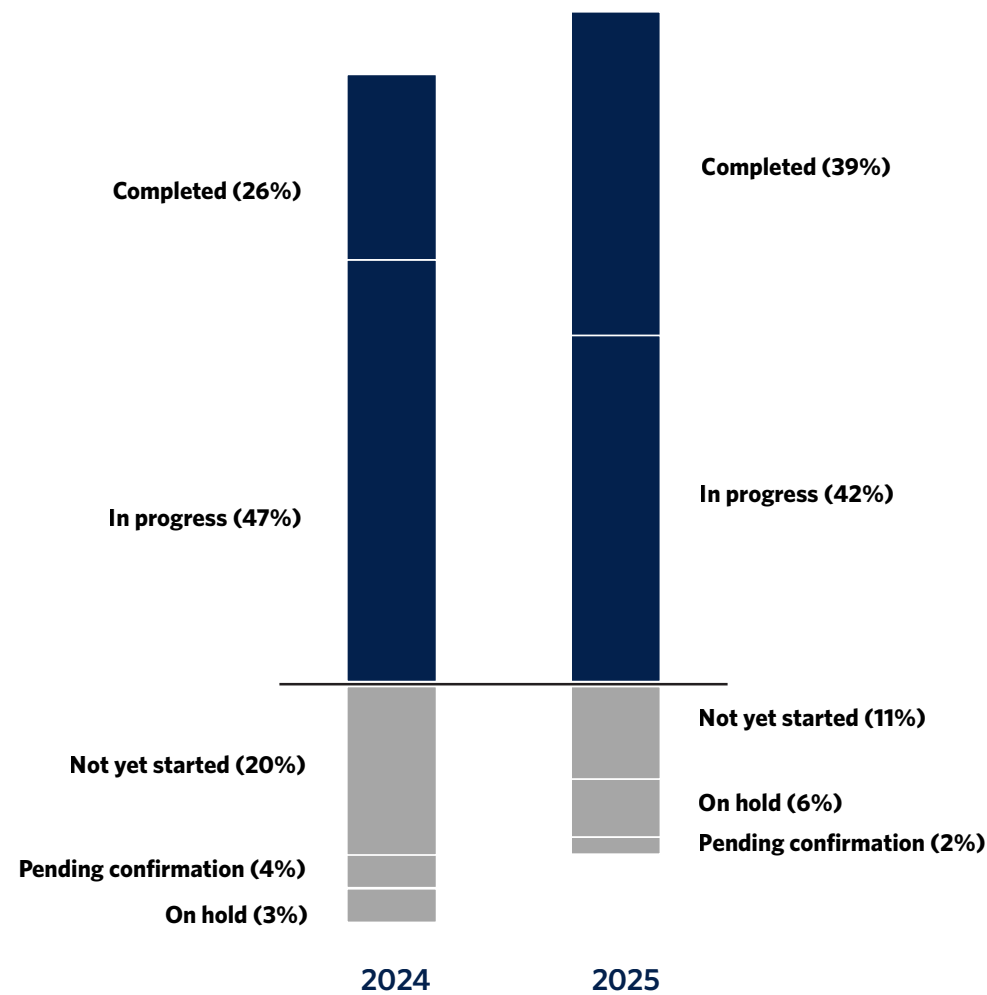
communication between units and helped close information gaps between different parts of the system. With increased clarity and communication, most actions are progressing towards completion. It is also important to note that after two years of implementation, consultation with strategic action leads reveals that those actions which remain 'not yet started' are among the more complex to progress.



Figure 1 shows the proportion of strategic actions reported in each status category, combining institution-wide actions along with actions reported separately for each campus.¹

Progress highlights are presented below for each domain of the StEAR Framework.

Figure 1:
Status of StEAR strategic actions, by year



¹ Please note, if comparing to previous reporting, that the 2024 StEAR Progress Report does not include an analogous chart that combines institution-wide actions and actions for reported separately on each campus.

1.2 Structural Domain Highlights

The structural change domain seeks to develop institutional principles, frameworks, and processes that strengthen organizational capacity to support, drive, and sustain transformative systems change through equitable and anti-racist leadership, governance, and accountability.

Advancing UBC’s equity data infrastructure

Student Diversity Census

UBC’s Student Diversity Census (SDC) launched in 2024, following an initial pilot administered in 2023 (1.3B). As the university’s primary tool to collect student demographic data, the census will enable the university to better understand students’ diverse backgrounds and experiences; make data-informed decisions that support institutional priorities, student services, and academic programming; and identify and address system barriers to student success. Findings were shared in the 2024 Student Diversity Census Report to the UBC Senates and Board of Governors in February/March 2025. As of November 1, 2024, 32 per cent of the UBC student population had participated in the SDC, with 36 per cent at UBCO and 31 per cent at UBCV. The SDC was a primary priority of the Student Demographic Data Project, a joint initiative of the Planning & Institutional Research (PAIR) Office, Equity & Inclusion Office (EIO), Enrolment Services and Enterprise Data Governance. Its development established guiding principles and created new or updated existing data standards and definitions also applicable to UBC employees, both faculty and

staff; and efforts are underway to align UBC’s university wide Employment Equity Survey (EES) (1.2A, 1.2B). Centralized and standardized data collection via the SDC and EES helps to increase the consistency, availability, usability, and quality of institutional student and employee data.

Employment Equity Survey

In 2024, UBC recorded its highest-ever response rate for the EES, at 87 per cent institution wide. The 2024 Employment Equity Report features improved and expanded analysis, including: updates to workforce comparator data at the regional, provincial and national levels to reflect 2021 Census labour force statistics; an expansion to categories offered among ethno-racial response options; analysis of population changes within designated groups; and additional appendices on the demographic composition of clinical faculty affiliated with UBC and representation of Black employees (1.3C).

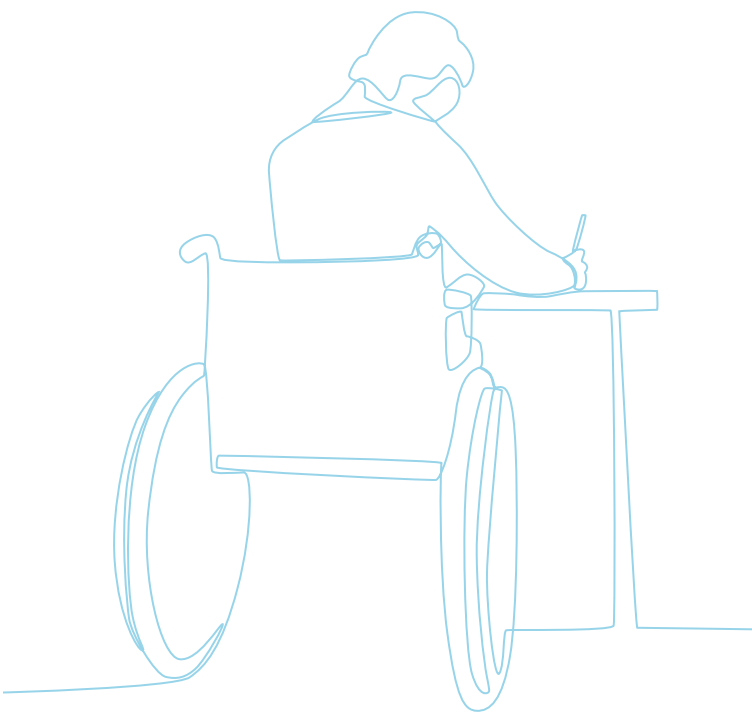
Applicant Diversity Survey

While the EES gathers demographic data on current employees, UBC also administers an Applicant Diversity Survey to support equitable hiring practices. In the past year, the EIO has worked alongside Human Resources and Integrated Service Centre (ISC) partners to ensure the proper access and use of data gathered from the survey (1.3D). The EIO also developed a process to provide applicant diversity summaries, upon request, to Employment Equity Advisors and hiring managers (1.3F).

