Implementing Inclusion

A Consultation on Organizational Change to Support UBC's Commitments to Equity and Diversity

Nitya Iyer and Shirley Nakata

Table of Contents
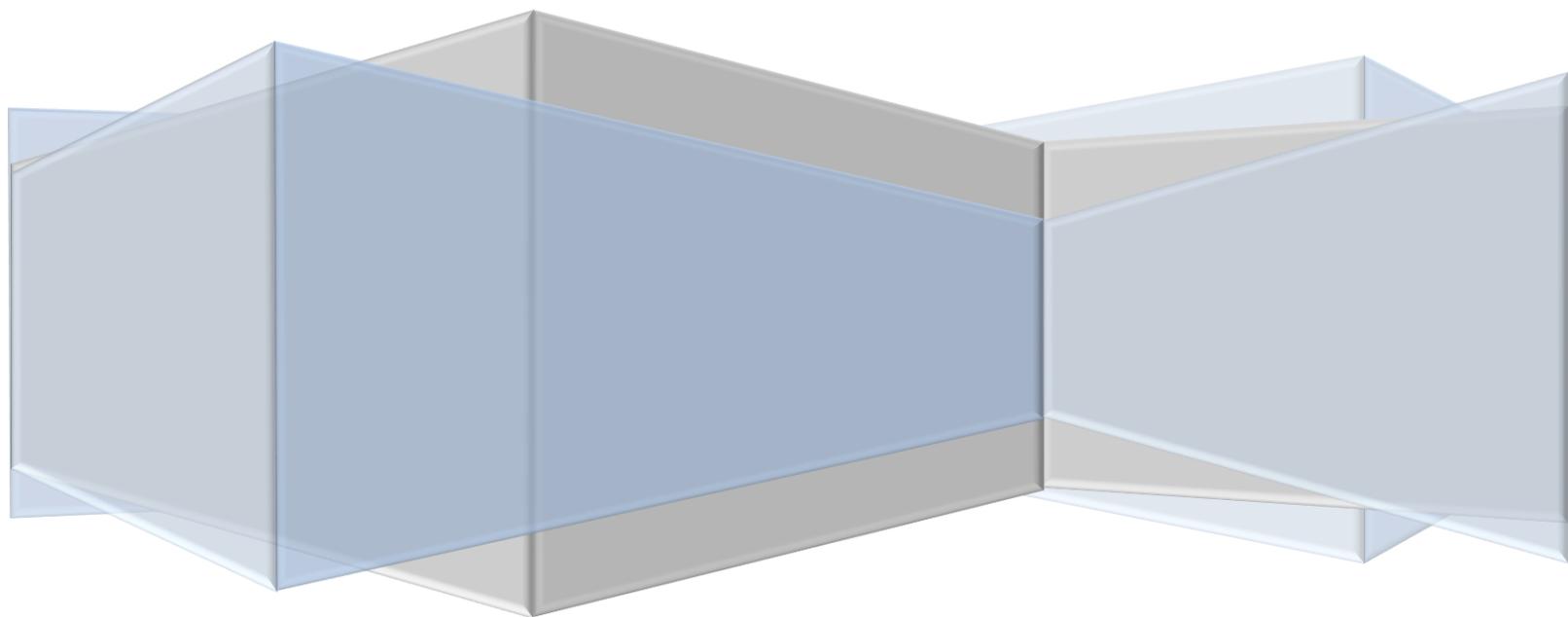
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I. Introduction

At its outset, *Place and Promise* lists "mutual respect and equity" as one of six core values that inform UBC's commitments to student learning, research excellence and community engagement. "Mutual respect" means respect for diversity or difference. It refers to an appreciation of the diverse ways that individuals and groups with varied social characteristics experience the world, including how they identify and address problems and their visions for the future while at UBC. "Equity" refers to equal access to UBC for individuals and groups, whether as a place of education or a place of employment, and to meaningfully equal opportunity to succeed in those spheres. Thus, UBC's commitment to equity and diversity requires it to ensure that individuals and groups from diverse backgrounds and with differing perspectives have equal opportunities to engage with each other and the University, and to benefit from those interactions through their learning, their research, and their careers.

UBC's activities in relation to equity and diversity occur within six areas: education and training, scholarship, communication, accommodation, proactive initiatives, and compliance. UBC must have the structures necessary to support equity and diversity in all of these areas and to ensure the activities themselves are accessible, coherent, transparent and accountable. These structures must be coordinated to support communication and cross-pollination of initiatives across UBC, building on existing institutional strengths and affording opportunities for growth in new areas. UBC's equity and diversity structure must be meaningful for students, staff, faculty and alumni across the whole range of existing and emerging social markers of difference.

Our mandate was to seek feedback on UBC's current structure as it relates to equity and diversity and make recommendations for change. To that end, we consulted broadly to solicit the views of students, staff and faculty on both campuses. We met with individuals and groups, and sought written comments. We also reached out to UBC alumni to ask for their comments on these issues. We reviewed UBC's existing strategic plans and initiatives related to equity and diversity as well as those under development, and researched the structures supporting equity and diversity at nine other universities.

Our report is divided into three sections. First, we set out what we heard, including a brief description of UBC's current equity and diversity-related structures and services, what we heard from the people who participated in our consultation, and how other universities structure their equity and diversity services. More information about our process and information resources is set out in the Appendices to this report. Second, we present what we think. We assess UBC's current structures relating to education and training, scholarship, communication, accommodation, proactive initiatives, and compliance related to equity and

diversity for accessibility, coherence, transparency and accountability. Based on this analysis, the third section sets out what we propose for situating UBC's equity and diversity commitments on a firmer foundation and within a more responsive framework. Recognizing that change takes time, and must include participation by those affected by it, we include in this section our suggestions for next steps.

This consultation has afforded us a unique opportunity to hear from a broad array of people with varied perspectives on UBC's structures and services relating to equity and diversity. What we heard confirmed that "mutual respect and equity" is a core value throughout the UBC community. All of the people with whom we met were deeply invested in, and often passionate about, this commitment. Among other efforts, the tremendous amount of work that resulted in *Valuing Difference*, UBC's strategic plan on equity and diversity, demonstrates that members of the UBC community understand both the breadth and the depth of activities needed to achieve "mutual respect and equity." However, our consultation made it equally clear that, although much innovation is occurring in pockets throughout the institution, the current structure is not sufficiently supportive of these activities and even presents a barrier to positive change.

In our view, a primary source of the problem is that the UBC's structures supporting equity and diversity have been informed by a reactive, "add on" conception of equity and diversity, which treats these issues as "problems" that some people experience some of the time and that need to be "solved" so that they will not detract from an individual's experience of UBC. This concept is not only outdated, it is wrong. Recognition of equity and diversity as a core value is based on a concept of equity and diversity as a strength, not a problem, and as presenting opportunities for enrichment for all, not as presenting barriers for some. Our recommendations for structural change are based on this premise. Placing equity and diversity within the core of UBC's structures ensures that this value informs all aspects of UBC's activities; it is an integral part of its mission for excellence. However, such a conceptual shift takes time. We understand that our consultation is only a step in a process of structural and cultural change that must engage all of those affected.

Finally, while our focus is on structure, not people, we recognize that constructive and effective change depends on people – champions of change – throughout the institution. We believe that this is an opportune time for change because we met many such champions during our consultation. We believe that UBC has the people it needs to embrace equity and diversity as articulated in *Place & Promise*.

II. What we heard

In this section, we first describe the current structures framing UBC's equity and diversity activities. Second, we present what we heard in our consultation process. While we received feedback that focused directly on aspects of the current structure, as well as suggested models for structural change, we also heard concerns expressed about equity and diversity experiences at UBC. We present these concerns because they set the context, including the challenges, for the work a revised equity and diversity structure must support, and because they have informed our analysis of what structural change is needed. We also consider it important to acknowledge and report on the concerns as most, if not all, of the people who raised these issues felt that there is presently no forum in which to meaningfully discuss these matters. In conjunction with the objectives set out in *Valuing Difference* and the other mid-level strategic plans touching on equity and diversity, these comments should be considered for further inquiry, consultation and action. In this section, we also summarize our consideration of equity and diversity structures at other universities.

A. Current Structure

UBC's commitment to equity and diversity is expressed in a wide range of services, resources and initiatives that are dedicated to promoting those values on both the Okanagan and Vancouver campuses. The many offices, units, centres and individuals with equity and diversity related mandates presently reside in various portfolios with different reporting structures and supports. However, the key portfolios are those headed by the Deputy Vice-Chancellor and Principal, the Provost and Vice-Principal, the Provost and Vice-President Academic, the Vice-President Students, and the Vice-President Human Resources.

We have organized the different aspects of equity and diversity activity in a post-secondary education environment under six headings: education and training; scholarship; communication; accommodation; proactive initiatives; and compliance. The chart that follows reflects our attempt to map the range of these activities in relation to the various aspects of equity and diversity. Our mapping exercise was itself a challenge, as we found that it is difficult, if not impossible, to determine what exists on campus (a concern that we heard from many during the consultation). Thus, our chart is not comprehensive and may well be inaccurate. However, it provides some useful insight into what equity and diversity mean on the ground and, therefore, what kinds of activities the structure must support.

The chart lists the offices or positions that address an aspect of equity and diversity under each heading in no particular order. The chart shows that the same office or position may address different aspects of equity and diversity, and that each aspect is addressed by multiple actors.

Following the chart, we briefly describe the services presently delivered in relation to each of the six aspects of equity and diversity.

Education & Training	Scholarship	Communication	Accommodation	Proactive Initiatives	Compliance
Equity Office	Faculties	VP Communications & Community Partnership	Access & Diversity	Senior Advisor on Aboriginal Affairs	Equity Office
Access & Diversity, VP Students Portfolio	Institute for Gender, Race, Sexuality and Social Justice	VP Students	Disability Resource Centre	Senior Advisor for Women Faculty	Human Resources
Director, Intercultural Understanding	Centre for Race, Autobiography, Gender and Age	VP Human Resources	Faculties & Units	Director, Intercultural Understanding	Office of the University Counsel
Human Resources	Liu Institute	Faculties	Equity Office	Equity Office	Faculties & Units
Faculty of Graduate Studies	Institute for Asian Research		Human Resources	Faculty Equity Committees, Associate Deans, Equity	Ombudsperson for Students
Centre for Intercultural Communication	Centre for Interactive Research on Sustainability			Deputy Vice-Chancellor's Committee on Human Rights and Equity	
Senior Advisor on Women Faculty				Provost's Advisory Committee on Equity and Diversity	
Centre for Teaching, Learning & Technology				Equity Representatives	
First Nations House of Learning					
Faculties, Centres, Colleges					

1. *Education and Training*

Education and training refers to the whole range of educational activities concerned with equity and diversity, from training for student leaders in residence life programs to supporting faculty to address equity and diversity topics within the curriculum, to sensitizing managers to address workplace issues in culturally appropriate ways. As evident from the chart above, equity and

diversity education and training are by far the most widely-distributed function on both campuses.

