Strategic Equity and Anti-Racism (StEAR) Progress Report

Equity and Inclusion Office
2024
Outline

• Elements of the Progress Report
  • Background: About the StEAR Framework and Roadmap for Change
  • StEAR Evaluation Approach
    • Institutional Indicators of change: Outcome measures
    • Status of institutional strategic actions: Central interventions
    • Inventory of Unit-level activities: Decentralized interventions
  • Spotlight Initiatives
  • Next Steps

• Questions & Discussion
Background:
About the StEAR Framework & Roadmap
StEAR Framework: Guiding Implementation and Evaluation

- Introduced in September 2022 by the Associate Vice-President, Equity & Inclusion, with further refinements through consultations with community
- **A tool to guide the implementation** and evaluation of progress on equity and anti-racism priorities, including those identified in:
  - Inclusion Action Plan
  - Employment Equity Plan
  - Canada Research Chair Equity, Diversity and Inclusion (EDI) Action Plan
  - Dimensions Action Plan for EDI in Research
  - Task Force on Anti-Racism and Inclusive Excellence (ARIE) Final Report
  - Trans, Two-Spirit and Gender Diversity Task Force Report
  - Accessibility Plan is forthcoming
StEAR Framework Components

• Four broad institutional domains of change
  • Structural, Curricular, Interactional, Compositional

• Six principles guiding planning

• Governance model for coordinated decentralization and community-engagement

• Roadmap for Change (2022 – 2025)
  ▪ Identifying 18 institutional objectives across the four change domains
  ▪ 135 strategic actions drawn from UBC's existing EDI related plans and reports

• Systems-change evaluation approach
Recommendations from plans & reports (excerpt)

**Inclusion Action Plan (2018)**
1B. Equitable Recruitment and Admissions

**Employment Equity Plan (2019)**
A. Ensure policies and practices support employment opportunities for and representation of designated equity group members at UBC

**ARIE Task Force (2021)**
#14: Transform recruitment and retention of Black staff and faculty at UBC

**ARIE Task Force (2021)**
#2: Increasing recruitment and retention of IBPOC faculty

**T2SGD Task Force (2023)**
#2: Increase recruitment and retention of trans, Two-Spirit, and non-binary faculty and staff

**StEAR Domain and Objective**
Objective 3.1
Review and improve faculty and staff hiring processes to better integrate equitable and antiracist principles.
Timeline

2022
- Jul: New AVPEI
- Sep: AVPEI launched StEAR Framework
- Oct: Began mapping plan/report (e.g., EEP, IAP, ARIE, 2STGB, etc.) priorities to Framework

2023
- Jan: Launched Roadmap for Change
- Sep: Launched 2023/24 Enhancement Fund
- Oct-Dec: Audited status of Roadmap actions
- Nov: Finalized governance model
- Dec: Established evaluation approach

2024
- Jan-March: Inventory of decentralized activity
- Feb-Apr: Implementation team launch
- Apr-Sep: Community progress reporting
- Jun: StEAR report to Board

2025
- Jan and Jun: Bi-annual progress updates

2026
- Consultation and planning for future StEAR priorities

ONGOING INTEGRATION OF FEEDBACK
StEAR Evaluation Approach
StEAR Evaluation Approach

Common characteristics of complex systems
- Dynamic, unpredictable, nonlinear
- Interconnected, interdependent, relational
- Context specific, situations are unique
- Multiple time frames and organization levels
- Systems exist within systems

Approaches for evaluating social systems
- Adaptability, flexibility, iteration
- Prioritize learning, feedback loops and information exchange
- Understand relationships among actors and between initiatives and outcomes
- See the system as a whole and its component parts and connections
- Monitor and respond to changes in context