Progressing accessibility and inclusion

Accessibility planning

Work on UBC's inaugural Accessibility Plan is underway, and the Equity & Inclusion Office has hired an Accessibility Strategist to support planning efforts. UBC's Accessibility Committee, established in accordance with the BC Accessibility Act, has been meeting regularly to provide advice to the university on the identification, removal and prevention of barriers to accessibility (1.7A). This Committee works synergistically with an Accessibility Planning Team and an Institutional Accessibility Coordinating Team to ensure university leaders and community members collaborate on planning efforts enabled by the EIO.



Additionally, UBC has enhanced its accessibility feedback mechanism, also a requirement of the BC Accessibility Act. And, the Centre for Workplace Accessibility is continuing its pilot programming (1.7C) and raising awareness about the services it offers (1.7B).

Inclusive washrooms

The Equity & Inclusion Office and the Facilities team partnered on work related to inclusive washrooms including projects like the Inclusive and Accessible washroom maps, updated washroom signage and the forthcoming Inclusive Washroom guidelines, planned for public release in 2025 (1.8F). At UBC Vancouver, significant work has been undertaken to convert selected washrooms to all-gender in various buildings including Allard Hall, Henry Angus and Music. All-gender washrooms have been included in new building projects including Brock Commons Phase 2, Gateway Health, and School of Biomedical Engineering. All-gender change rooms are planned for the REC North building (to be completed by March 2025) and are already offered in the UBC Aquatic Centre and ARC Fitness Centre (1.8G). At UBC Okanagan, gender inclusive washrooms have been included in the Nechako Housing Commons, and work is planned to update change rooms within the Food Services Area of the Pritchard Dining Hall to be more inclusive and provide private stalls. The Athletics and Recreation department have also created all-gender locker access and converted single stall washrooms to all-gender (1.8G).

1.3 Curricular Domain Highlights

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

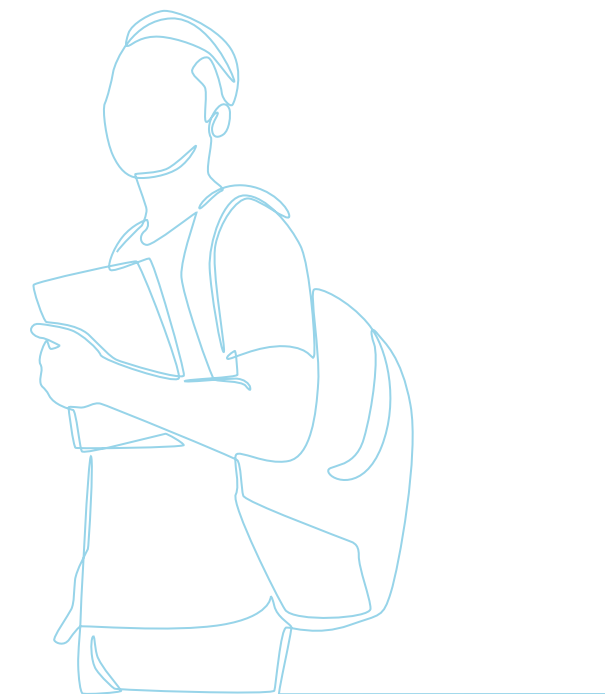
Creating Inclusive and Anti-Racist Classrooms

Inclusive teaching

The [Inclusive Teaching Team \(ITT\)](#), a collaboration between CTLT (UBC-V) and CTL (UBC-O) fosters a culture of inclusive teaching across campuses by championing accessibility, removing barriers, and empowering educators and students. Current ITT offerings include workshops, studio-sessions, virtual exchange sessions on topics such as Universal Design of Learning, inclusive teaching practices, inclusive syllabus design, inclusive assessment design and trauma-aware teaching (1.7F, 2.2B).

Anti-racist pedagogy

In June 2024, the Centre for Teaching, Learning and Technology (CTLT) piloted Applying Anti-Racist Pedagogy in the Classroom (AA-RPC), a cohort-based program where educators explore anti-racist approaches and practices while learning from others and building relationships in a collaborative learning environment. The program focused on building and maintaining caring classroom climates, embedding anti-racist principles in teaching practices and enhancing support for Indigenous, Black, and People of Colour (IBPOC) students (2.2B), a cohort-based program where educators explore anti-



racist approaches and practices while learning from others and building relationships in a collaborative learning environment. The program focused on building and maintaining caring classroom climates, embedding anti-racist principles in teaching practices and enhancing support for Indigenous, Black, and Persons of Colour (IBPOC) students (2.2B). This program was developed by the Anti-Racist Teaching and Learning team who in recent years also delivered workshops on language and terminology; power, privilege, and bias; and unpacking and responding to harmful phrases and behaviours in the classroom. The Anti-Racist Teaching and Learning team has also piloted an Anti-Racist Curriculum Assessment Tool, consulted and partnered with UBC units on specific initiatives and custom requests, and worked on a UBC Anti-Racist Ecosystem map, which identifies and organizes some of UBC's anti-racism resources (2.2B, 2.2E).

1.4 Compositional Domain Highlights

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

Building capacity for equitable hiring

UBC continues its commitment to advancing inclusive excellence by expanding and refining equitable hiring practices. These initiatives aim to foster greater diversity and representation among UBC employees. Building on the success of the [Guide to Equitable Hiring Practices: Faculty Recruitment](#), the EIO, in partnership with UBC Human Resources (HR), has launched the [Guide to Equitable Hiring Practices: Staff Recruitment](#). Tailored to the nuances of staff hiring, the guide provides practical strategies aligned with the eight recommended hiring stages outlined by UBC HR, equipping hiring managers and panels with tools to mitigate bias and foster equity (3.1C). The new Hiring Equity Canvas Course is also set to launch in 2025 (1.3D). The EIO has also expanded its popular [Employment Equity Advisor \(EEA\)](#) program through more frequent capacity-building retreats. In 2024, over 200 participants registered and attended the training to become Employment Equity Advisors (3.1F). The EIO has also begun delivering equitable hiring training tailored to the needs of specific faculties and departments.

Ninety-one per cent of units participating in the inventory reported having efforts underway or completed in the area of equitable hiring practices.

Strengthening Student Access and Support

Efforts to apply an equity and anti-racism lens to student access and enrolment planning are progressing. The AVP Faculty Planning Office has been leading a strategic review of admissions processes through the Strategic Taskforce on Admissions and Recruitment. This working group, in operation for over six months, is assessing existing student recruitment and admissions strategies. While one of its focus is on increasing equitable access to UBC (3.3C), the task force is also working on various other initiatives to enhance the overall effectiveness of admissions and recruitment. To support increasing inclusion in the student community, the EIO has hired a Manager, Student & Community Engagement to enhance outreach and engagement efforts with HPSM communities. This role will provide dedicated support for strengthening connections with students, faculty, and staff, ensuring that equity-centered strategies are effectively implemented across UBC (3.4F, 3.4J).

1.5 Interactional Domain Highlights

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

Advancing Human Rights Resources and Supports at UBC

The EIO continues to strengthen its human rights resources to support an inclusive and equitable campus environment. The Human Rights Team has developed a number of key resources, including the [Human Rights Consultation Process Flowchart](#) and the [UBC Discrimination Complaint Process](#) (4.2C). To enhance understanding of human rights policies and informal resolution mechanisms, these resources have been shared through workshops, information sessions, and outreach opportunities across UBC. Additionally, the Director of Human Rights has been actively involved in the Trauma-Informed Practice Training Working Group, which is developing a UBC-wide course, to help integrate trauma-informed and power-sensitive approaches into workplace contexts, thereby enhancing the UBC community's capacity to respond to human rights issues (4.1D). Further reinforcing these efforts, the Human Rights Team has worked with various units to pilot integrating restorative processes and practices into workplace and academic settings. These initiatives have built capacity among students, staff, and faculty while supporting a culture of resolution and accountability. [Anti-discrimination resources](#) have also been

made available to UBC community members, including the ["Introduction to UBC's Human Rights Obligations & Discrimination Policy,"](#) ["Introduction to Anti-Jewish Discrimination,"](#) ["Introduction to Anti-Arab and Anti-Muslim Discrimination,"](#) as well as the ["Recommendations for Administrators Receiving Human Rights Disclosures and Complaints"](#) (4.1E, 4.1G).

