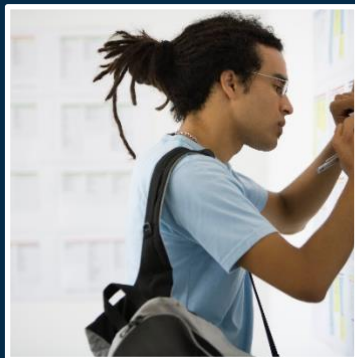
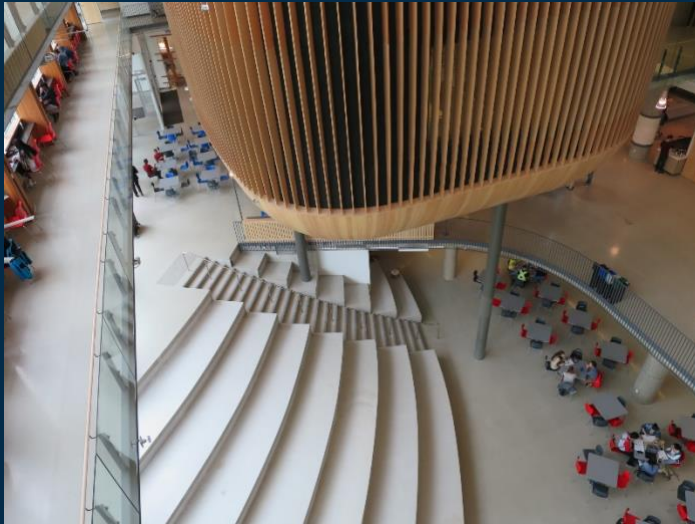


AMS EQUITY REPORT



ams

— EST. 1915 —



AMS EQUITY ACTION PLAN

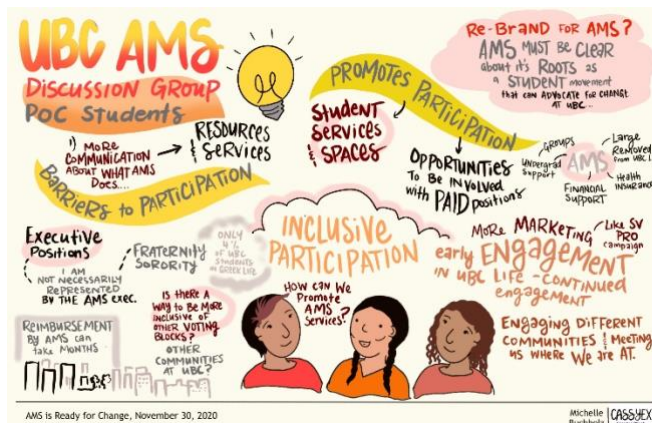


ACKNOWLEDGMENTS

This report is based on a community engagement process that took place on the traditional, ancestral, and stolen lands of the Coast Salish language speaking xʷməθkʷəy̓əm (Musqueam), Skxwú7mesh (Squamish), and səliłwətał (Tsleil-Waututh) Nations.

The community engagement process was guided by the AMS Equity Project Advisory Committee members:

- Lilly Callender, AMS Equity Associate
- Maia Wallace, UBC Black Student Union
- Ceilidh Smith, AMS Indigenous Committee
- Nevena Rebic, AMS Council
- Joshua Kim, AMS Council
- Praneet Sandhu, Senior HR Manager, AMS
- Georgia Yee, AMS VP Academic & University Affairs
- Cole Evans, AMS President



The graphics that appear throughout this report were created by Michelle Buchholz, Principal of [Cassyex Consulting](#) based on themes from Focus Group discussions.

The AMS Equity Project was led by Adeline Huynh, Principal of [The Commons Consulting](#) with support from collaborators Halimah Beaulieu, Zenia Ferreira, and Ronica Pablo Endean.

This report and the Equity Action Plan are based on the experiences, insights, and recommendations of UBC students.

We acknowledge that equity work is disproportionately carried out by and is reliant on the labour of Black, Indigenous, Racialized, Queer, Trans, Non-Binary, 2SLGBTQIA+, Persons with Disabilities and/or Neurodiversity, and other historically, persistently, and systemically marginalized individuals.