At present, the Equity Office on each campus responds to requests from faculties and units for equity and diversity training mostly as part of a response to a problem that has arisen. Both the Equity Office and Faculty Relations provide training for hiring and selection committees, again on request. The Equity Office has developed one education program, the Positive Space Campaign. Within the Vice President Students' portfolio, a number of education and training programs are offered to students notably, but not exclusively, through the Access & Diversity Office. Targeted education is provided to international and graduate students (a high proportion of whom are international) through this portfolio as well as the Faculty of Graduate Studies and other units.

The Director, Intercultural Understanding Strategy Development, who operates out of the Provost's Office, offers workshops on this topic to various Vancouver campus groups, again in response to requests. Human Resources provides training to staff and faculty hiring committees, various professional development courses and the Managing @ UBC program. The Faculty of Graduate Studies provides training sessions for graduate supervisors which includes cross-cultural communication issues.

Education and training for all interested individuals are offered by the Centre for Intercultural Communication within the Continuing Studies Department. Issues relating to equity and diversity are also addressed in Centre for Teaching, Learning and Technology (CTLT) courses for instructors and in the Academic Leadership Development Program (ALDP) for administrators. Faculties and centres on both campuses also offer educational events and programs from time to time. Moreover, equity and diversity form part of the curricular offerings on both campuses.

2. Scholarship

Equity and diversity are topics of research interest within many departments and faculties, including a number of professional faculties. Although many subject matter experts are located within their disciplines, we were told of specialized centres and institutes, such as: the Institute for Gender, Race, Sexuality and Social Justice; the Centre for Race, Autobiography, Gender, and Age; the Liu Institute; the Institute for Asian Research; and the Centre for Interactive Research on Sustainability that support such scholarship.

3. Communication

At present, there is no communications function dedicated to equity and diversity. The Vice-President Communications & Community Partnership, the Vice-President Students, the Vice-

President Human Resources, and the various faculties may provide information relating to equity and diversity activities from time to time.

4. Accommodation

The Access & Diversity Office, for UBC Vancouver, and the Disability Resource Centre, for UBC Okanagan, both of which are located in the Vice-President Students' portfolio, provide accommodation services for students with disabilities. The Disability Resource Centre's mandate is limited to students.   Access & Diversity's remit also includes faculty and staff; however, the vast majority of time is spent on accommodations for students (in fact, many people were not aware that Access & Diversity serves faculty and staff).   The Return to Work/Work Re-Integration and Accommodations units within the Human Resources Department of UBC Vancouver and UBC Okanagan respectively, support faculty and staff in returning to work.   The Equipment Accommodation Fund, which assists with the recruitment and retention of employees with disabilities, is administered through the Equity Office.

5. Proactive Initiatives

Proactive initiatives are affirmative initiatives to support or promote the goals of equity and diversity. They include affirmative hiring and promotion of staff, faculty and administrators, student admissions, grants for research or curriculum change, and other activities to support students and employees of diverse backgrounds to realize their potential at UBC.

At present, the Senior Advisor for Aboriginal Affairs, the Senior Advisor on Women Faculty and the Director, Intercultural Understanding Strategy Development, all have mandates that include proactive initiatives. Two committees, the Deputy Vice-Chancellor's Committee on Human Rights and Equity in the Okanagan, and the Provost's Advisory Committee on Equity and Diversity in Vancouver may also support such initiatives. Within faculties, Associate Deans with equity and diversity in their portfolios or equity and diversity committees may be the source of proactive initiatives. Fifteen equity representatives located within faculties at the Okanagan campus provide a resource for faculty and staff. The Equity Office in Vancouver is responsible for monitoring UBC's employment equity initiatives.

Finally, a number of mid-level strategic plans, most notably, *Valuing Difference*, contemplate proactive initiatives by multiple actors, but it is not clear who is accountable for them or how these changes will occur.

6. Compliance

Compliance, or the enforcement of equity and diversity related laws, policies and norms, includes both formal and informal dispute resolution mechanisms. At present, three offices are involved in formal complaint resolution: the Equity Office, which investigates, mediates and adjudicates Policy 3 complaints; Human Resources, which responds to grievances by faculty and staff, including those raising equity and diversity issues; and the Office of the University Counsel, which represents UBC in court or administrative tribunal proceedings that may raise these issues. Faculties may resolve informal complaints or concerns raised by faculty, staff or students internally, through a Dean, Associate Dean, or Department Head, including concerns relating to the Respectful Environment Statement. The Ombudsperson for Students may assist in resolving such concerns if they are raised by students at the Vancouver campus. UBC Okanagan is in the process of creating an Ombuds Office for students at UBC Okanagan.

B. Concerns about Current Structure

There was no disagreement among those who spoke to us that our current structure needs improvement. We heard from individuals from all constituencies that the "top-down" approach does not work at UBC and that any structural change must respect and adapt to local contexts, cultures and needs. We also heard that Heads and Directors have a pivotal role in making change happen within their units and that they must be supported to do so.

Another overarching message was that the current structure lacks coordination. Important initiatives and activities are too often siloed (sometimes due to territorial or "turf" concerns) and opportunities to share and collaborate are missed. At present, there is no effective hub for equity and diversity; no one is clearly responsible for measuring progress and achievements in relation to UBC's equity and diversity commitment, or for ensuring that there are resources, initiatives and programs to support it. As one person said, we have no university-wide narrative about equity and diversity.

A number of people suggested general models for structuring equity and diversity. One suggestion was to create a Vice-President with an equity and diversity portfolio and to move all equity and diversity related functions into that portfolio. Another was to move as many equity and diversity related functions as possible into the faculties, spreading the remaining functions between a few appropriate units and linking them all through a communications network. A third option was to embed equity and diversity responsibilities within the roles of each of the Vice-President Academic, the Vice-President Students, and the Vice-President Human Resources, with a coordinating body or an Associate Vice-President who reports to all of them and coordinates implementation of their equity and diversity priorities through a central office.

We set out below the comments we heard that specifically relate to the structures supporting the six aspects of equity and diversity.

1. Education and Training

Learning what educational and training opportunities exist is too often by word-of-mouth, reliant on who you know and what email lists you are on. As competencies in equity and diversity are not mandatory or linked with key performance or merit criteria, there is little motivation for people to scour the UBC webpages for activities or events that might be relevant to their job duties or their particular unit. Almost all training programs are developed for a specific constituency (students, faculty or staff), and there is a strong sense of ownership over them. This results in little or no sharing or adaptation of programs across constituencies. The problems arising from ownership of educational programs and mandate overlap in education delivery were most apparent between the Equity Office and the Access & Diversity Office. We heard some blunt references about one office encroaching on the other and their inability to work collaboratively. We also heard that some programs are out-of-date or inflexible and that training should move beyond case scenarios and vignettes.

We heard that the current constituency-based model for education and training leads to some community members feeling unaware, uninvolved and unconnected with equity and diversity related opportunities for learning. However, we also heard that the constituency-based model best meets the distinct educational needs of faculty, staff and students.

Many people emphasized that equity and diversity should infuse all curricular offerings in every faculty.

It was widely agreed that the individuals who deliver education and training should not also have responsibility for compliance, as education is often perceived as advocacy and those charged with compliance must be seen to be impartial. Some noted that it was important for compliance work to inform the content of education and training and that the two functions could be part of the same unit, although delivered by different people.

2. Scholarship

There is a wealth of scholarly activity relating to equity and diversity at UBC. However, there is virtually no coordination or even conversation between the various sites of academic activity (still less between campuses) and this can result in an unhelpful competition for resources and status. Some suggested that a single institute should oversee all research activity on equity and diversity issues. Concern was also expressed that as an institution, UBC has not taken advantage of its abundant internal academic expertise to inform its educational and proactive initiatives. We heard that such faculty are willing to assist in ensuring that these initiatives are

based on current scholarship, but that they are not consulted. It is essential that any structural change include a commitment to take equity and diversity to a higher academic and intellectual level, moving away from a social services model.

Several faculty members who embed equity and diversity into their scholarship, service, and teaching told us that equity and diversity related work is not valued within their disciplines and can adversely affect an individual's merit pay, or assessment for promotion and tenure. We heard that equity and diversity related scholarly activity should be appropriately valued in these areas, and that incentives, such as merit and service recognition, must expressly include such work.

3. *Communication*

Communication was cited by many as the biggest barrier to UBC's ability to achieve its equity and diversity goals. The lack of an internal, central communication plan and the inability to effectively share information across and within units and constituencies were highlighted to us. We heard that *effective* communication is integral to accountability: no one needs more emails or announcements. People want to hear about what is being done and what still needs to be done through faculty annual reports, information collected by key units and portfolios, and active outreach on equity and diversity resources. At the individual and unit levels, the lack of communication contributes to the strengthening of silos and the sense of disengagement from the University's broader goals.

4. *Accommodation*

We heard that the relationship between the two offices responsible for accommodations for people with disabilities at UBC Vancouver, Human Resources (for staff and faculty), and Access and Diversity (mostly for students, but may serve faculty and staff) is weak and sometimes not collaborative.   At UBC Okanagan, the Disability Resource Centre handles only student accommodation and the Work Re-integration and Accommodation Program within Human Resources deals with faculty and staff accommodation requests.

Some told us that all disability accommodation services should be located in one office on each campus to facilitate easy access and equitable treatment. If different offices serve different groups, we heard that they must connect in productive and meaningful ways so as to ensure a university-wide standard of excellence in service regardless of whether staff, faculty or a student requires accommodation.

While we heard that the Access & Diversity Office looks at disability through an intersectional lens, and approaches disability accommodation for an individual in light of the whole matrix of

that person's social characteristics, we did not hear about non-disability related accommodations as part of the mandate of any office on either campus.

5. *Proactive Initiatives*

We heard many positive comments about the successful implementation of the proactive initiatives set out in the Aboriginal Strategic Plan. In particular, we heard that an important component of success was forming an effective partnership between a committed senior leader and key mid-level positions that effectively links strategic goals with the operational functions needed to achieve them. We heard that the Aboriginal Strategic Plan is an independent and autonomous initiative that should connect with, but remain separate from, the equity and diversity framework. It was also suggested to us that the Aboriginal Strategic Plan could provide a model for restructuring equity and diversity. We heard that UBC must build information-sharing and collaboration on proactive initiatives within and across portfolios, faculties and units. These initiatives must be tailored to local conditions.

The Senior Advisor on Women Faculty and the Director for Intercultural Understanding Strategy Development are two relatively recent creations in the Provost's portfolio, both of which are dedicated, term-limited, equity and diversity related positions. While they are valued, we heard questions about why they were created and given their particular mandates, how they are supported and linked, and whether they are currently placed in the most effective positions in the organizational landscape of UBC. For example, we were told that the Senior Advisor on Women Faculty was a hard-won achievement that recognizes the unique and persistent inequities faced by women faculty. However, the limitation of the mandate to faculty – excluding staff – and to gender – potentially excluding other markers of inequity – were raised as concerns. We also heard confusion about the relationship of the Director of Intercultural Understanding to other equity and diversity initiatives, including our consultation. Questions were raised about why each is a single person, why both report to the Provost, and why both are based in Vancouver.