Building Dialogue Skills

Beyond workplace settings, the EIO's Dialogic Skills Training Program supports students in developing essential communication tools to engage in meaningful and respectful discussions across differing perspectives. This initiative encourages empathy, critical thinking, and inclusive dialogue, strengthening a culture of engagement and mutual understanding.

Expanding Learning Opportunities for Inclusive Leadership and Engagement

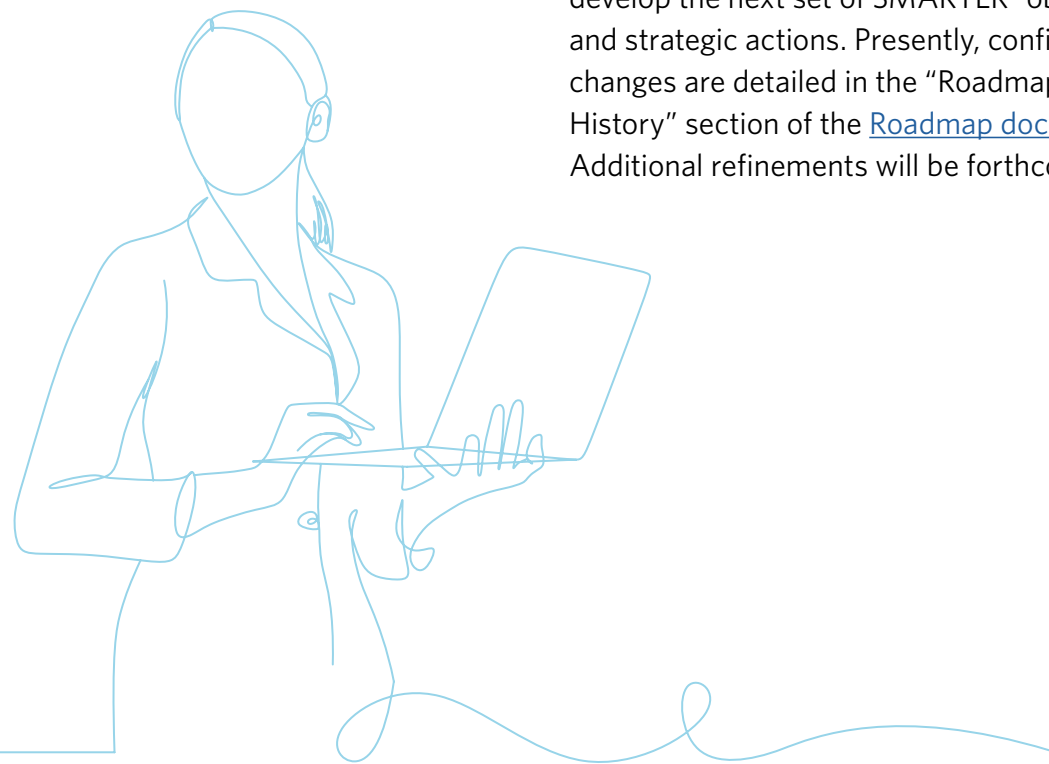
The EIO has developed a range of learning initiatives to support faculty, staff, and students in strengthening EDI competencies. These programs provide targeted skill-building opportunities that enhance leadership effectiveness, promote inclusive workplace practices, and equip participants with the tools to engage in constructive dialogue. Designed to align with UBC's broader equity commitments, these learning resources reinforce the role of leaders and community members in fostering respectful, inclusive, and high-performing environments (4.1E). The EDI Leadership Learning Series and Inclusive Leadership

1.6 Opportunities and next steps for StEAR strategic actions

Learning Sessions provide leaders with practical strategies to integrate EDI into decision-making, navigate workplace tensions, and create inclusive team cultures (1.4C, 4.1E). The Conflict Literacy Learning Session further supports this by equipping leaders with skills to address conflicts through an equity-informed approach. Faculty and staff also have access to specialized training, including the Racial Microaggressions session, which fosters awareness and dialogue on racial biases, and the Disrupting Bias Training Session, which introduces the SEEDS Model to help mitigate unconscious bias in hiring and decision-making processes.

We are learning that the progress status categories may be overly simplistic and flattening the complexity and non-linear nature of activities. For example, in this year’s report, a few actions appear to be moving “backwards” (e.g., from “completed/ongoing” to “in progress”) when what has occurred might more accurately be described as a recalibration; Leads are deepening their understanding of the work that is needed and, in some cases, understanding they may not be as progressed as they initially thought at the time of the inaugural progress report. In our next progress report, we hope to introduce a more nuanced set of status categories. The EIO has begun a broader assessment of the Roadmap, with a view to develop the next set of SMARTER² objectives and strategic actions. Presently, confirmed changes are detailed in the “Roadmap Version History” section of the [Roadmap document](#). Additional refinements will be forthcoming.

² Specific, measurable, achievable, relevant, time-bound, evaluated and revised.



2.0 DECENTRALIZED UNIT-LEVEL ACTIVITIES

2.1 Improving understanding of decentralized units’ efforts

All UBC Faculties and VP portfolios were invited to participate in the StEAR Inventory from November 2024-January 2025. Faculties and Vice-President portfolios were given the option of submitting at Faculty or portfolio

level or submitting multiple responses for sub-units and departments. In total, 128 Faculty, portfolio, department, and unit-level contacts were identified to complete the inventory and 92 submitted a response, compared to 96 in 2024 (Table 1). Sixty-seven 2025 inventory participating units were participants in 2024, while 25 were new participating units in 2025.

Table 1. Number of StEAR Inventory Responses, by Campus

	Academic Faculty/ department	Administrative Portfolio/Unit	Total
Okanagan Campus	11	15	26
Vancouver Campus	19	43	62
Both campuses	1	3	4
Total	34	45	92

In 2025, units were invited to share up to three initiatives or practices related to StEAR that they wanted to highlight (in contrast to the pilot year in which units could share unlimited initiatives and examples). In total, 153 initiatives were shared.

Through two years of collection of information through the StEAR Inventory, we have increased our understanding of how decentralized units are implementing equity and anti-racism efforts across the university. Faculties, vice-presidential portfolios, departments, and units continue to demonstrate high levels of engagement; at least half of the 92 units participating in the StEAR inventory reported having efforts underway in each of the 18 objectives of the StEAR Roadmap. Specific initiatives that participating units have

agreed to share with the UBC community are reflected in the [Catalogue of decentralized EDI efforts across UBC](#).

Decentralized initiatives focus on a broad spectrum of the campus community, with the highest proportion of initiatives aimed at students, followed by faculty then staff (Figure 2). The most common type of initiative reported was the creation of EDI committees or a role with formalized responsibilities for coordinating the unit's EDI efforts; and the creation of resources, guides, and tools to support unit members was the second most common type of initiative reported, along with specific programming that aims to advance equity, diversity, or inclusion (Figure 3).