Inquiry Framework for StEAR Evaluation Approach

- Inquiry framework identifies and organizes evaluative questions into three broad categories:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Systems interventions</th>
<th>Strategic learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>For individuals</td>
<td>In system behaviors (processes and structures)</td>
<td>About what we are doing</td>
</tr>
<tr>
<td>For targeted groups</td>
<td>In behaviors of actors (individuals, groups, units)</td>
<td>About how we are thinking</td>
</tr>
<tr>
<td>For populations</td>
<td></td>
<td>About how we are being</td>
</tr>
</tbody>
</table>

**StEAR Evaluation Approach**

**Indicators of change through institutional data and surveys**

**Context:**
Situational analysis and understanding the system

**Outcomes:**
How are the experiences of people and groups changing?

**Systems interventions:**
How are institutional and decentralized systems, processes, and practices changing?

**Institutional interventions:**
StEAR Strategic Action Categorization and Status Updates

**Strategic Learning:**
What insights are we gaining to inform our continuing efforts?

**Decentralized efforts:**
StEAR Inventory

**Continuous assessment and reflection with StEAR governance bodies, implementation partners, and EDI champions**

Institutional Indicators of Change (Outcome Measures)
Identifying institutional indicators of change

- Indicators were selected through a comprehensive review of available institutional data. Six desired characteristics were identified to help inform their selection:
  
  - **Availability**: existing / already collected or feasible to collect now or in the future
  - **Accuracy**: specific and representative (e.g., not too small a sample size)
  - **Comparability**: across population groups (e.g., students, staff and faculty), contexts (e.g., unit/dept, faculty/portfolio) and time (e.g., can establish a trend)
  - **Simplicity**: ease of interpretation, minimize caveats and nuances that need explanation
  - **Reliability**: validated data collection tool and/or measure, when possible
  - **Efficacy**: useful and meaningful (evaluative) indicator of change
### Institutional Indicators for June 2024 Progress Report

<table>
<thead>
<tr>
<th>Evaluative Inquiry</th>
<th>Outcome Measure</th>
<th>Indicator of Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systems intervention in individual behavior</td>
<td>Participation of UBC workforce in Employment Equity Survey</td>
<td>Faculty and staff engagement with the survey achieved the highest ever cumulative response rate (84.3%), as of Nov. 1, 2023.</td>
</tr>
<tr>
<td>Systems intervention in individual behavior</td>
<td>Participation of UBC senior leaders in EDI and Anti-Racism PD</td>
<td>90% of senior leaders at UBCV, and 78% at UBCO, attended a PD session on enacting equity and antiracism in 2023.</td>
</tr>
<tr>
<td>Systems intervention in individual behavior</td>
<td>Compositional diversity of UBC Senior Leadership</td>
<td>The representation of Indigenous and racialized people at UBC is in alignment with this occupational group in the national workforce, while the representation of women at UBC is lower. Fewer than five individuals identify as 2SLGBQIA+, and non-binary or transgender people are not represented among senior leadership at UBC.</td>
</tr>
<tr>
<td>Systems intervention in system behavior</td>
<td>Compositional diversity of UBC workforce (See detailed 2022/3 Workforce Employment Equity Report)</td>
<td>Generally, at UBCV, the representation of women, racialized people and disabled people is in alignment with or higher, and the representation of Indigenous Peoples is lower, than the national comparator cohort. At UBCO, the representation of all four federally designated groups is higher or in alignment with the national workforce.*</td>
</tr>
<tr>
<td>Black employees in UBC workforce</td>
<td>Representation of Black faculty and staff, in both UBCV and UBCO, is lower than in the Canadian population, as of Nov. 1, 2023.</td>
<td></td>
</tr>
<tr>
<td>Outcomes for targeted groups</td>
<td>Faculty and staff sense of respect, personal dignity and wellbeing</td>
<td>Women, and Indigenous or racialized employees and students report more positive sense of personal dignity and wellbeing than the average on both campuses, while disabled, transgender, non-binary, and 2SLGBTQIA+ employees and students indicate less positive experiences.*</td>
</tr>
<tr>
<td>Outcomes for targeted groups</td>
<td>Students sense of respect, personal dignity and wellbeing</td>
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</tbody>
</table>