Concerns were raised about the Deputy Vice-Chancellor's Committee on Human Rights and Equity at UBC Okanagan and the Provost's Advisory Committee on Equity and Diversity at UBC Vancouver. Although the Terms of Reference for both committees expressly provide for joint meetings, we understand that this has not occurred and there is very little or no communication between them. The level of interaction and communication between the two committees and the senior leadership at their respective campuses vary. Both committees expressed interest in reviewing their mandates.

We were told that the Equity Office does not have the technical resources to properly support its employment equity function.

We heard that the Centre for Interactive Research on Sustainability is poised to broaden its scope to actively engage in social sustainability research and initiatives, and that some believe that equity and diversity as well as intercultural understanding should be located under the social sustainability umbrella.

6. Compliance

In conjunction with the feedback about separating the compliance function from education, we also heard that compliance should be the sole function of a single office, led by an individual with a legal background who is knowledgeable in the principles of procedural fairness. To ensure arms-length investigations, one suggestion was that compliance should be handled by external investigators and adjudicators. We heard that the present compliance system formalizes all complaints and that Human Resources takes an overly defensive stance. This has a chilling effect on those who want to raise concerns but not necessarily make complaints. We also heard that there is insufficient follow up after complaints are resolved to make sure problems do not recur. Some observed that the Equity Office is perceived as solely concerned with compliance, and this has contributed to the view that compliance is UBC's primary interest in equity and diversity.

Further, we were told that UBC does not have an effective forum in which to raise concerns that do not meet threshold tests for a legal complaint but do signal important equity and diversity issues to which the University should attend, such as those relating to a respectful environment. Suggestions included extending Ombuds' services to faculty and staff, and creating locally embedded positions with equity and diversity responsibilities.

C. Concerns about Equity and Diversity

As mentioned above, we have intentionally included this section in the body of our report because of its significance to our analysis and recommendations for change. We present the substance of concerns voiced to us during the consultation process that pertain to the lived experiences of students (including alumni), staff and faculty at both campuses.

One general issue bears repeating, as we heard it from all constituencies and on both campuses: there is no accessible and responsive forum in which to raise equity and diversity related concerns. Many said that they did not know where to go to raise an issue, or even how to find this information. Others said that they were shunted from office to office, and that it took far too much effort to find the right place where their concern would be heard.

1. *Substantive Grounds*

   a. Race & Ethnicity

We heard four major concerns about race and ethnicity: the lack of representation of racialized groups in senior positions and on committees, the concepts we use to talk about race, the lack of safe spaces for racialized groups, and the persistence of Eurocentric norms in the evaluation of scholarship and work performance.

A significant number of people across the three constituencies commented on the absence of visible racial and ethnic diversity in senior administrative leadership positions and faculty. UBC's leadership and therefore its key decision-makers are predominantly white and we heard that this must change if UBC is to have credibility in promoting diversity and equity. People acknowledged that UBC has made progress in addressing gender inequity in various areas, but as noted by some, since the majority of women faculty and staff at UBC are white, positions of power and influence held by women are held by white women. We heard that there is correlation between whiteness and positions of influence within both staff and academic hierarchies. We also heard that the predominance of racialized groups within front-line positions for certain types of work, such as trucking, housekeeping, and food services, is not even perceived as a concern. As one person said, "we're only diverse at the bottom." While we heard that bringing "colour" into leadership is not sufficient to achieve diversity, we also heard that visible racial and ethnic diversity is a necessary step towards that goal.

We heard critical comments about umbrella concepts, including intercultural understanding and social sustainability. The concern was that these general concepts dilute critical race conscious dialogue and obscure the power dynamics that support the *status quo*. As it currently stands, many felt that race privilege is not named or acknowledged as operating within systems and structures at UBC, and this culture of silence means that these issues cannot be addressed constructively. UBC describes itself as a space for "difficult conversations," but when such issues are raised by members of minority groups, they are often seen as disruptive and are shunted aside.

We also heard about the absence of dedicated and safe spaces for racialized faculty, staff and students to discuss and share their experiences. In particular, racialized graduate students (whether international or domestic) may be isolated and vulnerable to stereotyping and mistreatment. Support networks of racialized staff, students and faculty, both virtual and physical, could significantly mitigate these concerns.

Whether in the evaluation of graduate work or in promotion and tenure processes, we heard that what counts as scholarly activity and how it is assessed are still governed by Eurocentric standards that exclude other modes of research and publication from the concept of academic excellence. Similar points were made about current standards for leadership, service and performance. We were told that UBC recruits members of racialized groups for their appearance of diversity but then faults them for diverging from Eurocentric criteria of excellence, both in academic and administrative positions. One person commented that her strong connections to community were seen as an asset when UBC recruited her, but now count against her when she needs time to nurture those same connections.

One example that was brought to our attention reflects a number of these concerns. The Centre for Race, Autobiography, Gender and Age (RAGA) was recognized in the 2012 External Review of the Institute for Gender, Race, Sexuality and Social Justice Report as being a leader for advancing critical race scholarship, for providing an important network for racialized faculty and students, and for engaging with racialized community groups. However, we were told that no action has been taken on the recommendations made in the Report to advance the role of RAGA on campus and that, as a result of other changes, RAGA faces an uncertain future. This has created a gap on campus for critical race discourse, support and scholarship.

b. Transgender

Transgender faculty, students and staff have very few resources or spaces on campus for support, safe dialogue and exploration. Discrimination and harassment of transgender people persist. We also heard that gender identity/gender expression should be added as a prohibited ground under Policy 3.

c. Disability

Students, faculty and staff raised with us concerns about services for individuals with disabilities. In addition to concerns related to the Access & Diversity Office (discussed below), we heard that students with disabilities need better support from Career Services to allow them to benefit from internship and other placement opportunities, and to transition into employment. Current mentoring programs, advising, internships and co-op placements should be informed by a disability perspective.

With respect to faculty and staff, we heard that return to work processes can be overly bureaucratic and formal, and the individual with a disability is not always engaged as an active and respected participant. We were also told that accommodation processes are not sufficiently flexible and may rest on an overly legalistic and defensive foundation. We heard

that the focus is on returning an employee to work, which presumes that accommodation occurs after an absence, rather than on trying to help an employee with a disability to remain at work.

We also heard that managers, co-workers and professors/instructors are not appropriately included in and informed about the accommodation process, even though they are often critical to the success of an accommodation. While some information must remain confidential, we were told that these individuals need to understand the rationale for an accommodation and to have an opportunity to contribute to the process in order to be able to implement it effectively.

More generally, we heard that people with disabilities and people with disability perspectives should be involved right from the early stages of all campus planning processes. Presently, consultation may only occur too late in the process to implement effective solutions. This concern is also more broadly applicable to other diversity perspectives where individuals are "consulted" only after decisions are made and UBC receives negative feedback or media attention.

d. Gender

Gender-related inequities persist for female faculty, graduate students and certain staff categories. These include inequitable workloads, greater service expectations of women faculty, inadequate accommodation of and respect for child and family demands, and insufficient support systems, such as mentors and networks. Gender-related concerns appear to vary significantly between departments and faculties. Inequitable treatment of female graduate students including discrimination and harassment persists and current complaint procedures are not perceived as helpful. Female staff members in traditionally male-dominated occupations still face obstacles in hiring and promotion.

2. Equity and Diversity Services

a. Access & Diversity

There was broad agreement that the Access & Diversity Office's disability accommodation caseload is onerous and is likely to increase. When combined with its commitment to supporting students with disabilities in relation to other social markers of difference, and its educational and proactive programming work, the Office is significantly under-resourced. Some people expressed concern that the Office's level of accommodation services might be compromised by its desire to provide more proactive programming. We heard that the individual disability accommodation services are not always timely or comprehensive and do

not include follow up. Others commented that staff members do not possess the expertise to support students with mental disabilities, including learning disabilities. Some suggested that given workload and resource constraints, Access & Diversity should focus exclusively on supporting individual students with their accommodation needs. We were also told that Access & Diversity's testing and assessment reports are unnecessarily complex and expensive, and that internal expertise could be tapped to provide this service.

It was suggested to us that Access & Diversity should adopt a holistic approach to accommodation whereby an advisor would discuss a student's overall needs in order to succeed at UBC, thus focusing on the student rather than on the specific requested accommodations. We heard that many within the Vice-President Students portfolio regard the Access & Diversity Office as a valuable resource on disability issues.

Many expressed confusion about how Access & Diversity relates to the Equity Office, both in terms of where they should go with a concern and about who is responsible for education and training. This mandate confusion or overlap was also raised by staff of both offices.

b. Equity Office

Perhaps the most striking feedback we received about the Equity Office was its lack of visibility on both campuses. We heard comments from faculty, staff and students that many do not know the office exists or what it does. Of those who knew about it, most were only aware of the Vancouver office's compliance function.

With respect to complaint resolution, we heard that the processes followed by the Equity Office are seen as adversarial or in a "damage-control" mode which treats equity and diversity issues as deficits to be fixed and lawsuits to be avoided. We were told that after the issue is resolved, the Equity Office does not follow up to ensure that it does not recur. This is related to an observation that the Equity Office does not have the capacity to be informed by an individual complaint and then shift to an examination and analysis at a systemic level.

We heard that the Equity Office's Positive Space campaign is broad-reaching and well-subscribed, but that a number of people thought it was, or should be, an Access & Diversity program.   Some suggested that it, as well as other educational programs, need to be more flexible to meet the needs of different audiences. Resources and programming developed specifically for students should be shared and modified as needed for faculty and staff and vice versa. Some faculty told us that individual Equity Office advisors had been very helpful in providing education or training for departments or units.

The Associate Vice-President, Equity was primarily perceived as the head of the Equity Office in Vancouver. We heard that the workload associated with managing this office was considerable and left little time for the proactive, systemic and educational initiatives that were envisioned as the focus of this portfolio. We were also told that despite the location of the Equity Office in the Provost's portfolio and the Associate Vice-President's direct report to the Provost, there was little effective access to faculties and the resources needed to realize strategic objectives.

c. Human Resources

We heard that employees are reluctant to raise concerns with Human Resources because they believe that this will initiate a formal process, and that there is no forum in which to informally discuss concerns. We were told that Human Resources staff, including those responsible for return to work, are not adequately trained to address mental disability issues and this, coupled with the stigma associated with these conditions, makes it almost impossible to raise these widespread concerns. We also heard that return to work processes are overly bureaucratic and are frustrating for the individual employee.

As accommodation resources for faculty and staff are dispersed between Human Resources, the Access & Diversity Office and the Equity Office for Vancouver, we heard that it can be frustrating and challenging to create consistent and comprehensive accommodation plans for employees.

Some administrators and managers rely on Human Resources advisors as an expert resource for addressing equity and diversity issues. Others seek assistance from the Equity Office and, for most within the Vice-President Students portfolio, from the Access & Diversity Office. We heard a range of comments about the effectiveness of these services.

d. Hiring and Promotion

Many expressed the need for expert and consistent training for and accountability of faculty and staff hiring and selection committees. Suggestions included placing an "equity monitor" on every hiring committee, including equity and diversity questions in every interview, ensuring that hiring committees themselves are diverse, and mandating equity and diversity training for such committees. There is both the need and the appetite for improvement within all hiring processes to better diversify UBC's workforce. We heard that there is a pressing need to explicitly discuss what diversity means for candidates in different departmental contexts, and some suggested that a non-diverse candidate list should be considered embarrassing.