STORY

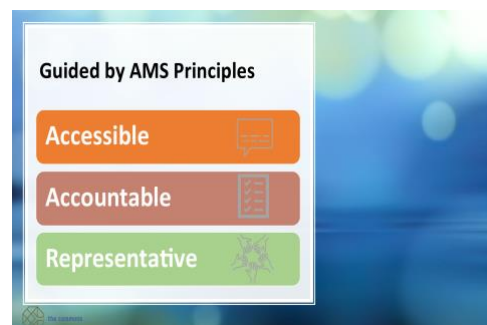
Project History

A 2016 governance review of the Alma Mater Society of UBC Vancouver (AMS) led by an external consultant, identified inadequate representation on Council by intersectional groups of students who have been historically, persistently, and systemically (HPS) marginalized (see Appendix 1 for Glossary of Key Concepts + Terms). Since this time AMS had attempted to address this under-representation through the creation of caucuses, however, recruitment of membership was been challenging and multiple barriers to participation were identified. In 2019, the VP External was given the responsibility to create an Equity Plan in consultation with HPS marginalized students. Since this mandate was established, leadership for the Equity Plan was transferred to the AMS President's Office in 2020 with operational support of the community engagement process provided by the newly created role of the Equity and Inclusion Lead (who reports directly to the President).

In the summer of 2020, The Commons Consulting was chosen through an RFP process to lead the creation of the AMS Equity Plan Framework.

THE AMS IS READY FOR CHANGE

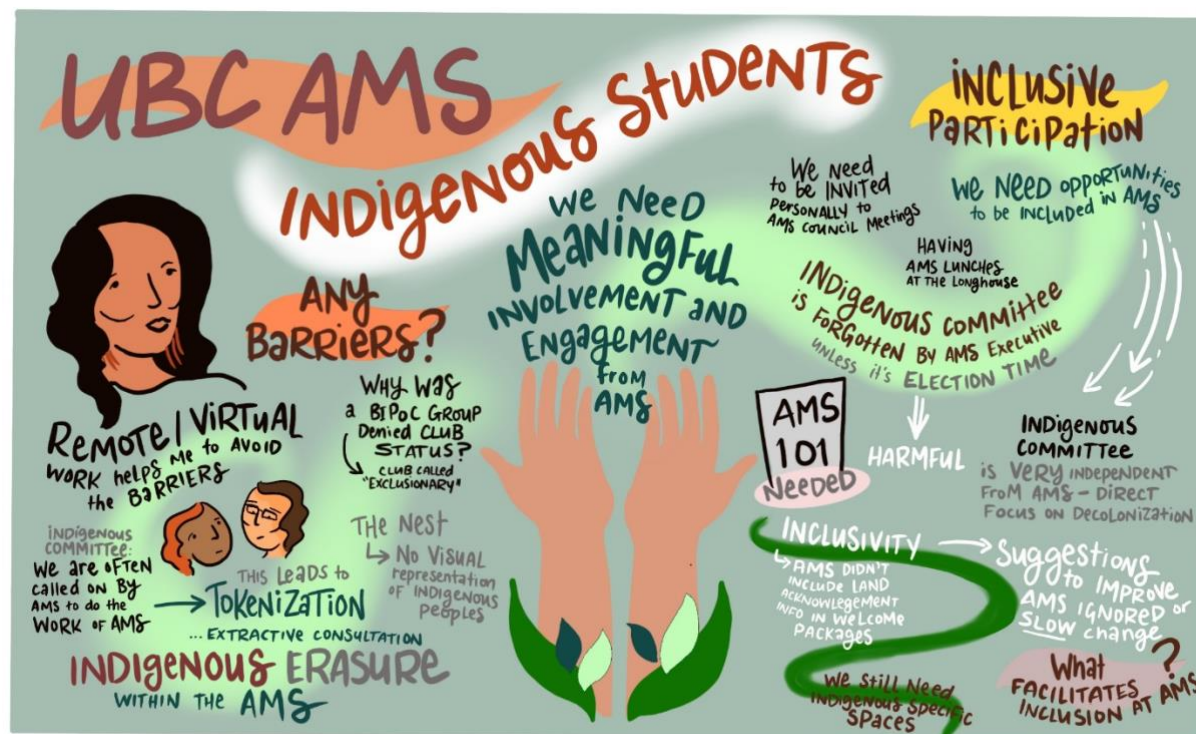
The Commons Consulting has been guided throughout the community engagement phase of the project by a project advisory committee (see Appendix 3). The inquiry phase was initiated by facilitating focus group discussions to explore topics of justice, equity, diversity, and inclusion (JEDI) and their relationship with the AMS in an open-ended manner. This method allowed for an approach that informed the subsequent survey design with the wider UBC student community. The insights revealed from both the focus group discussions and the survey were shared with the UBC student community at a Town Hall presented by The Commons Consulting on April 9, 2021. Students were invited to ask questions directed at the AMS President, the AMS Equity and Inclusion Lead, and the Project Lead from The Commons Consulting. The presentation focused on recommendations and actions, as voiced by the students of UBC and they are the foundation upon which the AMS Equity Action Plan is built.