* Particular inequities may be masked in institutional roll-up – disaggregated and intersectional analysis is underway
## Potential indicators for 2025 progress reporting

<table>
<thead>
<tr>
<th>Evaluative inquiry</th>
<th>Outcome Measure</th>
<th>Reference Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systems intervention in <strong>individual behavior</strong> (changes in engagement)</td>
<td>Participation in <strong>Student Diversity Census</strong></td>
<td>Increased response rate, compared with previous year(s)</td>
</tr>
<tr>
<td>Systems intervention in <strong>individual behavior</strong> (changes in competencies)</td>
<td><strong>Researcher competencies</strong> via responses to online EDI in research post-course evaluation</td>
<td>TBD</td>
</tr>
<tr>
<td>Systems intervention in <strong>system behavior</strong> (change in recruitment policy/process)</td>
<td>Compositional diversity of <strong>enrolled students</strong> <em>(explore collection of applicants, offers, and admits)</em></td>
<td>TBD</td>
</tr>
<tr>
<td><strong>Outcomes for targeted groups</strong> (changes in employment, career development, progression, advancement, retention)</td>
<td><strong>Employee life cycle trends</strong> for HPSM faculty <em>(e.g., hires, time to tenure, promotion, exits)</em></td>
<td>Parity with non-HPSM faculty</td>
</tr>
<tr>
<td><strong>Outcomes for targeted groups</strong> (changes in students admission and success)</td>
<td><strong>Student life cycle trends</strong> of HPSM students <em>(e.g., year 1-2 retention, persistence, progression, time to completion)</em></td>
<td>Parity with non-HPSM students</td>
</tr>
<tr>
<td>Systems interventions in <strong>individual and system behavior</strong> (changes in donor behavior, and financial aid policies)</td>
<td>Total <strong>financial aid</strong> (scholarship and bursaries) and dedicated awards for HPSM students</td>
<td>TBD</td>
</tr>
<tr>
<td>Systems intervention in <strong>individual behavior</strong> (changes in engagement and commitment)</td>
<td>Community uptake and impact of <strong>online EDI modules</strong> <em>(including new Human Rights module)</em></td>
<td>Increasing trends</td>
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<tr>
<td></td>
<td>Community engagement with EIO <strong>EDI resource hub</strong></td>
<td>Increasing trend of web analytics</td>
</tr>
</tbody>
</table>

* Particular inequities may be masked in institutional roll-up – disaggregated and intersectional analysis is necessary
Status of Institutional Strategic Actions (Central Interventions)
The StEAR Roadmap has 18 objectives and 135 strategic actions.

EIO project managers reached out to leads of each strategic action in the Roadmap.

Leads provided a status update on each action:
- Not yet started
- In progress
- Completed/ongoing
- On hold

A full list of the status of each strategic action will be published on the EIO website and in the StEAR Report to UBC Board of Governors (June 2024).
Institution-wide Actions: Overview

- 93 strategic actions are designated as **institution-wide** (both UBCO and UBCV)
- 77% of all institutional-wide strategic actions are either completed, ongoing or in progress
- 17% of actions are not yet started.
Campus-specific Actions (Okanagan): Overview

- 39 strategic actions are designated as campus-specific actions at UBC Okanagan.
- Of actions that are campus-specific, 67% of actions are completed, ongoing or in progress at UBC Okanagan.
- 23% are not yet started.
Campus-specific Actions (Vancouver): Overview

- 41 strategic actions are designated as campus-specific actions at UBC Vancouver.
- Of actions that are campus-specific, 76% of actions are completed, ongoing or in progress at UBC Vancouver.
- 19% are not yet started.
- 5% are pending confirmation.
Inventory of unit-level activities (Decentralized interventions)
Source of Information:
StEAR Inventory of Decentralized Activities

- Faculties and VP portfolios were given the option of submitting at Faculty/Portfolio level, or submitting multiple responses for sub-units and departments.
- 111 Faculty, portfolio, department, and unit-level contacts were identified to complete the Inventory; 94 responses were received (85% engagement).
- Quantitative measures and rich qualitative feedback (latter is currently being analyzed).