Like other large institutions, UBC uses executive search firms for senior level searches. We were told that selection of executive search firms must take into account their competency in

equity and diversity hiring, and any firm engaged in a search must be expressly informed of UBC's commitment to equity and diversity in hiring.

We heard that job postings, job descriptions and performance review criteria for all members of the University community should include equity and diversity competency. Measures of this competency, incentives and awards must also be established. We were told that UBC "promises more than it can deliver" when it comes to respect for diversity and this must be addressed at the front end.

Another concern is the lack of transparency of hiring and appointments to senior positions both in faculties and administration. Some noted that people who are "tapped on the shoulder" to take on a senior role are usually white and male. UBC's senior leadership ranks, from Deans up are overwhelmingly white and male. Early identification and grooming of potential leadership candidates with equity and diversity expertise could help to address the lack of diversity.   We were also told that the concepts of "merit" and "excellence" must be informed by equity and diversity competencies.

e. Professional Development Training

We received a lot of input on how we could do better in how we educate, train and develop our faculty and staff. One obvious and underutilized opportunity is the new staff and faculty orientation program. Including in every orientation session meaningful and robust attention to the University's equity and diversity commitments, requirements and resources was seen to be relatively easy to implement. Further, we heard that orientation should be the first step of an ongoing and sustained process of training and education over the course of an individual's career at UBC. This could include, for example, faculty training at regular department meetings, mandatory attendance for new heads at ALDP, easier internal access to the programs provided by Continuing Education, an expanded role and offerings from CTLT, and enhanced peer-to-peer delivery of training and mentorship.

It was also pointed out to us that if UBC takes equity and diversity competency into account in its hiring processes, it is obliged to provide relevant professional development opportunities. In particular, those in management and senior leadership roles must have, or be supported to develop, equity and diversity competency. We were told that incentives including release time, financial resources and flexible work arrangements are needed to ensure that these individuals can access the training they need.

f. Faculty

We heard from faculty members who experience inequity in workload, valuation of service, and access to leadership roles. Some of these experiences were described through the lens of gender, others through race and ethnicity, and others through gender identity. A recurring experience described by faculty was that of being silenced or marginalized due to their race or ethnicity in an environment where the norm is defined as Caucasian, North American and male.

For faculties to become meaningfully diverse, we were told that Deans must be vocal and visible champions who support and empower their Heads and Directors to implement change. Deans need to be held accountable for achieving faculty diversity.

Diversity and inclusion for faculty require flexibility and revisiting traditional faculty structures, roles and standards to enable a more diverse group of faculty members to contribute and excel, both academically and administratively. Suggestions included providing the option of co-Heads to ease the service burden on Heads and facilitate diversity, early mentoring programs for junior faculty engaging in non-Eurocentric research and publication, and revising the definition of scholarship to recognize the academic value of community engagement.

We were told that it is difficult to recruit and retain Aboriginal faculty, and that being able to offer such faculty a supportive, respectful and inclusive environment would assist. We were also told that the paucity of racialized faculty results in many of these individuals bearing a significantly greater service burden which can negatively affect retention. If, as we heard, such faculty are often "poached" by other universities, UBC needs to examine how to become a place that they do not want to leave.

g. Staff

Many commented that staff were the most under-resourced and under-supported constituency at UBC. Whether in relation to accommodation services or advising, early intervention programs or training and education, resources available to staff lagged behind those available to students and faculty. Particular groups of staff were specifically highlighted: we heard that immigrant, labourer and childcare staff have inferior or no access to resources and supports available to other UBC staff. For example, we were told that some staff do not have access to the UBC computer system, either because they do not have access to computers or because they are not provided with login codes. This means that they have no meaningful access to important communications and education or training opportunities and feel that they are not full citizens of the UBC community. Some staff working in faculties experience detrimental, hierarchical relationships as compared to staff working in administrative units.

We heard that equity and diversity programming developed for students and faculty should be adapted to staff needs and issues. Although "Managing at UBC" is described as the staff counterpart to ALDP, we heard that it is primarily an online self-awareness/reflection program rather than a skills and relationship-building opportunity. It was suggested that the principles of early identification and intervention of the Early Alert Program, could be of significant assistance to staff and faculty.

h. Students

While we heard that there are many equity and diversity related services and supports for students, most of which are housed in the Vice-President Students portfolio, access to those resources is often challenging. Certain groups of students were identified to us as vulnerable and in need of more tailored supports, including training and resources for those who interact with them.

Graduate students and post-doctoral fellows are significantly dependent on the success of their relationships with supervisors for their future prospects; many work as teaching or research assistants to enhance their limited financial resources. Many have dependent families and a significant percentage have come to UBC from outside Canada. These characteristics raise a host of equity and diversity concerns. Suggestions included affirmative diversity policies in recruitment of both graduate and undergraduate students; specific orientation for graduate students on UBC's equity and diversity resources; supports and cultural competency training for graduate students; access to effective and timely conflict resolution for issues between graduate students and supervisors; mandatory cultural competency training for supervisors; and better maternity and parental leave support for graduate students.

UBC is seeking to expand its international student population. We heard a number of comments about the institutional responsibilities that accompany such a change. As one person put it, "it's not enough to add diversity and stir." We heard that both the international students and the faculty and staff who engage with them require cultural fluency training. We were told that some teaching staff place excessive emphasis on language and grammar skills when assessing international students' work (both undergraduate and graduate), neglecting to meaningfully address the substantive content of their work. We heard that international students often feel that their intellectual capacity is judged by their ability to speak and write like a native Canadian.

Other issues raised with us included the need for enhanced curriculum support for aboriginal students; recognition of the specific needs of rural students, and domestic students for whom English is a second language; and supporting queer and transgender students in residence.

We also heard that UBC's commitment to equity and diversity has the potential to make it a leader in producing graduates with equity and diversity competency and that such competency is increasingly valuable in the global arena. UBC could demonstrate such leadership by establishing core curricular requirements with equity and diversity content, designing programs that harness existing student diversity, and ensuring that career services has the capacity to assist students with equity and diversity expertise in finding meaningful work.

3. UBC Okanagan

In this section we address concerns we heard which are specific to UBC Okanagan. UBC Okanagan does not feel respected by UBC Vancouver as an equal in consultative and decision-making processes. We heard about inequities in committee composition, how initiatives are rolled out, and the location of head offices. We also heard that UBC Okanagan's distinctiveness and desire to develop a unique identity within the UBC system is not appreciated and often not even acknowledged. We heard that the demographics and culture particular to both UBC Okanagan and to the Kelowna area must be considered in developing equity and diversity resources on this campus.

With respect to faculty, we heard specific concerns about workload equity as between the teaching and academic streams; continued friction between faculty from the former Okanagan University College and newer faculty; the persistence of Eurocentric norms in departments and curricular offerings despite a significant and increasing cultural diversity in the student body and increased student demand; the lack of training for faculty in pedagogical and climate issues that arise with a diverse student body (and instances of inappropriate treatment of students that are not remedied); and examples of marginalization or lack of respect for racialized and other minority faculty. It was suggested that UBC Okanagan's leadership needs to develop a culture of respect for diversity and interdisciplinarity by supporting departments and faculties to engage in these conversations.

We were told that increased support is needed for LGBTQ students, faculty and staff, international graduate students and domestic students who are marginalized by various social characteristics. We also heard that stronger leadership and momentum is needed on Aboriginal issues.

UBC Okanagan's Equity Office was a focus of concern. We heard that while many value the work of the office, it is understaffed and under-resourced. We were also told that it is hard to find because of its physical location. We heard divergent comments about its usefulness: some found it very helpful for informal conflict resolution; others did not. Some lauded its educational initiatives, while others felt that these were superficial, or were unaware that the Equity Office was responsible for them. We heard confusion and disagreement about what the mandate of this office is and what it should be. The anticipated creation of an Ombuds Office for students at UBC Okanagan was greeted with enthusiasm, although we heard that such an office should also provide services to faculty and staff.

D. Equity and Diversity at Other Universities

We gathered information about the equity and diversity structures and services at five other Canadian and four American universities: Dalhousie University, McGill University, the University of Calgary, the University of Toronto, York University, the University of California (Berkeley), the University of Michigan (Ann Arbor), the University of Minnesota and the University of Oregon. We chose these institutions based on recommendations from UBC faculty and staff. Our research was mostly online, with occasional follow-up telephone calls.

Our review of these comparator institutions shows that there is no clear "best practice" for structuring the equity and diversity activities of a post-secondary institution. Calgary is in the midst of a restructuring process and is currently considering a proposal to establish a central equity and diversity office.

Most other institutions attach visible responsibility for equity and diversity to a senior leadership position. Toronto, Berkeley and Oregon have Vice-Presidents with equity, diversity and/or inclusion in their title. Dalhousie, York and Minnesota have the position responsible for equity and diversity report directly to the President.

The universities vary in the degree of centralization of equity and diversity related functions. There is a strong correlation between a robust central body and ease of access to comprehensive information on a website. Generally, it is hardest to find information about the relationships between equity and diversity related bodies on campus. Toronto, York and Dalhousie provide more links between equity and diversity bodies than other Canadian schools.

Of the Canadian universities, Toronto has the most coordinated approach to structuring equity and diversity services, with 12 divisional human resources and equity offices linked to a central body. The central body supports these offices and houses specialized offices for particular equity and diversity issues, such as sexual harassment, status of women, gender diversity, and anti-racism and cultural diversity. These offices are responsible for complaints resolution,

education and proactive initiatives. One office provides disability related services to students, while another provides such services to faculty and staff.

Four of the five Canadian universities house employment equity within Human Resources. The universities take different approaches to compliance functions. The American institutions all separate compliance functions from education and proactive functions, but may have one or more bodies responsible for compliance. Where there are multiple bodies, responsibility may be divided by constituency and/or by type or ground of complaint. Among the Canadian schools, York and Toronto integrate compliance functions with other functions, whereas Dalhousie and McGill separate compliance from education and proactive initiatives. At Dalhousie, compliance and policy development functions occur in the same offices. At McGIll, a team of trained and independent assessors, which includes staff and faculty members who are located throughout the university, is responsible for all complaints.

How does UBC's current structure compare to these other institutions? Responsibility for equity and diversity, which formally resides in the office of the Associate Vice-President, Equity, is not at as senior a level as some other institutions. UBC's centralization and coordination of equity and diversity related functions are relatively poor as compared to other Canadian schools. Access to information about equity and diversity is more difficult at UBC than most other schools. UBC also differs from most of the other Canadian schools in not housing employment equity within the Human Resources portfolio.

E. Concluding Summary of What We Heard

The most obvious implication of what we heard is that, both from structural and service perspectives, "equity and diversity" is not experienced as a coherent whole. What the concept means varies substantially depending on an individual's experiences. For example, to some, "equity" relates only to gender imbalances within faculties and "diversity" means accommodation of disabilities. For many, it is simply a synonym for discrimination and harassment and arises only in a compliance context. There is little experience of these issues as related, still less that linking the array of "equity and diversity" issues is an essential step in fulfilling the commitments in *Place and Promise*. In other words, many of the people from whom we heard experience equity and diversity at UBC in a piecemeal way, as an unrelated grab-bag of services or remedies.