WHAT WE HEARD

"Inclusive participation is a mutual acknowledgement of the variety of experiences and backgrounds contained within our campus community as manifested through concrete policy goals." – Focus Group Participant

"There is no actual system of checks and balances for [AMS election processes], try and actually advocate for [JEDI] when asking people to run for elections, and actually spread accessibility to less privileged demographics and try to create positions to ensure this inclusion is maintained throughout the process and not after the damage is done." – Survey Respondent





**“More education
and focus on
integrating
inclusivity into the
actual structure,
than simply
promoting a culture
of inclusivity,
whilst great, does
little when things
are busy.”**

– Survey Respondent



ENVIRONMENTAL SCAN

An environmental scan of AMS' processes, policies, and practices was conducted using an evidence-based JEDI Organizational Assessment Tool developed by The Commons Consulting. The tool considers the nuances of intersectional identities, power, privilege, positionality, hierarchy, and marginalization of people in an organization. The environmental scan compliments the conversations that arise out of the internal discussions and external community engagement process. All of which are integral in the process to create a strategic equity action plan. The tool has 8 sections that captures the numerous systems that create and reproduce inequities in an organization:

- Leadership
- Structures, Policies + Accountability Mechanisms
- Governance + Decision Making
- People + Human Resources
- Finances + Resources
- Education + Capacity Building
- Culture + Organizational Commitment
- Engagement, Service + Community Collaboration
- Communication

The themes and recommendations that were surfaced from the discussions with internal AMS stakeholders and the environmental scan supported and expanded upon those that were identified in the community engagement process (see Appendix 6). The Assessment notes in blue are those that align with the themes identified in the survey and focus group discussions (see Appendix 6).

A note about the language used: **Historically, Persistently, and Systemically Marginalized**

This language is intentionally used to recognize that:

- Canada was created at a time when societal norms privileged and included some groups and disadvantaged and excluded others. In Canada, these disadvantaged groups have been defined as Indigenous people, women, people with disabilities, racialized people, and 2SLGBTQIA+ people.
- This history includes a legacy of day-to-day barriers that contributed to past, and perpetuate current, inequities which compound over time;
- Our systems, in the form of policies, practices, culture, behaviours, and beliefs continue to maintain these barriers in the ways that they continue to create the institution. It is often not an individual intentional, but rather a systematic, effort to discriminate. It is an unconscious, unrecognized practice of doing things as they have always been done (and recreating the historical exclusions). – UBC Equity & Inclusion Office

AMS EQUITY ACTION PLAN

Areas of focus

Advocacy

- University Advocacy
- Government Advocacy
- Relations with External Organizations
- Indigenous Engagement

Operations

- AMS Services
- AMS Subsidiaries
- Sexual Assault Support Centre
- Human Resources
- Finances (grants, subsidies etc)

Governance

- Executives
- Council
- Committees
- Elections
- Internal policies
- Code and procedures
- Bylaws

Key Performance Indicators

Short Term (1 – 2 years)

- Hire a student staff team members specializing in equity, diversity, and inclusion training to support JEDI initiatives and projects across all governance portions of the AMS. **(Completed)**
- Creation of an internal JEDI policy to guide operations and governance. Ensure that the policy requires Executives to report back to the Council on their goals and progress related to JEDI. **(Complete/In Progress)**.
- Creation of an JEDI policy to guide outreach, consultation, and advocacy. **(Completed/In Progress)**
- Codification of JEDI mechanisms and principles in AMS bylaws and code and enshrining responsibility for it.
- Improvement of JEDI topics in the Academic Experience Survey.
- Increase in outreach to HPS marginalized groups and their communities on campus.
- Inclusion of JEDI training within Human Resources and onboarding for new Executives and both permanent and student staff.

Middle Term (2 – 4 years)

- Increase in advocacy and campaigns specifically focused on supporting HPS marginalized groups with their participation.
- Department goal set and create implementation plans for JEDI.
- Departments begin to report back yearly on JEDI implementation, goals, and actions.
- Transparent hiring practices and clear communications of wages with a focus on highlighting the AMS' commitment to JEDI.
- Additional consultative processes and bodies are created, if necessary, to advise on AMS governance and advocacy.
- Reduction in barriers for HPS marginalized groups through outreach campaigns targeting underrepresented groups.
- Identifying a process for setting up external reviews of progress of this plan.

Long Term (5+ years)

- 50% of AMS Council representatives are from HPS marginalized groups.
- 50% of candidates in AMS Elections are from HPS marginalized groups
- Full-time personnel dedicated to JEDI-related work (such as a new Executive or Human Resources staff member)..