<table>
<thead>
<tr>
<th></th>
<th>Academic Faculty/department</th>
<th>Administrative Portfolio/Unit</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Okanagan Campus</td>
<td>7</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>Vancouver Campus</td>
<td>41</td>
<td>27</td>
<td>68</td>
</tr>
<tr>
<td>Both campuses</td>
<td>1</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>49</strong></td>
<td><strong>45</strong></td>
<td><strong>94</strong></td>
</tr>
</tbody>
</table>
Decentralized Activities (aligned with 18 StEAR Roadmap objectives)

Proportion of inventory respondents who reported work underway or completed/sustaining

- 2.2 Curriculum and pedagogy: 94%
- 3.1 Hiring processes: 88%
- 2.1 Student learning experience: 83%
- 1.9 Communications: 82%
- 1.6 Complaints process: 82%
- 2.3 Research and scholarship: 80%
- 4.1 EDI competency building: 78%
- 3.3 Student recruitment and admissions: 77%
- 1.1 Planning and goal setting: 76%
- 1.4 Decision-making lens: 74%
- 1.8 Spaces and infrastructures: 72%
- 3.4 Student development and support: 72%
- 1.3 Use of data: 69%
- 1.2 Data processes and standards: 68%
- 1.5 Black excellence: 60%
- 1.7 Accessibility and disability equity: 57%
- 3.2 Employee development and retention: 51%
- 4.2 Conflict capacity building: 44%
Barriers cited to decentralized efforts

Most frequently cited barriers: across all 18 objectives

- Lack of time (staffing/workload capacity): 54%
- Lack of funding (financial resources): 39%
- Competing priorities: 31%
- Lack of supporting policies and structures (systemic barrier): 24%
- Lack of knowledge/skill (expertise): 23%
- Lack of internal community engagement (cultural barrier): 14%
- Waiting for enabling work elsewhere to be completed: 13%
- None: 11%
- Other: 2%
Resources to support unit Activation of StEAR priorities

- Tools for units to map unit-level priorities to StEAR change domains and objectives

- Pathways for units to engage EIO in strategic partnership and capacity building
  - Self-directed learning resources
  - Facilitated leadership development
  - Train-the-Trainer programing for distributed EDI champions

- Communities of Practice for Faculty/Portfolio Equity Leads and Unit EDI Champions

- Allocation of $300K to 2023/4 StEAR Enhancement Fund for community-led initiatives

- Data Access Request protocol to support unit-level equity initiatives and planning
Spotlight Initiatives
Black Excellence Ecosystem

- Pledge to Scarborough Charter, 2020
- ARIE Task Force, 2022
- Ecosystem Framework, 2023
  - Beyond Tomorrow Scholars
  - Faculty Cohort Hiring
  - Faculty Network
  - Student Space
  - Counselling Staff
  - IBPOC Employee Resource Group
  - PDF and Bridging Program
- Report submitted for May 2023 Inter-Institutional Forum
Equitable Faculty Hiring Practices

- **Guide to Equitable Hiring Practices**
  - Published *Guide to Equitable Hiring Practices: Faculty Recruitment*
  - Tools and templates to support integration of best practices
  - New resources on academic ableism and accessibility for disabled scholars
  - Staff-focused guide in development

- **Employment Equity Advisor Program**
  - Full-day retreat to deepen knowledge and practical skills
  - Post-retreat learning sessions for continuous knowledge sharing and support

- **Improvements to the Employment Equity Annual Report**
  - More informative workforce gap analyses
Inclusive Excellence in Research