This perception is reinforced by the fact that there is no easy way to learn what UBC's equity and diversity related activities are. There is no communications hub dedicated to informing people about these activities or connecting people who are engaged in them. Equity and diversity related activities occur within silos at UBC, and outsiders learn about them coincidentally. This is exacerbated by mandate confusion among the central units most visibly

associated with equity and diversity concerns, and by uneven communication of what those units do on both campuses.

Compounding this is the absence of any visible central leadership on and responsibility for the whole range of equity and diversity related matters. Although the Associate Vice-President, Equity position may have been intended to serve this function, it was almost universally perceived to be primarily concerned with complaint management and central policy development. The comments we heard reflected a low level – and even a complete absence of – communication and coordination of equity and diversity activities leading to gaps and an uneven landscape of service and awareness and much duplication of effort. One direct consequence of the absence of leadership is that there are very few accountability measures in place for equity and diversity activities. While programs or units may have internal accountability mechanisms, UBC as an institution cannot describe what it is currently doing overall, or how well it is performing.

A further consequence is that UBC does not tap into its considerable internal expertise to inform many of its equity and diversity initiatives. The absence of effective networks linking scholars, educators and service providers means, for example, that training programs may be outdated, or that outside consultants are retained despite the existence of internal expertise.

These considerations relate to both campuses. However, the feedback we received from UBC Okanagan underscores the need for any structural change to respect the distinct culture and structure of UBC Okanagan and to treat it as an equal partner. UBC Okanagan's equity and diversity related activities are significantly under-resourced and isolated as compared to UBC Vancouver. Communications networks must promote intra- and inter-departmental and unit communications within each campus as well as between them.

III. What We Think

What we heard during our consultation leaves little room for doubt that UBC must restructure its equity and diversity related activities if it is to achieve its goals in this area. Moving forward, UBC must develop a sustainable, institution-wide framework that positions equity and diversity as integral to the University's conception of excellence. This framework must support all six aspects of equity and diversity: education and training, scholarship, communication, accommodation, proactive initiatives and compliance. It must ensure that activities in these areas are readily accessible, coherent, transparent and accountable. The framework must encourage diverse local initiatives in these areas; it cannot require or even encourage a "one size fits all" approach to equity and diversity.

In our view, the essential structural elements needed to support each aspect of equity and diversity activity are as follows:

Education and Training

Education and training related to equity and diversity includes everything from curriculum to climate, from pedagogy to performance management. We believe that the current structure's support for constituency-based delivery of education and training services, particularly distinguishing between students and employees (faculty and staff), is appropriate as the constituencies have distinct needs. However, education programs developed for one constituency must be readily available for adaptation to suit the needs of the others. Currently, the Vice-President Students' portfolio is the main provider of education and training for students and performs this function well. The uneven availability and access to education and training for staff and some faculty must be addressed by expressly charging a particular office with equity and diversity related professional development for these audiences. Moreover, there must be consistency and efficiency in the development of equity and diversity criteria for hiring, and for requiring competency in equity and diversity for members of staff and faculty hiring committees. UBC must provide training to faculty (including adjunct faculty) and staff to acquire these competencies.

Scholarship

Equity and diversity related scholarship and innovation occurs within many faculties as well as within a number of institutes and centres. The main structural issue in this area is the absence of useful interdisciplinary networks between scholars, across centres and across campuses. As one person told us, "I have closer links to academics outside UBC than within it." The structure

should also provide a visible home for incentives and resources to promote equity and diversity related research.

Communication

As noted, this is perhaps the biggest deficiency in the present structure. At a time when the diversity of communications resources, fuelled by technological development, is rapidly increasing, and expectations for quick access to relevant content are higher than ever before, UBC lags behind. We believe that a central communications hub dedicated to UBC's equity and diversity commitments is essential. The hub must be developed based on a communications plan that encompasses both internal communications, so that people within UBC know what is happening, and an external communications plan, so UBC can share its equity and diversity expertise and activity, engaging broader communities.   Among other things, the hub would be a vehicle to facilitate networking and mentorship, to access information on funding resources, to link communications outlets within faculties, and to disseminate data and information on progress towards equity and diversity goals.

Accommodation

We agree that accommodation services for individual students are sufficiently different from accommodations for individual staff and faculty so that it makes sense to locate them in different offices staffed by individuals who are experts in student or employee contexts. Access & Diversity considers other accommodation needs only for students with registered disabilities. Accommodation services should be extended to encompass other types of accommodation, such as those related to religious requirements, gender, gender identity, and family. Ideally, accommodation should focus on a student or employee's whole experience of UBC, rather than on specific accommodation requests. Services to students must connect with services to staff and faculty to ensure equal standards of excellence and accessibility.

Proactive Initiatives

As with education and training, diverse and innovative local proactive initiatives should not be centralized, but supported to flourish and be enriched by each other. A central hub is vital to coordinate and support these initiatives.   Current proactive initiatives include temporary appointments, such as the Senior Advisor for Women Faculty and the Director, Intercultural Understanding Strategy Development, who report to the Provost. We believe that there will be a continuing need for such positions as issues emerge or require dedicated senior and central attention from time to time.   However, such appointments should be located within the portfolio most directly responsible for equity and diversity. Employment equity is another proactive initiative that should be centrally located.   Proactive admissions, at the undergraduate and graduate levels, also need to be linked to this central body.   Similarly,

proactive hiring, whether of faculty or staff, and including tenure and promotions as well as the staffing of senior administrative positions, must also be structurally connected to a central equity and diversity body. This central body must, in conjunction with each service provider, extend existing accountability measures to each initiative. With respect to hiring, this includes embedding equity and diversity competency requirements into individual job descriptions and performance reviews. At a systemic level, activity on proactive initiatives needs to be built into budget presentations and annual reporting requirements. Responsibility for ensuring this must be located in senior leadership.

Compliance

We consider it important to distinguish between formal and informal approaches to dispute resolution and to shift UBC's focus away from formal rights-based approaches (Policy 3 complaints, grievances and external legal proceedings) to informal conflict resolution that emphasizes interests. It is well-established that formal conflict resolution of equity and diversity issues is rarely helpful. Too often, it exacerbates conflict, damages the participants, and ends with an outcome unsatisfactory for all. Instead, the structure should strongly promote informal dispute resolution mechanisms for individuals. Sometimes people will want to voice concerns locally within their unit with someone who is familiar with the particular context; at other times, a person may prefer to speak with someone outside that context. We believe informal dispute resolution is most effective when individuals can choose the entry point they consider appropriate for their circumstance. Further, there must be a channel that allows for systemic issues that arise from individual cases, once they have been resolved, to be considered at an institutional level. Formal complaint resolution functions should be located in single system-wide office.

Having described what the structure needs to support in each area, what follows is a list of general criteria we believe necessary for any model for structuring equity and diversity at UBC:

- Provide visible championship and meaningful influence at the senior leadership level
- Ensure that the senior leader has strong credentials in equity and diversity, academic credibility, expertise in university administration, and demonstrated people skills
- Coordinate activities through a central hub
- Support an effective internal and external communications system
- Embed and support local champions and resources within faculties and units
- Respect disciplinary and constituency contexts, within each campus and system-wide
- Promote early identification and constructive problem-solving, with capacity to address both individual and systemic issues
- Allocate responsibility for equity and diversity at multiple levels

- Foster individual and institutional accountability and transparency through measures of performance, budget presentation, hiring and professional development
- Integrate central equity and diversity related initiatives and roles
- Support grassroots innovation and create safe spaces for support and dialogue
- Harness existing internal expertise
- Ensure reliable data collection and dissemination
- Build appropriate linkage with the Aboriginal Strategic Plan
- Promote community engagement
- Create incentives to build equity and diversity into curriculum and pedagogy

Taking all of these considerations into account and based on the feedback received, in the next section we consider two models for structuring equity and diversity at UBC.

IV. What We Propose

In this section we consider two possible models for structuring UBC's equity and diversity activities. After a brief description of each, we recommend the one that we consider best fits UBC's goals, needs and organizational culture and then explain the reasons for our preference. We conclude with our recommendations on the next steps that should be taken in this process.

A.   Two Models for Structuring Equity and Diversity at UBC

Before turning to the models, it is important to note that we have used the term "Equity and Diversity" (or "E & D") as the descriptor for central positions dedicated to equity and diversity matters. However, this is for convenience only and is not intended to imply we believe that this term should be used in position titles. Other terms, such as "inclusion", may be more appropriate. Consideration of what names to attach to positions should form part of any implementation process.

1.   The Vice-President Model

This model calls for the creation of a new Vice-President portfolio for Equity and Diversity.

The Vice-President, Equity and Diversity would sit at the Executive table as an equal among other Vice-Presidents. Key responsibilities of the position would include developing strategy, establishing priorities, and securing resources to foster UBC's equity and diversity goals. This Vice-President would be UBC's equity and diversity advocate at the senior leadership level. An Associate Vice-President position would also be created to link the strategic leadership level and the operational level at which the various equity and diversity related units work.

For this model to succeed, it is critical that this Vice-President not be seen as a figurehead, or in any way inferior to the other Vice-Presidents. The Vice-President, Equity and Diversity portfolio must have substance. To ensure this, the model would move existing equity and diversity related offices and services out of their current locations and into the new portfolio. If existing equity and diversity services were to continue to report within their current portfolios, even with a dual report structure, the authority and influence of this new Vice-President would be undermined, and UBC would continue to treat equity and diversity as an "add-on".

On the Vancouver campus, the Associate Vice-President, Equity and Diversity's direct reports would include the heads of units who provide equity and diversity services, including education, accommodation and proactive initiatives, as well as any issue specific appointments (for example, the Senior Advisor on Women Faculty and the Director of Intercultural Understanding Strategy Development). The Associate Vice-President, Equity and Diversity would meet regularly with all of the equity and diversity entities that do not fall within the new portfolio

(e.g. faculties, research and teaching centres, etc.) as well as external community members, as appropriate. The Associate Vice-President, Equity and Diversity would have system-wide responsibility to seek and collect information about grassroots activities and in turn would ensure that such information is shared both laterally and vertically across and between both campuses. This Associate Vice-President would monitor, coordinate and support equity and diversity activities. In this model, the Associate Vice-President, Equity and Diversity is essential to ensure accountability and that strategic targets are being met. The Vice-President, Equity and Diversity and the Associate Vice-President, Equity and Diversity would meet on a monthly basis. This Associate Vice-President would report annually on the equity and diversity initiatives on both campuses.

The Registrar would have a reporting line to the Vice-President, Equity and Diversity to ensure admissions and enrolment activities, as well as Senate matters, are consistent with and promote the University's equity and diversity objectives.

Services may be organized by constituency, that is, accommodation and education services for students would be developed and delivered by a different group than that responsible for accommodation and education services for faculty and staff. However, they would all reside within the Vice-President, Equity and Diversity portfolio.