Figure 2:
Audience of initiatives reported in the StEAR inventory 2024-25

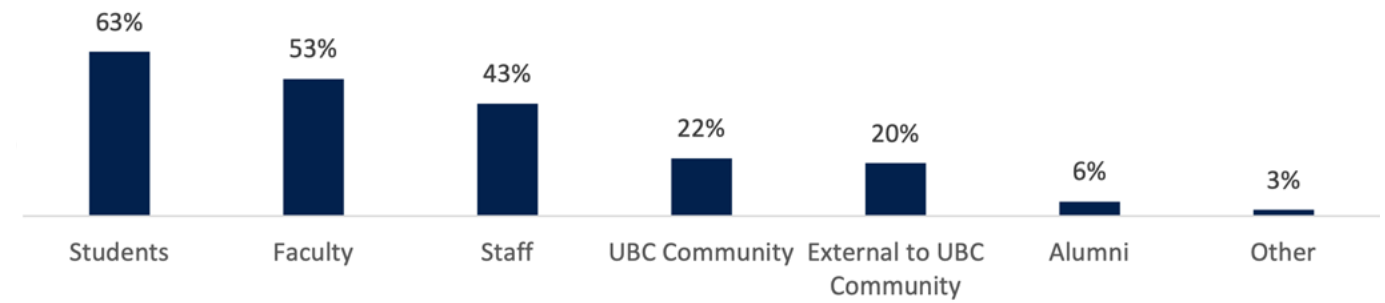
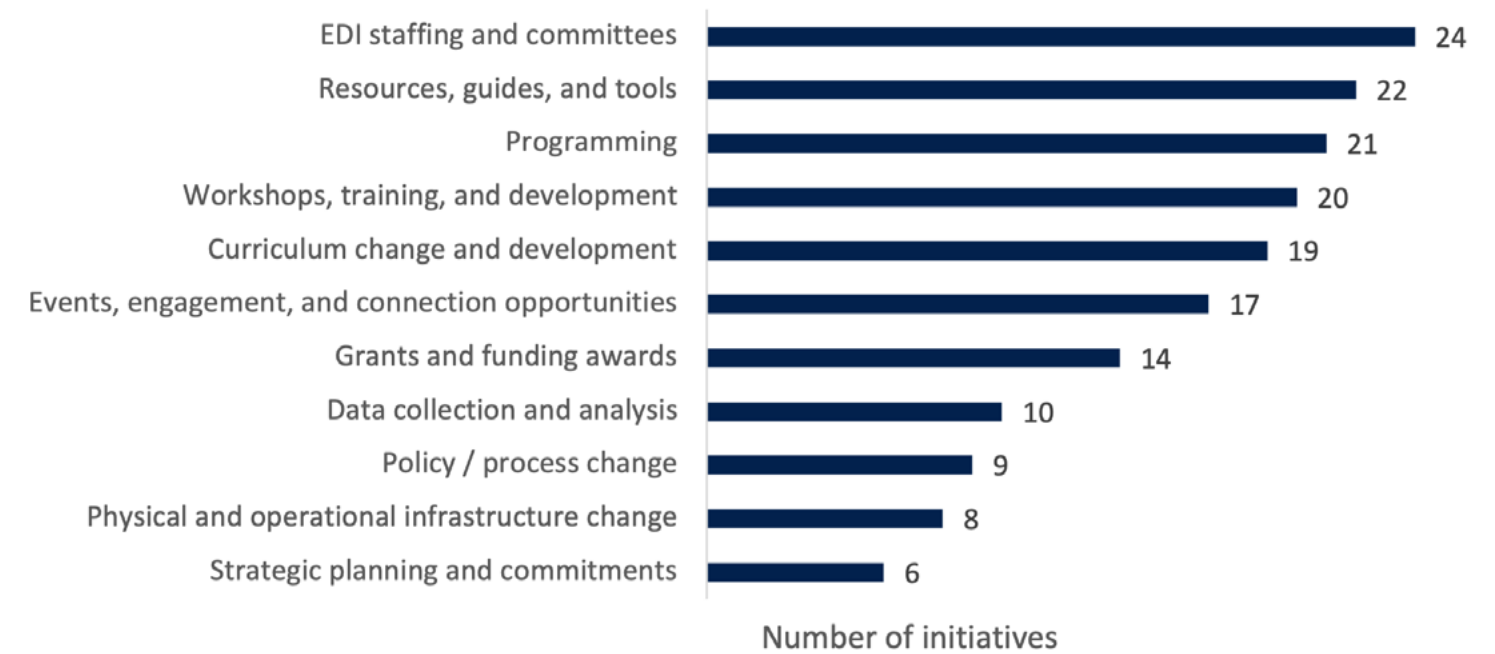


Figure 3:
Types of decentralized initiatives reported in the StEAR Inventory, 2024-25



The StEAR inventory also invited participating units to identify if their initiative focused on any particular community(-ies) within the HPSM umbrella. Units reported that their initiatives included a focus on a broad range of different communities, with a greater proportion of initiatives focused on racialized communities, Black communities, disabled communities, 2SLGBTQIA+ communities, trans and non-binary communities, and women (cis and trans). Fewer units reported an initiative that focused on or included religiously and spiritually marginalized communities, or those for whom English is an additional language.

Selected examples from the StEAR Inventory are presented below for each domain of the StEAR Framework:

- **Structural domain:** Initiatives span a broad range of topics, from communications toolkits to physical infrastructure changes. The Community Engagement office developed UBC's first toolkit to simplify honoraria payments for community partners, offering clear instructions and practical tips to strengthen partnerships and recognize the contributions of community partners. This toolkit addresses a critical barrier in community-university partnerships by providing a clear and efficient way to compensate community partners for their time and expertise, recognizing that many community partners, especially those from lower income or socio-economically marginalized groups, may not have the resources to engage with the university without financial support.

- **Curricular domain:** Many academic units have introduced or expanded course offerings on topics related to equity, diversity, and inclusion, including WRDS 370, "Research Writing and Marginalization", WRDS 390, "Writing Disability," HINT 525 "Disabilities Studies and Interprofessional Health Care," and SOCW 531, "Anti-racist and Anti-oppressive Clinical Practice."
- **Compositional domain:** Activities address hiring, student admissions, and development and support initiatives for both students and employees. One school launched a mentoring program connecting students with alumni and professions, to provide current and future BPOC students with role models and mentors who would help them navigate professional settings.
- **Interactional domain:** Many units have developed robust training and education programs for their staff, including self-paced modules, lunch-and-learn sessions, site visits, and workshops. One Faculty received funding to create a video based on real student interviews to enhance instructors' awareness about equity, diversity, and inclusion in the academic program.

2.2 Impacts and learnings from decentralized efforts

Although relatively few participating units shared information about the impacts of their initiatives, some themes can be observed from how units are assessing the efficacy of their efforts. Most commonly, units noted high levels of engagement, support, and or uptake with the initiative as a key indicator of success. In some cases, units described enhanced experiences of HPSM groups, generally observed through individuals saying that they feel seen, valued, or validated through engaging in a given initiative. Some units pointed to concrete changes or outputs, such as more or different course offerings or observable changes in teaching practices. Other units noted increases in skills and capacity to undertake their efforts, for example, greater confidence among those who are implementing the initiative, as well as changes in the unit culture as a whole, including increased knowledge, skills, and openness to address EDI issues.