Structure for Implementation

Based on a literature review of equity plans developed for a post-secondary context (see Appendix 8) and recommendations arising out of the community consultation and the environmental scan (see Appendix 7), it is recommended that AMS create a permanent full-time equity and inclusion leadership role that is resourced with an annual budget. This role should be supported by the Equity & Inclusion Lead (or similar student staff position as a direct report) and other necessary student-staff roles (education, strategist, and data analysis etc.). This position should have a direct reporting line to the Executive Committee. The Equity Action Plan will guide the work of this equity and inclusion leadership role while the responsibility for the Equity Goals will reside with the Executive, Human Resources, and the Managing Director. The creation of this permanent equity and inclusion leadership role is essential to prioritizing equity work and addressing issues of organizational memory and succession planning.

Leadership

GOAL 1: *AMS leadership holds and communicates a transformational vision for change that addresses systemic discrimination and oppression.*

Actions:

- I. Explicitly communicate AMS's commitment to address systemic discrimination and oppression in its mission statement.
- II. Institutionalize AMS's commitment to addressing systemic discrimination and oppression by including the promotion, coordination and advancement of equity and inclusion in its constitution, bylaws, and policies. Future amendments to AMS's constitution, bylaws, and policies should also make clear that inequity is the evidence of biased policies, and that racial inequity and that any racist or inequitable ideas by AMS affiliates are unacceptable.
- III. Continue to update the Equity page on the AMS website and promote the page through various communication channels to communicate the organization's commitment and plans to address systemic discrimination and oppression.

GOAL 2: *AMS leadership supports power sharing; and ideas at all levels of the organization are considered, valued, and integrated.*

Actions:

- I. Adopt practices to include all levels of stakeholders (staff, Resource Groups etc.), especially those from HPS groups, to be more formally involved in decision-making especially when they are impacted directly.
- II. Report back to the communities the AMS consulted in the development of this Equity Plan about how their ideas have been considered and integrated. If the AMS is not able to implement ideas brought up by the communities consulted, work continuously with the communities to explore alternatives.
- III. Clearly attribute the integrated ideas to the respective community where possible and relevant (e.g. policy documents and communications related to organizational change).

GOAL 3: *AMS leadership creates accessible feedback mechanisms and is open to difficult conversations and holds themselves and others accountable.*

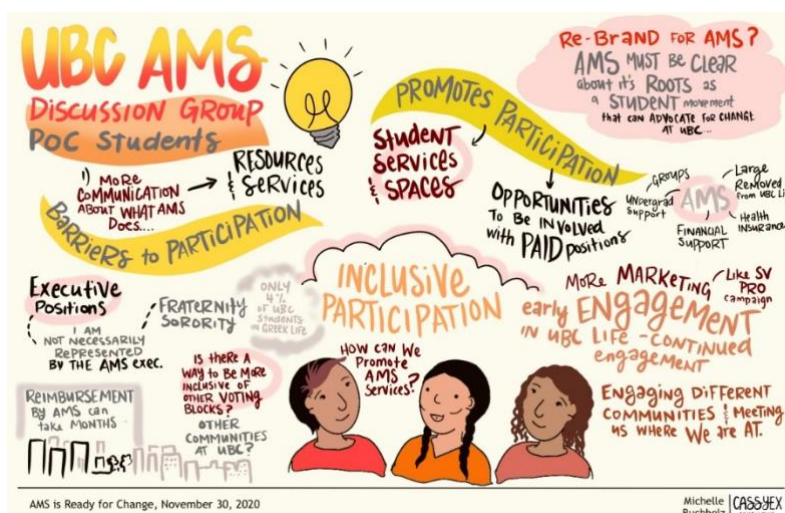
Actions:

- I. Continue to develop equitable opportunities for students to provide feedback and for the AMS to evaluate how implemented ideas are promoting or harming equity in AMS participation:
 - a. Continue to hold open discussions with the student body to listen to concerns;
 - b. Continue to utilize anonymous surveys to collect feedback;
 - c. Hold regular check-ins to evaluate impact, progress and changes required for what is implemented.

GOAL 4: *AMS leadership engages in partnership building with HPS communities and organizations to work on JEDI issues and concerns.*

Actions:

- I. Remove barriers to participation in events (e.g., meetings) that foster partnerships between HPS marginalized communities and the AMS including but not limited to:
 - a. ensuring events are fully accessible.
 - b. ensuring that events do not fall on culturally significant days for members of HPS marginalized communities.
 - c. ensuring that participation does not require financial commitments or sacrifice.



