Introduction

The AMS Equity Action Plan was passed in September 2021 and the Equity Team in the President's Office is excited to present the initial vision for AMS Equity, Diversity, and Inclusion for the 2021/22 academic year and beyond. We have been working incredibly hard on identifying priorities for the AMS and understanding and specifying the real needs and preferences of what tangible and achievable efforts look like at the AMS. We appreciate you taking the time to review this document, and we hope that you can share our vision and help make it a reality for the AMS's first initial steps towards Equity and Inclusion.

For the rest of the 2021-2022 academic year, the AMS Equity and Inclusion Team will continue creating goals that will meet the equity needs of this year and act as a building block for future equity work. The targets created highlight sections aligned with the Equity Action Plan (EAP) in order to combine big picture needs with clear, actionable strategies.

Each section of the Equity Action Plan is embedded in the various categories of this document in order to align the efforts of this year with the general EAP. However, the plan is more specific in terms of the implementation needs for what is feasible at the AMS.

1. Facilities Operation
   a. Centralized Staff Educational Training
   b. Intra-Office Goal Development

2. Business Operation
   a. Coordinated Funding of AMS Operations
   b. Incorporation of Finance + Equity

3. Advocacy and Leadership
   a. Prioritization of Indigenous Leadership and Sovereignty
   b. Reimagining E+I Committee Functionality

4. Student Services/Needs
a. Implementation of Equity Action Plan
b. Central Identity Network

5. Campus Community Co-ordination
   a. Equity Community Check
   b. Established Equity Calendar

6. Indigenous Community Coordination
   a. ICM
   b. Indigenous Relations + Facilitation

**Facilities Operation**

Facilities Operation is central to the maintenance and wellbeing of the AMS. The internal needs of various staff and offices must be met so that our engagement with external groups and term goals are carried out efficiently. These are the following goals that must be accomplished to ensure that equity is clearly embedded within facilities operations at the AMS:

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<td>Centralized Staff Educational Training</td>
<td>This is essential to the development of the AMS. Historically, advocacy and equitable knowledge has only been relevant to particular offices at the AMS because of their work or recent behind-the-scenes work. Moving in this capacity does not allow for a consistent, coherent, and centralized form of function that is necessary for the organization</td>
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to understand how it impacts the greater UBC community and university as a whole.

The first step taken towards this is initiating the first-ever general EDI Workshop available to all student and permanent staff at the AMS. This workshop will serve to educate all staff and students on the basic concepts and practices of EDI. This workshop will also be foundational in establishing relations with AMS Services in order to coordinate Equity and Inclusion efforts across the board.

The manner in which these initial efforts can be continued well is by understanding team dynamics and specific office projects and how they overlap with general EAP initiatives and creating collaborations, research, and project timelines to ensure more cohesion. Also, in the onboarding process, staff in any respective office must complete training and education on how to carry out tasks such as office relations, community building, and consultation practices. This will be enforced, by the advice of the Council, to ensure that Executives will do a minimum number of hours dedicated to Equity training and if not
disciplinary action can be taken.

Intra-Office Goal Development

This is an important task that can be initiated by the Executives in order to understand how each portfolio plays a significant role in the prioritization and contribution to Equity and Inclusion.

Intra-Office Goal Development is concentrated around each office’s goals and priorities for their respective tasks. It is crucial to align the planning within each respective office each quarter or academic term. This can be instigated by Executives and can be coordinated through sharing strategic planning.

What this would entail is each Executive having their own distinct goals in their respective portfolios, so that there are contributions from a variety of perspectives and needs, yet they need to be aligned with the Equity Action Plan.