For the first time this year, units participating in the inventory were asked to reflect on the enablers and facilitators of their work, in addition to identifying barriers. Themes among the enablers mentioned, in order of frequency, included:

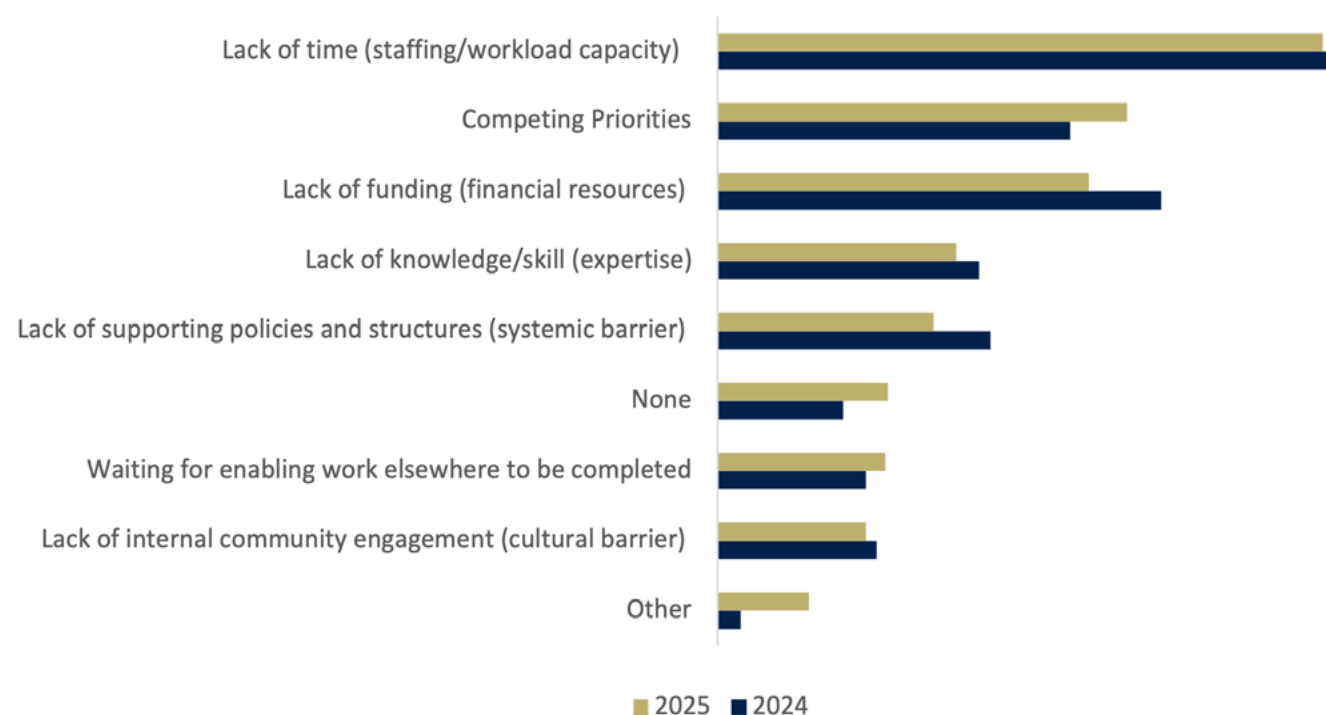
- **Relationships, collaborations, and partnerships** with other units, departments, or organizations, which allowed units to design initiatives that addressed the needs and priorities of all involved parties. Respondents noted that the time spent building these collaborations and trusting relationships were an important investment that supported the overall success of the project.
- **Internal community engagement, support, and leadership**, including strong buy-in from unit members (faculty and staff) and the presence of a "critical mass" of people dedicated to equity, as one respondent described it. Respondents noted that this often manifests as individuals dedicating significant time to the success of the initiative, often on a voluntary basis or in addition to their official duties.
- **Central institutional support and resources**, including financial support such as grants and funding programs, as well as the strong messaging support of institutional commitments to equity and inclusion. Two responding units also mentioned that by embedding efforts within existing institutional programs, they were able to leverage central institutional support without the need for additional financial support.
- **Straightforward processes and administrative support**, including simple processes for accessing funding and granting programs, as well as making use of technology including calendar reminders and user-friendly technologies.
- **Community and participant-centered approaches** enabled units to design and implement initiatives that were relevant and well received. For example, respondents described holding consultations or having members of the target community/audience being part of the team implementing the initiative.

- **Self-reflexivity, flexibility, and humility,** including engaging in continuous learning and training, creating mechanisms for feedback and iteration, and fostering an internal culture that is flexible and open to change.

Units' responses about the barriers they have encountered were largely similar across 2024 and 2025, although one third of the inventory respondents were new in 2025, so year-over-

year differences must be considered with caution. For the second year in a row, units highlighted lack of time (staffing/workload capacity) as the most common barrier to increased engagement in equity and anti-racism efforts. Competing priorities, which in 2024 was the third most frequently cited barrier, has risen to second in 2025. Lack of financial resources moved from the second to third most commonly cited.

Figure 4:
StEAR Inventory most frequently cited barriers, all objectives, by year



2.3 Opportunities and next steps for the StEAR Inventory

The *StEAR Inventory: Mapping UBC's decentralized EDI practices and initiatives* was piloted for reporting in the 2024 StEAR Progress Report.

Responding to feedback received during the pilot, the StEAR Inventory was revised for clarity, and streamlined to ask units to share details

of fewer initiatives or efforts, with prompts to gather expanded information about what impacts, changes, or outcomes have been observed, as well as reflections on what factors have contributed to the initiative's success.

3.0 INSTITUTIONAL OUTCOME MEASURES

3.1 Identifying areas of strength and opportunity in institutional outcome measures and indicators of change

The StEAR evaluation approach establishes 16 institutional outcome measures, with 294 associated indicators of change, including 91 new baseline indicators.³ Of these indicators, 25 per cent of indicators of change are meeting or exceeding their reference point, and 47 per cent are below their reference point. 28 per cent of indicators do not have a comparator reference point.

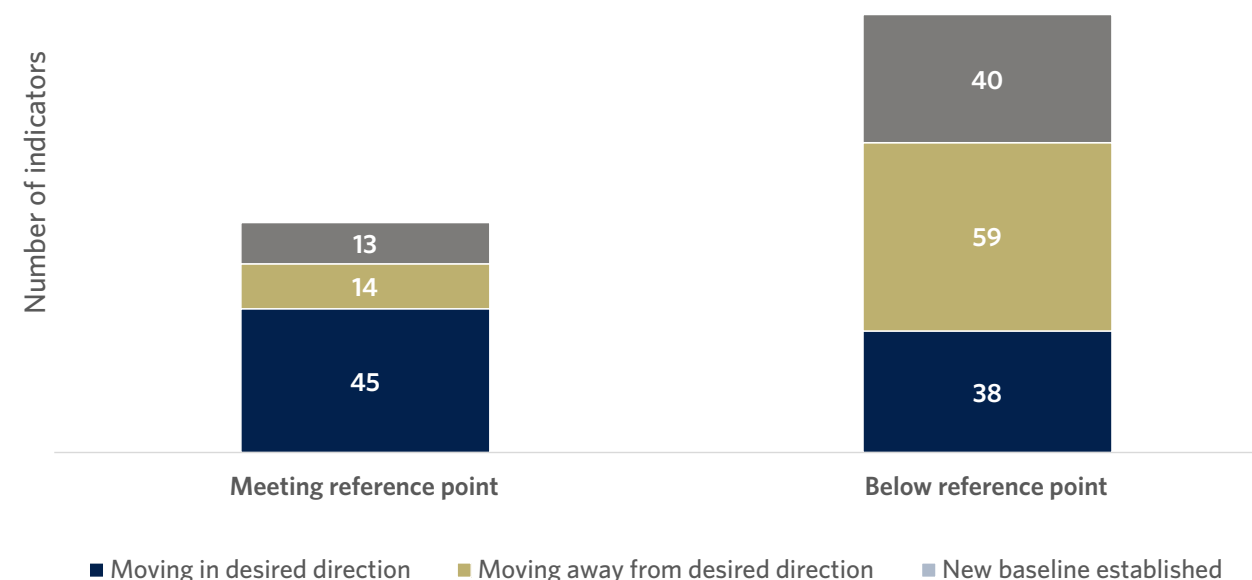
Of the institutional indicators of change for which a reference point is available, just over one third are meeting or exceeding their reference points, while two thirds are not meeting their reference points. Generally, the institutional indicators of change meeting or exceeding their

reference point are also moving in a positive direction, while the indicators that fall below their reference point tend to be moving further away from the desired direction (Figure 5).