With respect to compliance, resources and the entry points for informal conflict resolution would be expanded and diversified on both campuses. They would include training designated conflict resolution specialists within administrative units, and assigning responsibility for equity and diversity, including training in informal complaint resolution, to an Associate Dean or Equity Representative for academic units. Larger faculties may consider designating conflict resolution specialists at the departmental level. The Ombudsperson's Office would continue to serve as an independent conflict resolution resource for students and its mandate could be expanded to encompass faculty and staff. Alternatively, the group of local conflict resolution specialists, including Associate Deans responsible for equity and diversity and Equity Representatives within units could also be made available to staff and faculty outside those units. The Vice-President, Equity and Diversity would establish a process by which individual concerns or complaints that have systemic aspects are communicated to the Vice-President, Equity and Diversity for further inquiry without compromising confidentiality or the resolution of the individual's concern.

Formal compliance functions would be led by a Director of Compliance who reports to the Vice-President, Equity and Diversity, and would be responsible for the investigation and mediation of all complaints under Policy 3 on both campuses. Complaints that are not resolved by the Director of Compliance could be referred to a roster of external adjudicators. However, it may

be more cost-effective to seek resolution through external processes, such as arbitration or to the Human Rights Tribunal.

At the Okanagan campus, a Director, Equity and Diversity position would be established. Its responsibilities would include intake of Policy 3 complaints on that campus, with referrals of complaints to the Director of Compliance. Reporting to the Vice-President, Equity and Diversity, the Director, Equity and Compliance would liaise with equity and diversity related entities and the Equity Representatives, identify and coordinate educational and training needs, and work with the Associate Vice-President, Equity and Diversity to ensure needs are met in a way that respects the Okanagan context. The accommodation services provided by the Disability Resource Centre would fall under this new portfolio, as would faculty and staff accommodation currently provided by Human Resources at the Okanagan campus. These units would report to the Director, Equity and Diversity at Okanagan who, in turn, would have a dual report to the Provost and Vice-Principal.

Academic activities would remain in the existing locations – faculties, research centres, institutes, and so on – but the Vice-President, Equity and Diversity would establish regular contact across and between the campuses to provide support, identify resources and opportunities to partner and strengthen equity and diversity within the University's scholarly activity. The Vice-President, Equity and Diversity would also establish strong working relationships with the Senior Advisor, Aboriginal Affairs and the faculty-based Associate Deans, Equity and Diversity, and Equity Committees.

Dedicated communications support is critical and this portfolio would be supported by a Communications Officer who would oversee both the internal and external communications activities on equity and diversity in consultation and collaboration with staff in the Vice-President Communications and Community Partnership portfolio. This would significantly improve website navigation, clarify referral resources, and foster inclusive working relationships, thereby enhancing access to equity and diversity for faculty, staff and students.

The Communications Officer and the Administrator would report to the Associate Vice-President, Equity and Diversity.

<u>Advantages of the Vice-President Model:</u>

- High level of visible ownership of equity and diversity issues
- Engaged and involved in institution-wide strategic planning
- Coordination and integration of services while maintaining constituency-based expertise
- A university-wide narrative at the Vice-Presidential level on equity and diversity at UBC

<u>Disadvantages of Vice-President Model:</u>

- Vice-President, Equity and Diversity has a relatively small portfolio with a smaller budget than other Vice-Presidents
- Separates services from the portfolio in which there is specialized expertise and resources
- Risk of other portfolios abdicating responsibility for equity and diversity
- Risk of becoming a "containment device" for equity and diversity
- Significant costs in implementing this model
- More disruptive of existing structures

2. Associate Vice-President, Equity and Diversity Model

In this model, institutional and strategic responsibilities for equity and diversity would be shared among four senior leaders: the Vice-President, Human Resources; the Vice-President, Students; and the Provosts of both campuses. With the expert advice of an Associate Vice-President, Equity and Diversity, these four leaders would determine strategy, priorities, and resources to fulfill UBC's equity and diversity commitments. They would also ensure that the Associate Vice-President, Equity and Diversity has effective access to the equity and diversity related bodies within their particular portfolios in order to translate strategies and priorities into action. The Associate Vice-President, Equity and Diversity would meet with these four senior leaders jointly on a monthly basis.

As in the first model, the Associate Vice-President, Equity and Diversity would monitor, coordinate and integrate all equity and diversity activity on both campuses. He/she would meet regularly with the key entities doing the work of equity and diversity on each campus.

The unique and critical feature of this model is the Equity and Diversity Council that would be established on each campus. These Councils would create a central table tailored to each campus that would bring together representatives from the bodies doing equity and diversity work across all six aspects and constituencies. The Councils would be a forum to discuss and coordinate ongoing work and to raise current and emerging issues that affect students, faculty or staff. The Associate Vice-President, Equity and Diversity would meet at least quarterly with these Councils and would serve as a conduit between them and the four senior leaders to whom the Associate Vice-President reports. In this way, this model ensures that strategic planning and associated resources identified by senior leaders are informed by grassroots bodies and, in turn, those priorities are effectively communicated to the grassroots. This would greatly enrich awareness of equity and diversity at UBC. The Associate Vice-President, Equity

and Diversity would publish an annual report on the equity and diversity activities of both campuses.

With respect to compliance, as described under the first model, resources and the entry points for informal conflict resolution would be expanded and diversified. They would include training designated conflict resolution specialists within administrative units, and assigning responsibility for equity and diversity, including training in informal complaint resolution, to an Associate Dean for academic units (and possibly at the departmental level for larger faculties). The Ombudsperson's Office would continue as an independent conflict resolution resource for students and its mandate could be expanded to encompass faculty and staff. Alternatively, the group of local conflict resolution specialists, including Associate Deans responsible for equity and diversity within units could also be made available to staff and faculty outside those units. The Associate Vice-President, Equity and Diversity would establish a channel through which he/she is notified of and can consider the systemic aspects of individual complaints without compromising confidentiality or the resolution of the individual's concern.

This model would also create a Director of Compliance responsible for Policy 3 complaints. However, the Director would report to the University Counsel with a dotted line report to the Associate Vice-President, Equity and Diversity. This separation is necessary to ensure formal compliance matters are closely aligned with the legal functions of the University. The dotted line report will be the avenue for case trends and issues to inform proactive initiatives and educational programming, with which the Associate Vice-President, Equity and Diversity is concerned.

Constituency-based accommodation and education would continue in their current portfolios with enhanced opportunities to share and adapt programming across units as well as constituencies. The Associate Vice-President, Equity and Diversity would facilitate meaningful connections and engagement between the various service delivery units to ensure that important information is shared and effective partnerships are built.

Dedicated communications support is just as critical in this model, so the Associate Vice-President, Equity and Diversity would be supported by a Communications Officer. This position would oversee both the internal and external communications activities on equity and diversity in consultation and collaboration with staff in the Vice-President Communications and Community Partnership portfolio. Both the Communications Officer and the Administrator would report to the Associate Vice-President, Equity and Diversity.

Any issue-specific advisory appointments related to equity and diversity would report to the Associate Vice-President, Equity and Diversity, who can provide access not only to resources and pools of expertise, but to tables where important equity and diversity conversations and

decisions occur. The Associate Vice-President, Equity and Diversity's relationships with the Senior Advisor, Aboriginal Affairs, the Associate Deans, Equity and Diversity and the various research centres and institutes would create a rich environment to nurture the work of such issue specific appointments.

This model would also create a Director, Equity and Diversity based at the Okanagan campus. Reporting to the Associate Vice-President, Equity and Diversity, with a dual report to the Provost and Vice-Principal, this senior level post would be a visible advocate for equity and diversity at the Okanagan campus. The Director would only have intake responsibilities under Policy 3, referring such complaints on to the Director of Compliance. Resources for informal conflict resolution would reside in the Office of the Ombudsperson, the Associate Deans, Equity and Diversity and other locally embedded specialists, including the Equity Representatives. This would ensure that the Director, Equity and Diversity has the time and resources to identify and promote educational and proactive initiatives for the Okanagan campus. The Director, Equity and Diversity would work with the Provost and Vice-Principal and the Associate Vice-President, Equity and Diversity to advance equity and diversity in the most relevant and meaningful manner for the Okanagan campus.

By maintaining much of the current structure as it relates to service delivery and educational programming but grounding it in the coordinating and integrating role of the Associate Vice-President, Equity and Diversity, coherence and accessibility would be enhanced significantly. Through the Associate Vice-President, Equity and Diversity and the Equity and Diversity Councils, voices for equity and diversity would have access to a central forum to raise and discuss issues and communicate them to senior leaders with core equity and diversity portfolios, and to hear back on them. This would improve accountability in all directions.

With reports to the Vice-President Students, the Vice-President Human Resources and the two Provosts, the Associate Vice-President, Equity and Diversity would have meaningful access to those ultimately responsible for the six aspects of equity and diversity at UBC and would have the much-needed authority to bring coherence to the complex and often challenging terrain of equity and diversity at UBC.

Advantages of the Associate Vice-President Model:

- Embeds equity and diversity into the core responsibility of four senior leaders
- Allows existing equity and diversity services to continue to be tailored to constituencies with more coordination and communication across campus and between campuses
- Sends a message to the University that equity and diversity is a shared and important responsibility

- Ensures that key portfolio leaders are aware of and can respond to the needs and challenges in the University community in a comprehensive way
- Fewer barriers to implementing this model in time, money and workplace disruption

<u>Disadvantages of the Associate Vice-President Model:</u>

- To date, the Associate Vice-President model has not been adequate in achieving the University's equity and diversity goals
- Associate Vice-President does not have the power or leverage needed to effect change
- Model is heavily dependent on the ability and commitment of the two Vice-Presidents and the two Provosts to work closely and collaboratively with the Associate Vice-President
- Risk of uneven distribution of responsibility among the senior leaders

To be successful either model will require the following:

- Accountability for equity and diversity initiatives must be tied to the annual budget approval process. Each unit with a budget must be required to include in their priorities equity and diversity related objectives and how they intend to achieve them.

- Vocal and visible championship by the President and the Deputy Vice-Chancellor must continue.

- Support must be provided to the Associate Deans charged with responsibility for equity and diversity in each faculty in terms of time, training and resources to fulfill this aspect of their position.

- Any issue-specific appointments must be time-limited, the rationale for their creation and their mandates must be publicized, and care must be taken to ensure that their creation does not further alienate marginalized groups.

The chart below compares the models in relation to the six aspects of equity and diversity activity.