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**Business Operation**

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| Coordinated Funding of AMS Operations | Although this is an ambitious task to have as a goal, it is important to understand how much financial distribution and commitment impact the amount of progress that the AMS can achieve. For the AMS to make the most effective impact, Equity and Inclusion must implement a minimum spending amount in the financial submissions from the respective Executives, with clear distinctions on how that funding is being applied. This can be coordinated with the VP Finance on establishing an E+I item in each Executive budget to track the amount of money that is being spent on E+I is being spent on. |
| Incorporation of Finance + Equity | These two parts are connected since one cannot be effective without the other. This section is respectively for staff at the AMS, whether it is within the AMS Services, AMS events, or AMS itself. Improvement of reporting hours, and understanding how to pay accurate hourly wages encourages a more optimal working environment, ethos, and increases equitable pay. |
Advocacy and Leadership

When it comes to Advocacy and Leadership, this is one of the more progressive and developed areas of the EAP that has significantly contributed to the progress that Equity and Inclusion have achieved. Kickstarter initiatives done by the Office of External Affairs, such as Equity-Based Grants, demonstrate that there is a lot of potential in bridging the gap between affairs of the Office of the President, Office of Academic and University Affairs, as well as the Office of Administrations. The Advocacy and Leadership accomplished by the AMS prove to be the highlight of what we can accomplish due to our consistent contributions to student life resources from the SASC, peer support, UPASS, AMS subsidiaries, Resource Groups, and more.

Advocacy and Leadership initiatives, like Equity-Based Grants, are key projects throughout the years that serve as a “first of its kind,” in terms of what can be accomplished provincially. This can also contribute to many areas of development such as the multi-faith prayer space and the work of the Indigenous Committee. And empowering self-determination processes, as well as more effective and coherent consultation methods. These initiatives are all dependent on the priorities of each Executive and how it is embedded in the general tasks that take up our day-to-day lives. Executives should be mandated to include at least one E+I Initiative in their Executive goals.

- Prioritization of Indigenous Leadership and Sovereignty
  - This needs to be more embedded in the advocacy and leadership spaces that exist in the AMS. The AMS intends to prioritize Indigenous leadership and sovereignty by prioritizing funding, thereby increasing the number of opportunities and projects available for Indigenous students led by Indigenous students. It is significant to establish community relations with each department of the AMS, have a dedicated section of each Portfolio’s efforts towards Indigenous needs,
and capitalize on the expertise of the E+I Team to consult, delegate, and review tasks that may need advising. This also includes employing and incorporating traditional Indigenous teachings, practices, and knowledge. These can be maintained with check-in periods, use of materials, and aligning with the goals of the EAP.

- Reimagining E+I Committee Functionality
  - In this area, since this is the first year that the E+I committee has functioned in its fullest capacity, there needs to be a clearer method on how consultation, compensation, and community selection is determined to ensure that the action taken towards EAP is objective and equitable. This can be reimagined by ensuring that commitments are compensated in a timely manner, that commitments are upheld beyond a certain period of time, and that turnovers are initiated as the E+I Lead is reinstated at the AMS. The key values of the E+I Committee should center on reciprocity, accountability, in addition to reflecting the current needs of students in general.
  - Currently, the E+I Committee exists as a Subcommittee which does not allow it as much power as it deserves, because if it was to function as a Standing Committee, it would be able to make motions and directly communicate with Council. Also, with current circumstances, it is also significant to note the turnaround of the feedback time people have.

**Student Services/Needs**

The various parts of the AMS function as independently as possible as their respective structures and roles are separate from what is to be understood by those involved at the AMS. Yet, this adversely impacts the student population and perception of how our work is carried out. There is a need for more transparency on what is considered legitimate action and to synthesize
the process of different equity initiatives across the various avenues of the AMS, as best as possible. The implementation of the Equity Action Plan would address each portfolio to select three goals and the respective key performance indicators in order to propel action towards the five-year plan that the EAP is dedicated to producing. This can also be incorporated in establishing office hours for a designated paid volunteer position to hear the direct needs of students, resource groups, and other community stakeholders.

Another issue in tackling an array of Equity needs across the board is the lack of a consistent standard for what is considered good equitable practice. The idea of a Central Identity Network would mean that AMS subsidiaries and AMS resource groups, as well as proactive minority groups within the AMS, could convene and have a community-based approach to building a community network that is informal, unbureaucratic, that centers the voices of those who do not have direct access to Executive or Council power structures. This would function separately from the Equity and Inclusion team but would have direct reporting access (to the Equity and Inclusion Lead) to voice their concerns, needs, and wants at all times.