Of indicators below their reference points, the majority are in the compositional and interactional domain, relating to representation and experiences of Indigenous, disabled, non-binary, trans, and 2SLGBQIA+ people. This pattern is consistent with findings from the 2024 Workplace Experiences Survey, which finds that overall engagement scores for these five groups are below the overall engagement scores for all employees.

³ To view the full list of StEAR outcome measures and indicators of change, see the [StEAR Evaluation Approach](#).

Figure 5:
Summary: Indicators for which a reference point is available, by direction of change



Note: We cannot know all the factors contributing to and, therefore, draw any definitive conclusions about the results we are seeing from this preliminary data analysis. However, we do know that initiatives implemented in any given year may take some time to effect change in the behaviours and culture needed to influence hiring and engagement practices and outcomes in the long run.

We will continue to monitor the trends in representation and experiences over time and through additional sources of information, where possible.

Selected outcome measures from the full progress report are presented below.

Outcome measure: Diverse senior leadership

Indicator: Proportional representation of select HPSM groups in the UBC Executive Senior Leadership group⁴ as reported in the Employment Equity Survey.

Reference point: Representation of employment equity federally designated groups in the senior manager occupational group at the national level.

Change from previous: Indicator is compared to data from the 2023 Employment Equity Survey⁵.

Table 2. Compositional diversity of UBC Executive Senior Leadership group.

	Current indicator	Previous indicator	Change from previous	Reference point	Difference from reference point
Women	50%	49.1%	+0.9%	30.4%	+19.6%
Indigenous	sup.	sup.	+sup.	3.2%	+sup.
Racialized	21.2%	22.6%	-1.4%	14.2%	+7%
Disabled	9.6%	sup.	+sup.	6.7%	+2.9%
Non-binary	sup.	0%	+sup.	n.a.	n.a.
Trans	sup.	0%	+sup.	n.a.	n.a.
2SLGBQIA+	11.5%	9.4%	+2.1%	n.a.	n.a.

Note: Blue shows cases where the change from previous is moving in the desired direction (also denoted with +). Beige shows cases where the change from previous is moving away from the desired direction (also denoted with -). Green shows cases where the indicator meets or exceeds the reference point (also denoted with +).

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

⁴ Executive Senior Leadership group includes the President, Vice Presidents and Provosts, Associate Vice Presidents and Provosts, Deans and Principals, and Other Senior Academic Executives.

⁵ The Employment Equity Survey (EES) is UBC’s mechanism for centralized and standardized collection of demographic data on faculty and staff. The annual data capture for reporting is taken on October 31st of each year, however, the survey remains open, and employees are able to submit or update their responses at any time by visiting the live link on Workday. In 2024, 18685 UBC Vancouver employees and 2091 UBC Okanagan employees were eligible for participation in this survey.

Outcome measure: A diverse UBC workforce

Indicator: Proportional representation of select HPSM groups in UBC’s workforce reported in the Employment Equity Survey.

Reference point: Representation of employment equity federally designated groups in the workforce at the national level.

Change from previous: Indicator is compared to data from the 2023 Employment Equity Survey.

Table 3. Compositional diversity of UBC workforce, UBC Okanagan.

	Current indicator	Previous indicator	Change from previous	Reference point	Difference from reference point
Women	59.9%	59%	+0.9%	48.2%	+11.7%
Indigenous	5.2%	5.1%	+0.1%	4.2%	+1%
Racialized	22.5%	21.9%	+0.6%	26.8%	-4.3%
Disabled	11.8%	12.2%	-0.4%	12.3%	-0.5%
Non-binary	0.8%	0.9%	-0.1%	n.a.	n.a.
Trans	1.2%	1.2%	0%	n.a.	n.a.
2SLGBQIA+	9.4%	10%	-0.6%	n.a.	n.a.

Note: Blue shows cases where the change from previous is moving in the desired direction (also denoted with +). Beige shows cases where the change from previous is moving away from the desired direction (also denoted with -). Green shows cases where the indicator meets or exceeds the reference point (also denoted with +). Yellow shows cases where the indicator is below the reference point (also denoted with -).

Table 4. Compositional diversity of UBC workforce, UBC Vancouver.

	Current indicator	Previous indicator	Change from previous	Reference point	Difference from reference point
Women	56.6%	56.4%	+0.2%	48.2%	+8.4%
Indigenous	2.1%	2.1%	0%	4.2%	-2.1%
Racialized	39.8%	39.4%	+0.4%	26.8%	+13%
Disabled	9.3%	9.6%	-0.3%	12.3%	-3%
Non-binary	1.3%	1.2%	+0.1%	n.a.	n.a.
Trans	1.2%	1.2%	0%	n.a.	n.a.
2SLGBQIA+	10.3%	10.3%	0%	n.a.	n.a.

Note: Blue shows cases where the change from previous is moving in the desired direction (also denoted with +). Beige shows cases where the change from previous is moving away from the desired direction (also denoted with -). Green shows cases where the indicator meets or exceeds the reference point (also denoted with +). Yellow shows cases where the indicator is below the reference point (also denoted with -).

Outcome measure: Robust and equitable supports for employee wellbeing

Focusing on the 2024 Workplace Experiences Survey⁶ statement (Q28), “UBC is committed to the wellbeing of its people, places and communities.”:

Indicator: The difference in agreement or strong agreement with the above statement between the selected HPSM group and all other respondents who do not identify in the selected HPSM group.

Reference point: The reference point is zero to represent parity (no difference) between HPSM and non-HPSM employees’ experiences. In this instance, the difference from the reference point is the indicator/baseline.

Change from previous: Indicator is compared to the difference in agreement reported in the 2021 Workplace Experiences Survey.

Table 5. Difference in agreement with WES statement Q28 for select HPSM groups, UBC Okanagan.

	Current indicator	Previous indicator	Change from previous	Reference point	Difference from reference point
Women	6%	4%	+2%	0%	+6%
Indigenous	5%	-9%	+14%	0%	+5%
Racialized	-10%	-2%	-8%	0%	-10%
Disabled	-28%	-14%	-14%	0%	-28%
Non-binary	-13%	10%	-23%	0%	-13%
Trans	-16%	-10%	-6%	0%	-16%
2SLGBQIA+	-26%	-6%	-20%	0%	-26%

Table 6. Difference in agreement with WES statement Q28 for select HPSM groups, UBC Vancouver.

	Current indicator	Previous indicator	Change from previous	Reference point	Difference from reference point
Women	-1%	0%	-1%	0%	-1%
Indigenous	-15%	-2%	-13%	0%	-15%
Racialized	3%	4%	-1%	0%	+3%
Disabled	-19%	-22%	+3%	0%	-19%
Non-binary	-26%	-15%	-11%	0%	-26%
Trans	-20%	-25%	+5%	0%	-20%
2SLGBQIA+	-16%	-12%	-4%	0%	-16%

Note: Blue shows cases where the change from previous is moving in the desired direction (also denoted with +). Beige shows cases where the change from previous is moving away from the desired direction (also denoted with -). Green shows cases where the indicator meets or exceeds the reference point (also denoted with +). Yellow shows cases where the indicator is below the reference point (also denoted with -).

⁶ The Workplace Experiences Survey (WES) is the primary tool for all faculty and staff to share feedback on their experiences of working at UBC and is offered every three years. 16,131 UBC Vancouver faculty and staff were invited to participate in the 2024 WES, and 50 per cent of them submitted their responses to the survey. Out of 1,823 UBC Okanagan faculty and staff that were invited to participate in the 2024 WES, 50 per cent submitted their responses to the survey.

Outcome measure: Students who feel valued for their unique identities, experiences and beliefs

Focusing on the 2024 Undergraduate Experiences Survey⁷ statement (C4), “I feel that my beliefs, identity and experiences are valued at UBC.”:

Indicator: The difference in agreement or strong agreement with the above statement between the selected HPSM group and all other respondents who do not identify in the selected HPSM group.