Function	VP Model	AVP Model
Education & Training	• All equity & diversity education and training moved to VP E&D portfolio • Centres that provide education and training unchanged, but have a dual report to VP E&D	• Equity & diversity education and training are unchanged; education programs allocated based on constituency (students or employees) • Centres that provide education and training unchanged.
Function	**VP Model**	**AVP Model**
Scholarship	• Research centres and institutes unchanged, but link to VP E&D	• Research centres and institutes unchanged, but link to AVP E&D
Communication	• Communication position created, reporting to AVP E&D	• Communication position created, reporting to AVP E&D
Accommodation	• All accommodation services moved to VP E&D (dual report to Director E&D Okanagan and Provost and Vice-Principal for Okanagan)	• Accommodation services for students unchanged • Accommodation services for faculty and staff moved to VP HR
Proactive Initiatives	• Issue-specific appointments report to VP E&D • Links between: VP E&D and Associate Deans, E&D; Equity Committees in faculties; Senior Advisor, Aboriginal Affairs • Employment Equity moved to VP HR • Consistent hiring & performance review criteria developed by HR	• Issue-specific appointments report to AVP E&D • Links between: AVP E&D and Associate Deans, E&D; Equity Committees and Representatives in faculties, Senior Advisor, Aboriginal Affairs • Employment Equity moved to VP HR • Consistent hiring & performance review criteria developed by HR
Compliance	• Director, Compliance investigates and mediates Policy 3 complaints; reports to VP E&D • Director, E&D Okanagan provides intake for Policy 3 complaints and refers to Director, Compliance • Informal complaint resolution through Ombudsperson, Associate Deans E&D and/or other conflict resolution specialists	• Director, Compliance investigates and mediates Policy 3 complaints; reports to Legal • Director, E&D Okanagan provides intake for Policy 3 complaints and refers to Director, Compliance • Informal complaint resolution through Ombudsperson, Associate Deans E&D and/or other conflict resolution specialists

B.   Recommended Model

We submitted a preliminary draft of our report on March 8, 2013 and subsequently met with the Provost and Vice-President Academic and the Deputy Vice-Chancellor to discuss it. The Provost and Vice-President Academic and the Deputy Vice-Chancellor endorsed our recommendation that the Associate Vice-President model has the best potential to meet the criteria of coherence, accessibility, transparency and accountability at UBC. Below, we present reasons why this model is best suited to UBC, followed by a diagram outlining the reporting and other relationships in the new structure. We then discuss in greater detail the three key roles in the new structure: the senior leaders, the Associate Vice-President, Equity and Diversity, and the Equity Councils.
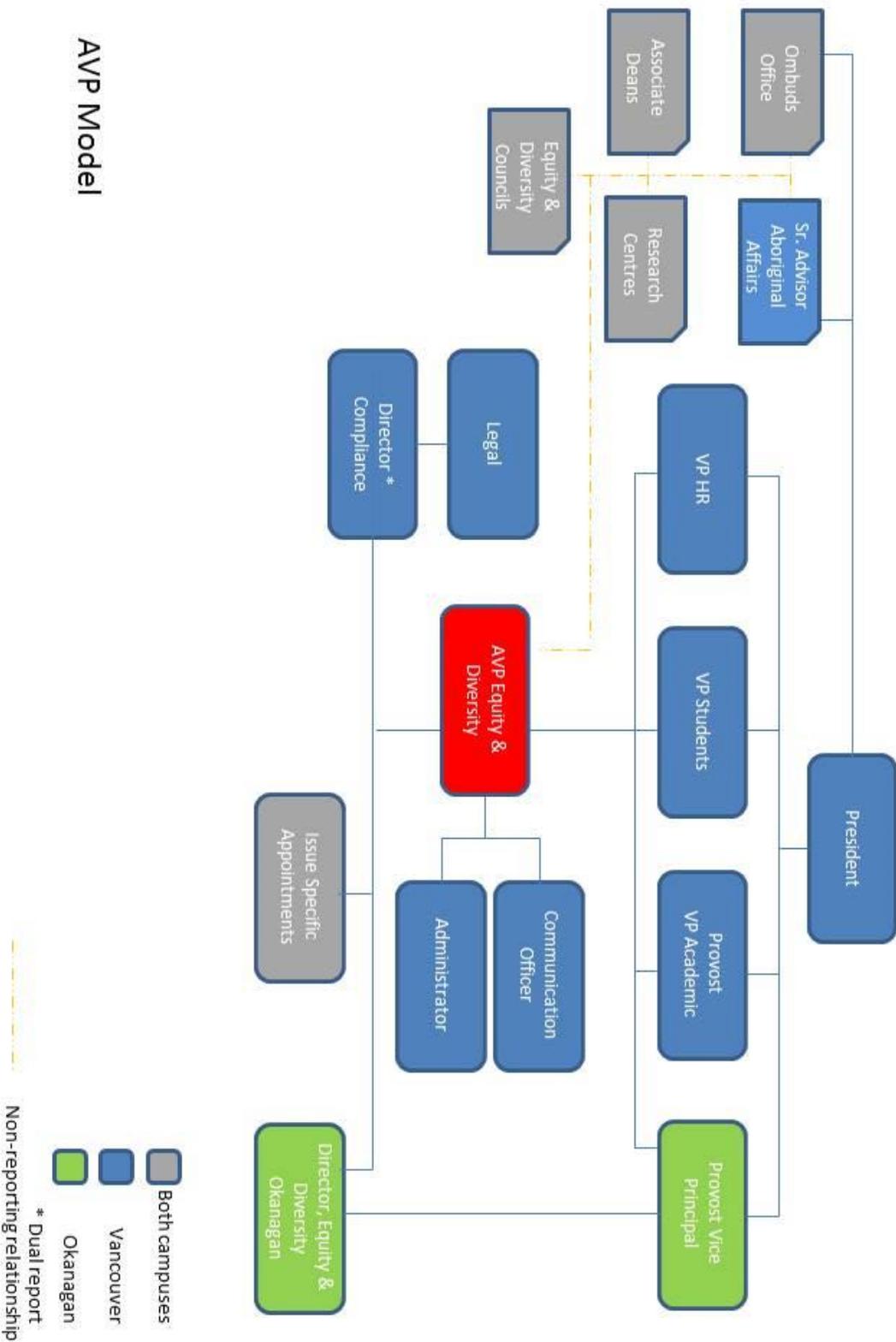
We believe that the Associate Vice-President model best fits UBC's current equity and diversity aspirations and needs for the following six reasons:

1. The University is too complex to have an institution-wide commitment to equity and diversity residing in one portfolio. Designating one person as responsible for equity and diversity, even at a very senior level, implies that equity and diversity is a discrete area, separate from the academic, educational and employment functions of the University.

2. Constituency-based services recognize and value the diversity of needs, experiences and life-spans of students, staff and faculty at UBC. The Associate Vice-President model does not move constituency-based services out of their current portfolios but provides the avenue by which they can connect for mutual benefit.

3. The Vice-President model could be seen as a top-down approach that does not adequately acknowledge and support the local grassroots initiatives that thrive on both campuses. The Associate Vice-President model is better positioned to support and complement these initiatives with access to central resources.

4. A vice-presidential title, while important, is insufficient for UBC to achieve its objectives. The Associate Vice-President model requires four key senior leaders to demonstrate competence in and a shared commitment to equity and diversity. This sets an important precedent for requiring all individuals in leadership positions at UBC to demonstrate the same competency.

5. The Associate Vice-President role, supported by the four key senior leaders, represents a mid-point in the organizational structure that can create the much-needed links

between the strategic and operational levels, the academic and administrative spheres and across the constituencies.

6. Building on the existing structure and improving and changing only what is necessary can help UBC achieve its equity and diversity goals in the least disruptive and most cost and time-efficient manner possible.

In the organizational chart that follows, colours reflect where the position or office is geographically situated.

AVP Model

Legend:
- Okanagan
- Vancouver
- Both campuses

* Dual report
Non-reporting relationship

Three key roles within the Associate Vice-President model merit further elaboration: the four senior leaders, the Associate Vice-President, and the Equity Councils.

We cannot emphasise enough the commitment to equity and diversity required of the four senior leaders. They must be able to commit to monthly meetings with the Associate Vice-President and to work together to develop priorities and strategies that will affect all constituencies. In essence, this group is the source of all high level planning. The Associate Vice-President is responsible for ensuring effective, coordinated and integrated implementation though his/her strong relationships with the relevant bodies; however, for this model to succeed, the senior leaders must provide visible support and authority to the Associate Vice-President. The four senior leaders must equitably share responsibility for achieving UBC's equity and diversity goals and must provide the Associate Vice-President with the leverage and access needed to ensure strategies are actualized through the operational level of the University.

The Associate Vice-President must have the skill set necessary to function effectively across the institution and on both campuses. The Associate Vice-President must embody diversity. He/she must have academic credibility and expertise in equity and diversity scholarship, particularly in critical race theory, power, privilege and oppression studies. This does not necessarily entail that this person currently be working as an academic, only that he/she has a background that will facilitate effective working relationships with equity and diversity scholars, Deans and Heads. The person must also have proven leadership skills in an administrative role and experience in spearheading organization-wide initiatives in an academic environment. He/she requires strong relationship-building skills, the capacity to engage constructively in conflict and dissension, and the ability to lead change in a diverse and large organization through collaboration and partnership.

We have indicated that the Equity and Diversity Councils play a crucial role in this model. The precise composition of the Councils should be determined during the implementation process. However, it is vital that collectively, the Councils know of all of the equity and diversity related activities on each campus, what is working well and what gaps need to be addressed. The Councils are not advisory; they are a space for ongoing dialogue and exchange to facilitate coordination and cross-pollination of equity and diversity activities. The Associate Vice-President links these Councils to the senior leadership table to ensure that there is congruence between the University's priorities and its operations. The connections between the Equity Councils, the Associate Vice-President and the four senior leaders facilitate the continuous flow of relevant information to enhance both strategic planning and implementation.

We have left in place both the Deputy Vice-Chancellor's Committee on Human Rights and Equity and the Provost's Advisory Committee on Equity and Diversity. As implementation proceeds, it will be important to consider whether these committees would serve a useful purpose distinct from the Equity and Diversity Councils.

D.   Next Steps

This report is not an end in itself, but one step in a continued consultative and collaborative process. The timing of our consultation, together with the activities undertaken by the Senior Advisor on Women Faculty and the Director for Intercultural Understanding Strategy Development, has generated a significant level of interest and expectation. We believe that UBC's process following receipt of this report will signal to the University community the strength of the leadership's commitment to meaningful change. As the March 8, 2013 deadline for our report was widely publicized and we have fielded many requests about what the subsequent process will be, we strongly recommend that the Provost and Deputy Vice-Chancellor inform the UBC community, in a timely manner, that they have received the report and briefly summarize the process that will follow.

We suggest that the Provost and Deputy Vice-Chancellor develop a plan to move forward. The plan should establish realistic timelines taking into account the pace and demands of other changes on campus. It should also address what information (for example, the report or a summary of it) will be disseminated and to whom, who is responsible for each step and specify how the various constituencies will be involved. The Okanagan campus must be an equal partner throughout this process.

If UBC decides to proceed towards implementation, we believe that two intermediate steps are necessary.   First, we have provided an outline for a revised equity and diversity structure at UBC. Once the outline has been confirmed, it will be important to fill in the details. Resource allocation, staffing levels and workloads for both existing and new offices must be reviewed in detail, and it will be important to consider how best to deploy existing staff. This work should be informed by further consultation that includes all affected groups and engages their interest and expertise in refining the model. Consultation is essential to ensure a successful outcome.

In conjunction with this consultation, UBC should develop an implementation plan and timeline. Responsibility to lead implementation should be given to a dedicated transition leader. This person must have detailed knowledge of UBC and credibility on equity and diversity matters across affected units and groups. He/she must have the "people" skills set to champion change, as well as the administrative, technical and organizational acumen to ensure that the new structure is workable. Once the new structure is implemented, we suggest that

the transition leader remain in place for a defined period (for example, three to six months) to ensure a smooth transition process and that any unanticipated difficulties are promptly addressed.