• EDI in Research Online Resources
  - EDI in Research Canvas course launched within Online EDI in Research resource repository

• EDI Considerations for CRC Nomination and Adjudication Committees
  - Updated guide to equitable nomination and adjudication of research chairs and awards
  - Enhanced preferential hiring method for CRC program (open to FDGs, preference to disabled)
  - Launched central restricted call for disabled CRCs
  - Piloted employment equity advisor program and equitable hiring practices
  - Evaluating efficacy of CRC supports through connections and mentorship program
Spaces for HPSM Communities

Dedicated Black student spaces:

- UBCV: Opened the Black Student Space in fall 2023
- UBCO: Actively exploring locations for a dedicated space

Multi-faith prayer spaces:

- UBCV: 4 existing prayer spaces; 2 ablution stations; additional facilities planned in new Brock Commons building
- UBCO: 1 existing prayer space; planned sound-proofed Prayer Pod to accommodate spiritual and religious traditions requiring solitude and/or silent prayer, or confidential religious rites such as confession
EDI Campus Capacity-Building

• **Senior leadership training on equity and anti-racism**
  - Half-day session on enacting and anti-racism leadership to all senior academic and administrative leaders, delivered by the AVPEI

• **Improvements to the Academic Leadership Development Program (ALDP)**
  - Updates to application and admission processes to emphasize JEDI principles
  - Development of targeted learning opportunities

• **EDI training for student recruitment and admissions**
  - Training for profile readers (Enrolment Services)
  - Monthly EDI learning club (International Student Initiatives)

• **EDI Education Hub** resource library and self-paced modules – in development by EIO
  - E.g., Anti-Racism Series: Fostering Inclusive and Constructive Critical Inquiry; Understanding the Human Rights Framework and Discrimination Policy; Recognizing and Responding to Racial Microaggressions; Understanding Race, Racialization, and Racism; Understanding Antisemitism/Anti-Jewish Racism, Islamophobia/Anti-Muslim Racism, Anti-Black Racism, and Anti-Asian Racism
StEAR Enhancement Funding of Community-led Initiatives

Total Funds Requested: $785,040
• 109 applicants received from across UBC Vancouver (90) and UBC Okanagan (18)
• Led By: Students 48 (29 undergrad / 19 grad); Faculty 34; Staff 27

Total Funds Awarded: $196,776
• 29 applications awarded funding (26 per cent of total applications received)
• Number of applications and funds awarded by stream:
  ▪ 10 racial equity $61,905
  ▪ 5 disability equity $35,297
  ▪ 3 sexual and gender equity $18,801
  ▪ 11 intersectionality $80,773
Next Steps
Next Steps

• Publication of StEAR Progress Report (June 2024)
  ▪ Status of all institutional strategic actions in the Roadmap will be listed
  ▪ Unit-level responses to Inventory will be summarized

• Prioritization and mobilization of strategic actions not yet started
  ▪ Via sponsors and implementation leads
  ▪ Progress updates biannually (for a 2-year completion time-horizon) to 2025/6

• Engagement of community through a spring StEAR progress reporting 'tour'

• Incorporation of learning/insights in iterative implementation and progress reporting
Challenges and Opportunities Ahead
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• Withstanding renewed backlash towards EDI change efforts in society and on campuses
• Embodying integrative concept of inclusive excellence in research, teaching and service
• Developing “diverse and diversity leadership” and promoting inclusive shared governance
• Bringing a strategic EDI lens earlier in institutional decision-making and direction-setting
• Building and sustaining both EIO and unit-level EDI capacity and retaining thriving equity teams
• Fostering inclusion, belonging and safety on campus given geo-political events
• Fostering a culture of collective ownership and accountability
• Enhancing collection, analysis, reporting of disaggregated and intersectional demographic data
• Enhancing collection of experiential qualitative data and triangulation with demographic data
• Identifying and tracking the next set of institutional indicators and measures of systems change
Thank you