Reference point: The reference point is zero to represent parity (no difference) between HPSM and non-HPSM students’ experiences. In this instance, the difference from the reference point is the indicator/baseline.

Change from previous: Indicator is compared to the 2022 Undergraduate Experience Survey.

Table 7. Difference in agreement with UES statement (C4) for select HPSM groups, UBC Okanagan.

	Current indicator	Previous indicator	Change from previous	Reference point	Difference from reference point
Women	0%	6%	-6%	0%	+0%
Indigenous	-2%	6%	-8%	0%	-2%
BPoC	-5%	-13%	+8%	0%	-5%
Disabled	-12%	0%	-12%	0%	-12%
Non-binary	-13%	-22%	+9%	0%	-13%
Trans	7%	-14%	+21%	0%	+7%
LGBQA+	-2%	-1%	-1%	0%	-2%

Table 8. Difference in agreement with UES statement (C4) for select HPSM groups, UBC Vancouver.

	Current indicator	Previous indicator	Change from previous	Reference point	Difference from reference point
Women	7%	9%	-2%	0%	+7%
Indigenous	-7%	0%	-7%	0%	-7%
BPoC	2%	-5%	+7%	0%	+2%
Disabled	-8%	-7%	-1%	0%	-8%
Non-binary	-13%	-9%	-4%	0%	-13%
Trans	-12%	-31%	+19%	0%	-12%
LGBQA+	-2%	2%	-4%	0%	-2%

Note: ■ Blue shows cases where the change from previous is moving in the desired direction (also denoted with +). ■ Beige shows cases where the change from previous is moving away from the desired direction (also denoted with -). ■ Green shows cases where the indicator meets or exceeds the reference point (also denoted with +). ■ Yellow shows cases where the indicator is below the reference point (also denoted with -).

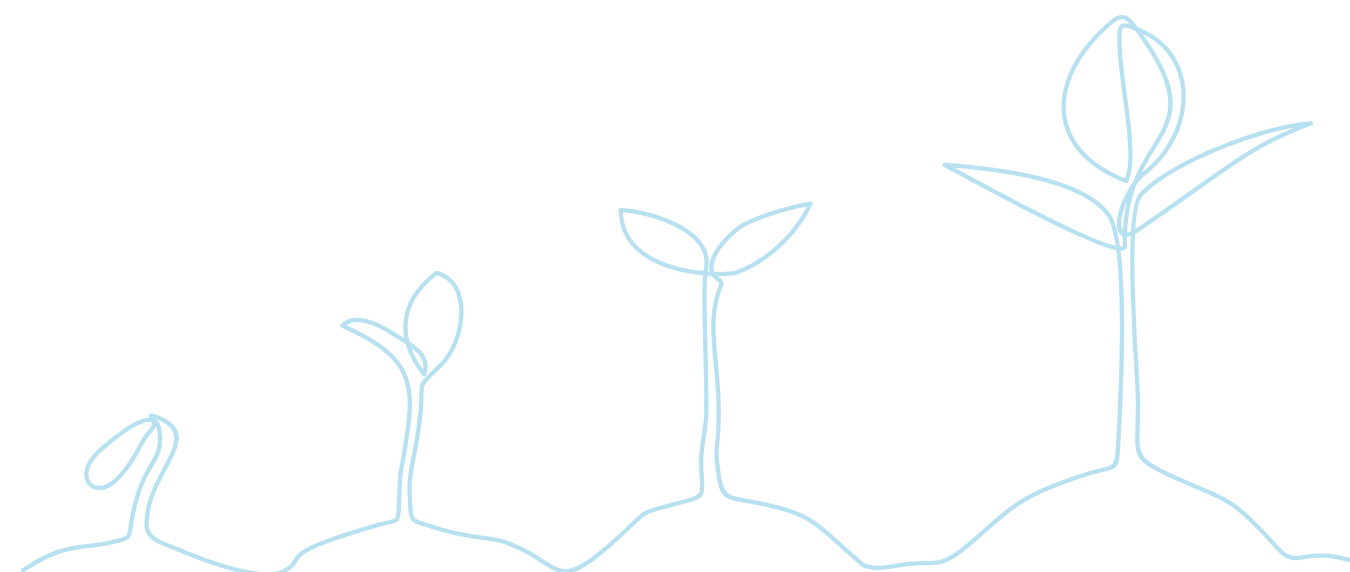
⁷ The Undergraduate Experience Survey (UES) is administered by UBC’s Planning and Institutional Research (PAIR) office on UBC undergraduate students every year (in Winter Session Term 2) except when UBC participates in the National Survey of Student Engagement (NSSE). 39,134 UBC Vancouver students were invited to participate in the 2024 UES, and 10 per cent of them submitted their responses to at least one question in the survey. At UBC Okanagan, 15 per cent of 10,063 invited students answered at least one question in the survey.

3.2 Opportunities and next steps for outcome measures and indicators of change

The 2024 progress report introduced an initial set of outcome measures and institutional indicators of change, based on the limited set of institutional data that was available at the time of publication. As part of our strategic learning in that report, we highlighted that we would expand our evaluation approach to encompass greater assessment of the impacts of these activities at the systemic level.

In the 2025 Report, we present an expanded set of indicators (which will continue to evolve) as well as refined definitions for outcome measures, indicators, baselines, and reference points.

We have also introduced a “change from previous” data point, and we have reflected on the expected timelines in which we expect to observe change. For many of the institutional outcome measures and indicators of change, we do not expect to see large shifts on a year-to-year basis. For this reason, we are focusing on monitoring the status of institutional indicators of change in relation to their reference points, as well as noting the direction of change, even if the shifts are small. In the meantime, the classification of indicators, as either meeting or below their reference point, and moving in the desired direction or away from the desired direction, enables a high-level picture of change underway.



4.0

MOVING FORWARD

Moving forward, the EIO will, in collaboration with StEAR sponsors, leads, and partners, update the StEAR Roadmap objectives and strategic actions for 2026 and beyond. In addition to removing completed actions and identifying any new actions that are needed, this update will include a review of the framing of the actions and how we classify progress.

The EIO also noted in the 2024 StEAR Progress Report, a commitment to maintain a publicly available record of the [alignment mapping](#) between the original source plans that informed the StEAR Roadmap objectives and strategic actions. As the StEAR Roadmap evolves, the EIO will update this alignment mapping in an effort to continue transparently tracking synergies and distinctions in strategies over time.

The EIO will pay continued attention to strategic actions that are not yet started or may be stalled, and in consultation with strategic action sponsors, leads, and partners, seek to identify opportunities to offer subject matter expertise or project management support to advance strategic actions.

Additionally, the EIO will continue to expand and refine the suite of outcome measures, monitoring how these outcome measures are changing over time, and seek opportunities to minimize the reporting burden on units yet still amplify the decentralized efforts underway, particularly creating opportunities for decentralized leaders to exchange insights on what is working and why.