Structures, Policies + Accountability

GOAL 1: *AMS has mechanisms and structures in place to collect data and evaluate the experience of its advocacy work, operations, support services, and governance structures with HPS communities. Data collection and data use ensures no harm or stigmatization to HPS communities.*

Actions:

- I. Ensure there is a process to consult HPS marginalized communities are consulted when data is collected. This process should make clear why data is being collected, how the data will be collected and analyzed, and how the collected will be used.
- II. The data collection process should facilitate a further inquiry into the discrimination experienced by students from HPS marginalized communities (i.e., where do they experience discrimination (e.g., classrooms, while accessing student services, on campus grounds, etc.), what type of discrimination they experience (e.g., direct discrimination, indirect discrimination, harassment, victimization, etc.).
- III. Ensure that the data is being collected and analyzed through an equity framework (e.g., are the data collectors able to talk about their data choices and stand by them, not ignoring ‘statistically insignificant’ results, who is included in the group etc.)

GOAL 2: *The experiences of HPS communities informs decision making where appropriate. Evidence is collected in numerous ways and considers multiple ways of knowing.*

Actions:

- I. Provide multiple and varied feedback mechanisms to collect evidence on the experiences of HPS marginalized communities. Ensure that these feedback mechanisms accommodate the collection of non-traditional forms of knowledge such as storytelling and experiential narratives.
- II. Establish processes to incorporate the evidence and knowledge collected from the above feedback mechanisms to inform decision-making. Work closely with HPS marginalized communities to ensure that their contributions are integrated meaningfully to avoid tokenization.
- III. Report back to the communities who provide feedback and ensure that there will always be space for improvements to be made based on the understanding that equity is a process.

GOAL 3: *AMS regularly reviews policy efficacy and embeds the lens of HPS groups.*

Actions:

- I. Provide clear rationales for deciding how often active policies should be reviewed.
- II. Establish processes where the effectiveness of active policies is evaluated.
- III. Policies concerning JEDI issues should be reviewed and evaluated in close consultation with HPS marginalized groups.

GOAL 4: *AMS has formal processes and mechanisms to receive regular feedback from all stakeholders including employees, members of committees, council and executive, Resource Groups, Clubs etc. about their experiences of JEDI (e.g., diversity, equity, and inclusion questions are included in employee satisfaction surveys and exit interviews).*

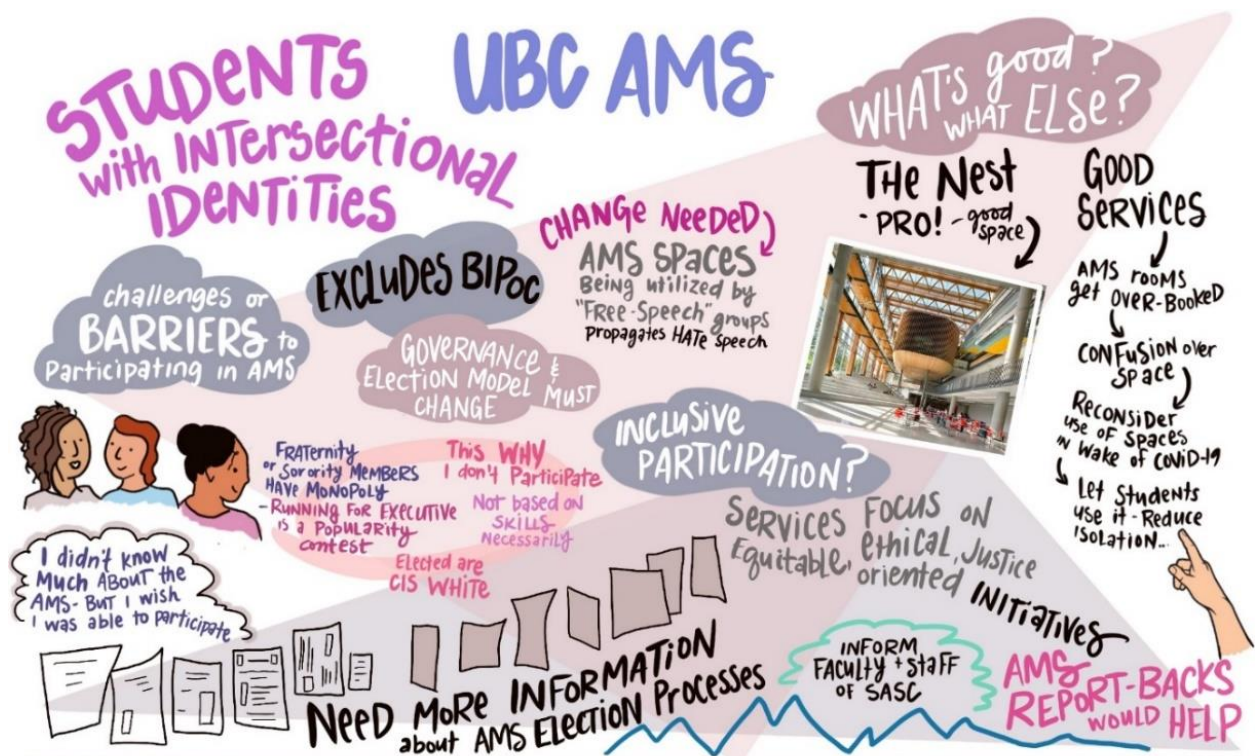
Actions:

- I. Develop formal processes and mechanisms to receive regular feedback from AMS stakeholders across all AMS units and departments (e.g., new employee surveys, pulse surveys, exit interviews). Ensure that these processes and mechanisms are safe for HPS members to share their experiences (i.e., collect data anonymously, ensure confidentiality and that there will be no repercussions for speaking out).

GOAL 5: *The Equity Action Plan is an integral part of AMS' organizational strategic plan, with clear anticipated outcomes, actions, timelines, people with responsibility for each action, indicators and processes for monitoring and evaluation; and the organization has reporting structures to communicate progress (e.g., annual reports, newsletters, performance metrics, reports to executive and governing bodies).*

Actions:

- I. Clearly communicate the Equity Action Plan to AMS leadership, members and staff, including what actions will be taken, timelines, and who will be responsible for goals and actions.
- II. Ensure that there will be processes for monitoring and evaluating the Equity Plan, and that members from HPS marginalized communities are involved in these processes.
- III. Plan for ways to communicate progress clearly to AMS members and staff through various channels and formats that are easily accessible (e.g., infographics that can easily be shared through social media).
- IV. Establish accessible feedback mechanisms for AMS staff and members to provide feedback on the Equity Plan (e.g., open discussions, anonymous surveys, etc.)



AMS is Ready for Change, November 30, 2020

Michelle Buchholz | CASSYEX CONSULTING

Governance + Decision Making

GOAL 1: *Transparency in decision-making: Everyone involved with AMS understands how decision-making power is distributed, and there is an awareness of who is responsible for different levels of decision-making.*

Actions:

- I. Inform students of the day-to-day activities of the AMS.
- II. Make clear how decisions at the AMS are made, including how bylaws and policies are developed and put into effect.
- III. Make clear any updates to bylaws and policies.
- IV. Address all current and past errors and communicate the reform to correct and prevent future issues. Check-in to ensure the reform has had the intended impact.

GOAL 2: *Ample time is allocated for decision making and a process is in place to support inclusivity of all decision-makers' voices with consistent opportunities to inform the decision-making process. (i.e., anonymous pulse surveys on key decisions, committees, sub-committees, staff meetings, etc.).*

Actions:

- I. Provide clear information on how stakeholders are invited to participate in decision-making processes at AMS.
- II. Establish accessible processes for AMS members to provide feedback on the development of new policies and bylaws through various mechanisms (e.g., community forums, anonymous surveys, etc.)
- III. Ensure that a reasonable amount of time is allocated for AMS members to provide feedback through various mechanisms, taking into account busy times during semesters and cultural and religious holidays.

GOAL 3: *Decision-makers prioritize their accountability to the people most impacted by their decision and/or the HPS communities the organization works with.*

Actions:

- I. Clearly communicate AMS's progress in developing and implementing the Equity Plan to AMS members and staff. Ensure that communication regarding the Equity Plan is easily accessible, and that there are varied and strong mechanisms for feedback from AMS members.
- II. Ensure that there will be processes for monitoring and evaluating the plan, and that members from HPS marginalized communities are involved in these processes. Again, information on these monitoring and evaluation processes should be clearly communicated in accessible ways, and strong and feedback mechanisms should be implemented.

GOAL 4: *Elected leaders act clearly and consistently around JEDI through their decisions and actions (e.g. standing agenda item for meetings, allocating sufficient resources to this work, sieving decisions through an JEDI decision-making model, etc.)*

Actions:

- I. Develop mechanisms to assess and evaluate how well elected leaders embed JEDI in their actions and decisions. This evaluation processes should be clearly communicated to members to demonstrate accountability and should take place regularly. Evaluation results should also be widely shared with AMS members in easily accessible formats.
- II. AMS members – in particular those from HPS marginalized communities – should also be given opportunities to offer feedback on the performance of elected leaders, as well as opportunities to work with leaders on improving the ways they embed JEDI in their practices. Ensuring there are robust and multiple feedback mechanisms that are easily accessible by AMS members is key.