**Campus Community Co-ordination**

  c. Equity Community Check

Much like the Campus Experience Survey, it would be useful in implementing a campus-wide survey, shared amongst other Equity partners alike to encourage an accurate “temperature” check on the political climate on campus, to understand the demographics of incoming and returning students, to have a better understanding of how our staff and elected roles represent the needs and want of students. It would be used to help adjust and align the ongoing tasks of the AMS with the Equity Action Plan. This is an ambitious task and is mainly being proposed as an Equity Goal for in coming years, but would be feasible for the AMS to carry it out on a smaller scale.
It would also help with establishing the initiatives and selecting the campaign months that are necessary for the AMS to take on or support in terms of being the primary representatives of students.

**Indigenous Community Coordination**

In acknowledging that many of the identity or Equity roles at the AMS are still new, it is significant to understand the prioritization of Indigenous Affairs and its needs. The establishment of the Indigenous Engagement Facilitator (IEF) is important, and the work done in this role is meaningful and significant. It is crucial that this role be divided up in the future accordingly to deal with the magnitude of capacity, as well as support the emotional labor this role requires. This division would look similar to what currently exists in Equity and Inclusion, a role for the internal policy and structural work and a secondary position for more external engagements, event organization, and any other outside projects where stakeholders may even be outside of the UBC community. This role falls under the Equity and Inclusion Team which hereby supports the position currently, and in the future will be the catalyst needed for creating an environment in which more Indigenous identifying students are hired by the AMS. In the future, emphasis on hiring more Indigenous students will be necessary in order to create meaningful action towards reconciliation, as historically institutions have systematically erased the voices and representation of Indigenous students. These hiring practices are meant to dismantle those systems.

By maintaining community relations with the Indigenous Committee (IC) and establishing funding for the Indigenous Culture Month (ICM) to be renewed each year, as well as requiring full-time staff to commit to, aid, and support the student staff planning and organizing ICM, we can prioritize Indigenous representation. Committing to ICM also includes incentivizing staff to participate in these events, both as organizers and attendees. If any major AMS events are ongoing in October, the AMS will commit to uplifting ICM events, contribute to raising awareness
around National Truth and Reconciliation Day, as well as other ongoing issues affecting First Nations communities locally and nationally. Particularly with the External Affairs Office, Academic, and University Affairs, and the Administration Office, their advocacy, community planning, and work carried out should be reviewed and heavily engaged with the Indigenous Engagement Facilitator.

Alongside the E+I Lead, there should be a clear acknowledgment of how EAP goals are being maintained and foreshadowing a lot of systemic and institutional issues that impact the AMS as a student-led organization. The ways in which this can be done is by constant education and implementation. Incorporating organization-wide training is a method to ensure that the baseline of knowledge and treatment of Indigenous matters is recognized. This could come in the form of talks/education from professionals currently in the field of liaison with First Nations groups, having First Nations (specifically Musqueam) elders at events to speak regularly, and incorporating practices that prioritize traditional Indigenous core values and beliefs on how we treat one another in our own organization. This includes instating mandatory training such as the “Four Seasons of Reconciliation” or something similar for all part-time and permanent staff at the AMS, as we understand the necessity of having staff who are educated on the unfiltered history of Canada’s treatment of Indigenous Peoples.

The AMS intends to align its goals with the United Nations Declaration of Indigenous Peoples (UNDRIP), particularly Article 4 concerning the right to self-determination and self-governance and Article 4 Section 2 A) concerning effective mechanisms for redressing land dispossession. This equates to repairing their relationship with Indigenous students and acknowledging their position as an organization on unceded Indigenous lands, as well as improving their relationship to this land. This can be achieved through the implementation and prioritization of Indigenous sovereignty whenever possible and engaging with the land beyond ceremonial acknowledgments and remarks before significant events or meetings. In line with improving their relationship with Indigenous students, the AMS will listen to the requests of the IC and provide
them with the funds, resources, and support they deem necessary in order to improve the lives of Indigenous Students at UBC, as well as center collaborations with student groups such as the IC and ILC (Indigenous Leadership Collective). However, supporting Indigenous students will not be dependent upon or reliant on the functionality of the IC and the involvement of Indigenous communities outside the university. The AMS will also continue to hold UBC accountable in its responsibility to meaningful reconciliation and repairing relations with Indigenous students.