Strategic Equity and Anti-Racism (StEAR) Progress Report: 2025



June 2025

Arig al Shaibah, AVP Equity and Inclusion

Introduction and Summary

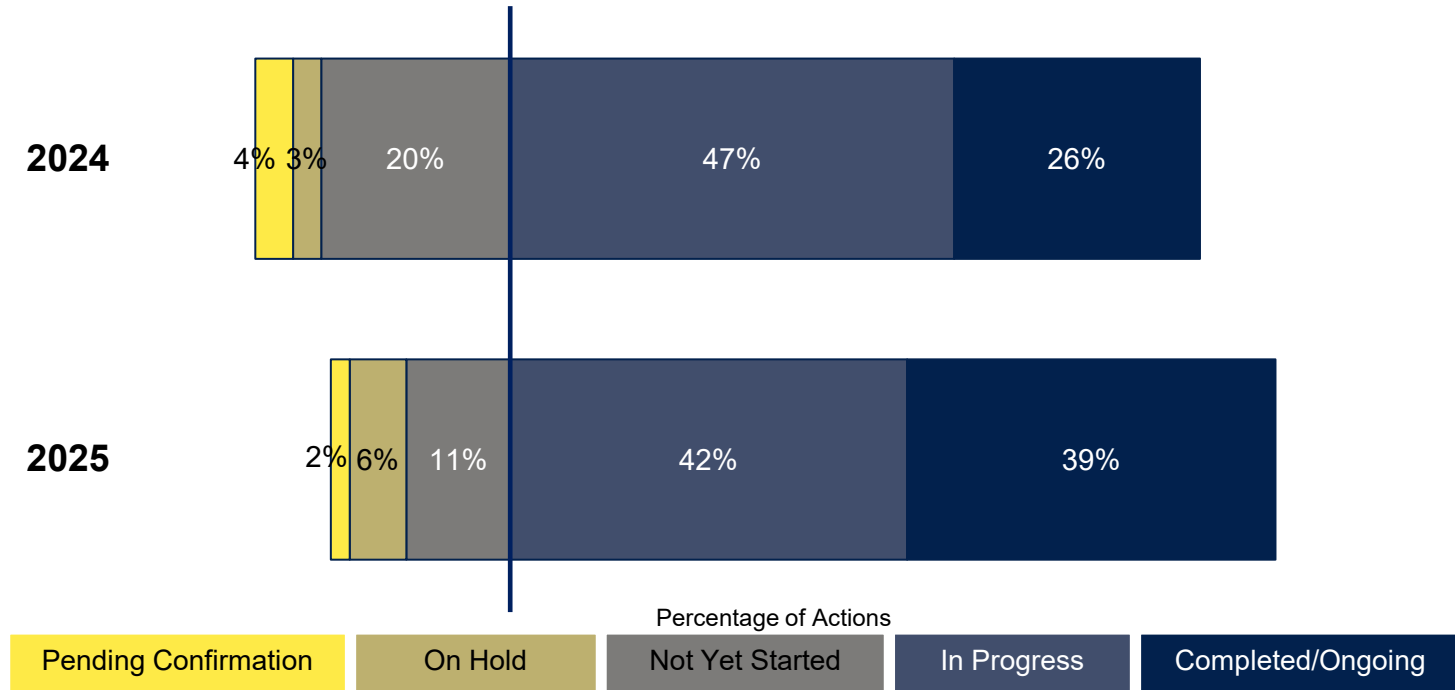


The 2025 StEAR Progress Report provides an update on institutional and unit-level efforts to advance equity and anti-racism priorities for both UBC Vancouver and Okanagan campuses as of fiscal year end for 2024/2025.

Progress (1) – Overall Progress on Actions



- Overall, 81% of StEAR Roadmap strategic actions are complete or in progress.



Progress (2) – Thematic Areas of Progress



- Advancing equity data infrastructure
- Progressing accessibility and inclusion
- Creating inclusive and anti-racist classrooms
- Building capacity for equitable hiring
- Strengthening student access and support
- Advancing human rights resources and supports
- Building dialogue skills
- Expanding learning opportunities for inclusive leadership

Progress (3) – Examples of Initiatives



Building capacity for equitable hiring

- *Guide to Equitable Hiring Practices: Faculty Recruitment (2024)*
- *Guide to Equitable Hiring Practices: Staff Recruitment (2025)*
- Employment Equity Advisor program: 200+ participants
- In development: Updated Hiring Equity Canvas module

Expanding learning opportunities for inclusive leadership and engagement

- Targeted skill-building opportunities
- EDI Leadership Learning Series
 - Inclusive Leadership
 - Conflict Literacy
 - Racial Microaggressions
 - Disrupting Bias

Progress (4) – Unit Level Activity Examples



Highlights from Unit-Level *StEAR Inventory*:

- *Over half of the units participating in the inventory reported efforts underway*
- **Structural domain:** toolkits and guides, physical infrastructure changes, committees and dedicated personnel
- **Curricular domain:** introduction and expansion of EDI-related course offerings
- **Compositional domain:** hiring practices, student admissions, mentorship, and community-building
- **Interactional domain:** lunch-and-learn sessions, bespoke self-paced modules, site visits, workshops

Challenges



- Actions which remain 'not yet started' are among the more complex to progress.
- The primary **barriers to progress** appear to be:
 - time constraints
 - competing priorities
 - lack of financial resources

StEAR Inventory most frequently cited barriers: all objectives, by year



Opportunities



- **Factors that enable success:**
 - building relationships and collaborations with other units
 - high levels of internal community and leadership engagement
 - accessing central institutional support and resources

Reflection on Indicators of Progress

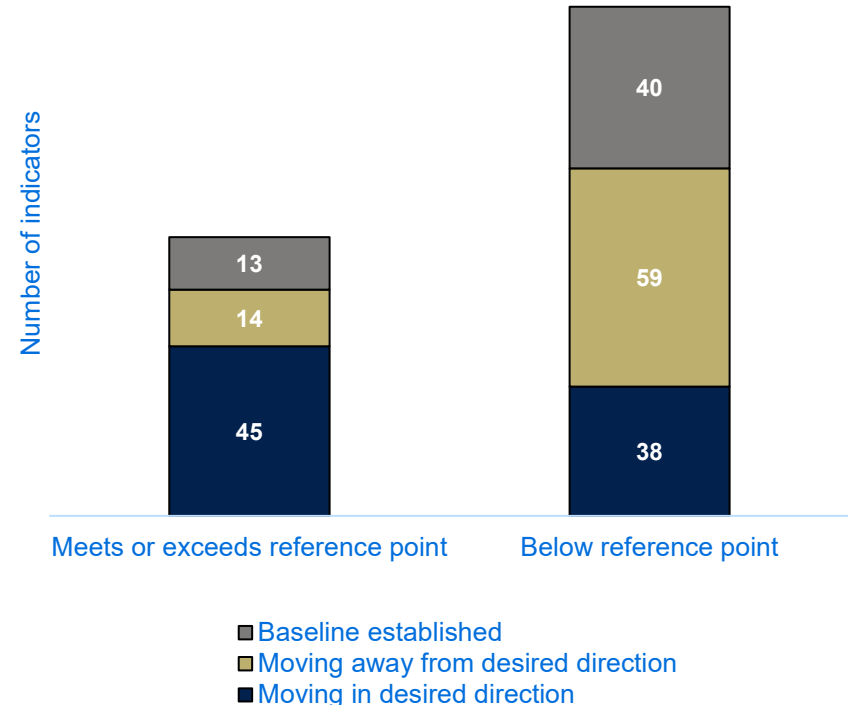


- Of the indicators for which a reference point is available:
 - 34% meet or exceed their reference point, while 66% are below their reference point.
 - The majority of indicators below their reference point are in the compositional and interactional domains, and relate to representation and experiences of Indigenous, disabled, non-binary, transgender, and 2SLGBQIA+ people.

Reflection on Indicators of Progress



- Generally, indicators that exceed their reference point **are also moving in a positive direction**, while the indicators that fall below their reference point tend to be moving **further away from the desired direction**.



Ongoing efforts and next steps



- Revision of the StEAR Roadmap for 2026 and beyond, to further strengthen and clarify the articulation of objectives and strategic actions.
- Additional coordination and resources to support actions that have not started or are stalled.
- Continued refinement and expansion of the suite of outcome measures, monitoring change over time.

Appendix: Evaluation Methodology



Components of the StEAR evaluation approach:

1. Status of **institutional strategic actions**, drawn from self-reported information from implementation leads;
2. **Decentralized academic and administrative units' activities**, drawn from responses to a voluntary inventory completed by units;
3. **Institutional outcome measures and indicators of change**, drawn from administrative and survey data; and
4. **Strategic learning**, drawn from continuous assessment and reflection by the EIO planning and evaluation team and in dialogue with implementation partners on strategies, processes, and contexts.