People + Human Resources

GOAL 1: *AMS reaches out to HPS communities when advertising for new or vacant positions and takes into account JEDI in its posting and advertising.*

Actions:

- I. Ensure that recruiting managers follow a consistent protocol when creating job postings.
 - a. Consider getting rid of education requirements and being too selective with desired previous work experiences.
- II. Use diversity job boards and diversity recruiting websites when advertising job opportunities.
- III. Get support from leaders from HPS marginalized communities to help drive efforts focused on hiring those from HPS marginalized communities.
- IV. Create diversity goals to recruit those from HPS marginalized communities and create a program to support these goals.
 - a. Create educational and training programs to promote inclusion and belonging for all employees.

GOAL 2: *New roles are structured to be inclusive such as by ensuring minimum skills to do the job successfully, supportive onboarding, flexible hours and benefits packages.*

Actions:

- I. Establish consistent hiring and onboarding practices that ensure candidates possess the minimum skills to do their jobs successfully. Inclusive onboarding entails sharing AMS's commitment to JEDI, the department or team's current strategies, prepping a team or department for a new hire, and doing check-ins safely and regularly at the start of a new tenure.
- II. Ensure there is a clear employee benefits structure that is communicated well and easily accessible.

GOAL 3: *Hiring committees are diverse and include hiring practices and mechanisms to bring forward and mitigate committee members' biases.*

Actions:

- I. Create policies to ensure that hiring committees are diverse.
- II. Mitigate racial bias in the hiring process by ensuring that hiring committees receive ongoing training and education that emphasises critical thinking skills and incorporating an equity lens.

GOAL 4: *AMS hiring and promotion practices assess candidate's JEDI experience and expertise (e.g.: accessible interview questions or requests for demonstration of expertise and experience).*

Actions:

- I. Protocols for assessing JEDI experience and expertise should be established and called upon when relevant. JEDI experience and expertise can be evaluated through interview questions or demonstrative assessments that do not solely focus on credentials but also take other forms of (non-traditional) learning experiences into account.

GOAL 5: *AMS's reward, recognition and promotion procedures recognize staff contributions and labour to JEDI.*

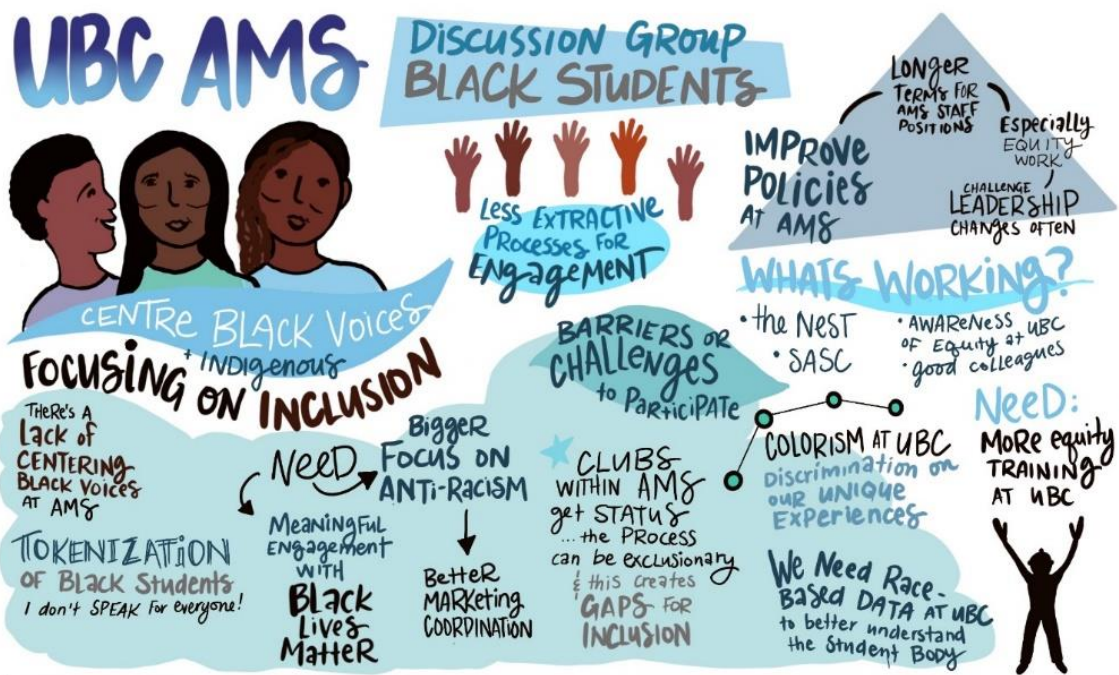
Actions:

- I. Include contributions to JEDI and/or progress in embedding JEDI in work practices as part of staff performance reviews.