V. Conclusion

This consultation has provided us with a unique perspective into UBC. We feel privileged to have had the opportunity to engage with such a diverse community of thoughtful individuals who are passionate about ensuring that UBC can embody the value of "mutual respect and equity" in student learning, research excellence and community engagement. We believe that the University has a wealth of internal resources to support the conceptual shift of equity and diversity from the margins to the centre. These resources are found throughout the institution. We see this as an opportune moment for UBC to re-structure its equity and diversity framework.

Appendix A

The Process

The Terms of Reference (attached as Appendix B) for this consultation process were approved by the Deputy Vice-Chancellor and the Provost on November 25, 2012 and was distributed to the University community on December 4 and 6, 2012.

The consultation meetings began on January 3, 2013. Over 21 days until February 13th, we met with 180 individuals on both the Okanagan and Vancouver campuses. Most of the meetings resulted from invitations sent to individuals who were recommended to us; others from requests from the individuals themselves. We also asked those with whom we met to extend the invitation to meet with us to those individuals who could share their comments and insights with us but who might be disenfranchised or marginalized in the University community.

The Request for Input (attached as Appendix C) was distributed widely on January 15, 2013 and then emailed to UBC Alumni. We received 60 written submissions. We also received written documentation from individuals with whom we met.

As anonymity was assured for all who participated, we provide a general overview of the number of people from whom we heard, by constituency:

22 Alumni

83 Faculty

114 Staff

19 Students

2 Community Members

We met with representatives from the following committees, groups and departments:

UBC Vancouver

Associate Vice-President, Equity
Human Resources
Centre for Interactive Research on Sustainability
Director, Intercultural Understanding Strategy Development
Continuing Studies
Enrolment Services
Senior Advisor, Aboriginal Affairs
Vice-President Academic & Provost
Access & Diversity Office
Department of Asian Studies
Equity Office

Faculty of Graduate Studies
Alma Mater Society
Student Housing and Hospitality Services
Faculty of Law
Sauder School of Business
Campus & Community Planning
College for Interdisciplinary Studies
Faculty Relations
Provost's Advisory Committee on Equity & Diversity
Department of Geography
Associate Dean, Equity & Professionalism, Faculty of Medicine
Library
Vice-President, Human Resources
International Office
St John's College
Senior Director, Student Development & Services
Department of English
Faculty of Education
Committee of Deans
Faculty Association
Centre for Intercultural Communication
Go Global
Athletics & Recreation
Vice-President, Students
Plant Operations
Institute for Gender, Race, Sexuality and Social Justice
College of Health Disciplines
Public Affairs
Faculty of Land and Food Systems
International Student Development
International Student Initiative
Centre for Teaching, Learning and Technology
Student Health Services
School of Social Work
Senior Advisor on Women Faculty
Community Learning Initiative
School of Nursing
Department of Mathematics
Counselling Services
Office of the Vice-President, Students

UBC Okanagan

Provost & Vice-Principal
Deputy Vice-Chancellor
Associate Vice-President, Students
Equity Office
Human Resources

Dean, Faculty of Education
Dean, College of Graduate Studies
Dean, Irving K. Barber School of Arts & Sciences
Dean, School of Engineering
Dean, Faculty Health & Social Development
Dean, School of Management
Disability Resource Centre
Health & Wellness
Aboriginal Programs & Services
International Programs & Services
Campus Life
Deputy Vice-Chancellor's Committee on Human Rights & Equity
Irving K. Barber School of Arts & Sciences
Faculty of Creative & Critical Studies
Faculty of Education & Management
Faculty of Health & Social Development

Appendix B

"The heart of the University of British Columbia lies in its people – students, staff, faculty, alumni and community – and our exceptional learning environment is the outcome of our relationships with one another." Place & Promise: The UBC Plan

Mutual respect and equity are expressly articulated as core values in *Place & Promise*. They are intended to permeate and inform each of UBC's nine strategic commitments. And, as recognized in *Place and Promise*, the strength of relationships across the diverse UBC community provides the foundation for "creating an exceptional learning environment towards global citizenship and a civil and sustainable society." In turn, the foundation for strong relationships lies in respect for our differences and recognition of our interdependence as we learn, work and live at UBC. Inclusion and respect for diversity in its myriad forms is not an "add-on" to other commitments; it must be part of the fabric of our institution.

UBC has taken important steps towards this goal. Mid-level plans, such as the *Valuing Difference: A Strategy for Advancing Equity & Diversity at UBC*, the *Aboriginal Strategic Plan*, *Focus on People*, the *Intercultural Understanding Strategic Plan* (under development), and the *Respectful Environment Statement*, give substance to UBC's commitment to inclusion. In addition to the important work of dedicated offices, many faculties and units have implemented a variety of measures to foster inclusion in areas such as access, teaching, research and the workplace.

What is now needed is change at the systemic and organizational level to identify and support the various ongoing initiatives on both the Vancouver and Okanagan campuses and to bring integration and coordination to our work in making UBC an inclusive environment. As long as these initiatives remain in separate silos, they represent an "add-on" approach to diversity. We must build inclusion into the heart of the institution and ensure that it becomes part of the daily, lived experience for all UBC community members. The purpose of such change is not to impose central control, but to support cross-pollination of ideas and initiatives and actively share responsibility for diversity and inclusion across all facets of university life. Embedding inclusion within the core of the university mission is a necessary next step towards realizing the vision in *Place and Promise*.

Consultation Questions

The purpose of this consultation is to seek input and advice from the UBC community on what organizational changes are needed to build inclusion into the structure of the university so inclusion at all levels and in all forms becomes the norm. The Consultation Review will seek feedback on three broad questions:

1. What organizational structures and processes are necessary to advance inclusion in accordance with the goals stated in *Place & Promise* and related mid-level plans, so that it becomes an essential element of university citizenship?

2. What functions (roles and actions) are essential in order to foster inclusion on campus for all university community members? Can these functions be situated within the existing university structure? If so, where?

3. What is required to ensure individual, unit and institutional accountability for inclusion? What are the measures of success for implementing inclusion into the core of the university?

Process

The Consultation Review will undertake a broad consultation process, inviting participation across the university communities on both campuses. It is anticipated that the consultation process will include:

1. Meetings with various constituencies
2. Focus group discussions
3. An online portal to respond to a series of questions
4. An option to provide written submissions

All communications provided to the Consultation Review will be treated as confidential and no identifying attributions will be made. All notes and any written submissions will be destroyed following the completion and delivery of the report.

The Consultation Review will prepare a report with recommendations to be submitted to the Provost and Vice President Academic and the Deputy Vice-Chancellor and Principal. The anticipated date of completion of the report is March 8, 2013.

Appendix C

Implementing Inclusion:

A Consultation on Organizational Change
to Support UBC's Commitments to Equity and Diversity

REQUEST FOR YOUR INPUT

As stated in the Terms of Reference, hearing the views of members of the UBC community as to how to embed equity and diversity from an institutional perspective is central to our mandate. We want to hear your views on how UBC can best shape its structures and processes to ensure that inclusion – a term that embraces both equity and diversity values – infuses all aspects of UBC, and is not treated as an additional or occasional consideration. We are meeting with individuals and groups throughout the month of January. We also invite individuals to share their thoughts in written form. Below, we have set out some information and posed some questions that you may wish to answer or use as a guideline to formulate your feedback. .

Background

The meanings of equity and diversity, and UBC's substantive commitment to these values, are set out in *Place & Promise* [link?] and in a number of mid-level plans, including *Valuing Difference: A Strategy to Advance Equity & Diversity at UBC*, the *Aboriginal Strategic Plan*, *Focus on People*, and the *Respectful Environment Statement*, as well as the *Intercultural Understanding Strategic Plan*, which is in development. We take these plans, and the commitments associated with them as givens. We also assume that the demographics and membership of the UBC community are dynamic, and that UBC's structures and processes must be capable of responding to new equity and diversity concerns as they emerge. Our job is to seek and hear the input of the university community and then consider how to make UBC's structures and processes for achieving its current and future inclusion commitments more effective.

Questions

We ask that you consider your experiences with equity and diversity issues at UBC, whether in the classroom, at work, or in academic or service-related contexts. In light of those experiences,

- What aspects of UBC's current structure for equity and diversity services have you used? Were they responsive to your needs?

- Are there current structures and processes that work well at UBC and which you feel should be maintained and/or strengthened? Have you encountered any gaps or challenges related to

access, delivery or accountability for equity and diversity at UBC? If yes, do you think there were any structural or systemic weaknesses that contributed to such gaps?

- Are there any structural changes that might better support UBC's equity and diversity commitments? For example, if you were to imagine a university in which equity and diversity values are part of the very fabric of the institution, what would that institution look like?

- Do students, faculty and staff have different needs in relation to equity and diversity services? How much are they different and how much do they overlap?

- Do different demographic groups have different or shared equity and diversity-related needs or concerns? How should UBC's institutional structures reflect this?

We welcome your responses to these questions, as well as any other views you would like to share with us on how UBC can more effectively implement inclusion and achieve its equity and diversity goals.

You may email your submission to Nitya Iyer at ni@lw-law.ca. Your identity will remain confidential and your submission will not be held on a UBC server. Alternatively, you may email your submission to Shirley Nakata, at Shirley.Nakata@ubc.ca. Such submissions will be on a UBC server. We will read all submissions and will incorporate them as appropriate without attribution or identifying details in our final report.

Submission Deadline: February 1, 2013.

Nitya Iyer
Shirley Nakata

Appendix D

List of Documents Reviewed

1. Place &Promise*: The UBC Plan*
   http://strategicplan.ubc.ca/

2. Valuing Difference: A Strategy for Advancing Equity & Diversity at UBC
    http://diversityatubc.sites.olt.ubc.ca/files/2010/11/valuingdifference1.pdf

3. The Aboriginal Strategic Plan
   http://aboriginal.ubc.ca/strategic-plan/

4. Respectful Environment Statement
   http://www.hr.ubc.ca/respectful-environment/files/UBC-Respectful-Environment-Statement.pdf

5. Focus on People
   http://www.focusonpeople.ubc.ca/

6. The Intercultural Understanding Strategic Plan (draft)

7. External Review: Equity Office and Access & Diversity Office
   http://vpacademic.ubc.ca/files/2011/02/Report_External_Review_of_Equity_Office__Access_Diversity_Office_-Nov2010.pdf

8. Response of the Equity Office to the External Review
   http://vpacademic.ubc.ca/files/2011/02/Equity-Office-Response-to-Report.pdf

9. Response of the Access & Diversity Office to the External Review

10. External Review: Institute for Gender, Race, Sexuality and Social Justice

11. Best Practices in Equity and Diversity: A Survey of Select Universities
    http://vpacademic.ubc.ca/files/2011/02/Equity-Office-Response-to-Report.pd

12. Exemplary Practices in Equity and Diversity Programming at UBC Vancouver
    http://equity.ubc.ca/files/2010/06/exemplary_practices_in_-equity_-and_diversity_programming_UBCV.pdf

13. Law Students Society Executive Working Group on Diversity: Equity Audit, January 2013