GOAL 6: *Succession planning embeds an JEDI lens and seeks to develop the leadership capacities of HPS staff.*

Actions:

- I. Establish a succession planning assessment that evaluates if the employee pool is diverse enough to create a succession pipeline that is representative, what employees are being offered and taking advantage of professional development opportunities, and if performance review criteria is designed to reduce bias.
- II. Establish succession planning practices that:
 - a. Continually review assumptions of what leaders should look like.
 - b. Conduct performance evaluations with specific outcomes.
 - c. Work closely with employees from HPS marginalized communities to assign growth opportunities and ensure access to professional networks.



AMS is Ready for Change, November 30, 2020

Michelle
Buchholz | CASSHEX
CONSULTING

Finances + Resources

GOAL 1: *AMS includes JEDI objectives in its financial planning and fund development (e.g., seeks funding to support diversity, equity, and inclusion work).*

Actions:

- I. Embed JEDI objectives in future financial planning initiatives. Ensure that funds are also earmarked to ensure the sustainable implementation of the plan.

GOAL 2: *HPS communities are meaningfully engaged around resource allocation for improving JEDI efforts and reducing inequities.*

Actions:

- I. Ensure that there is a process to consult HPS marginalized communities on how resources are allocated for JEDI efforts.
- II. Ensure that these consultations are barrier free (i.e., accessible and do not coincide with cultural or religious holidays) and take place in a safe environment where the contributions of HPS marginalized community members are welcomed, listened to and heard.
- III. Establish accessible processes for AMS members to provide feedback on resource allocation through various mechanisms (e.g., community forums, anonymous surveys, etc.).

GOAL 3: *The budget provides the necessary resources to carry out the AMS's JEDI goals, and commits to these resources on an ongoing basis.*

Actions:

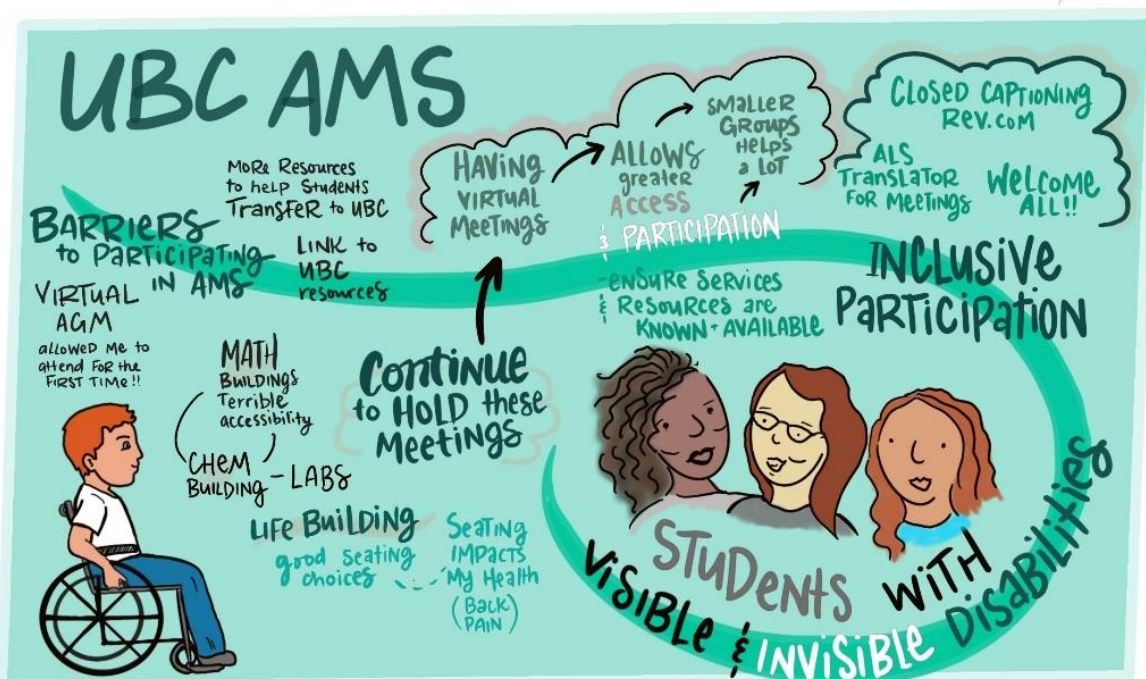
- I. Ensure that there are processes in place to evaluate the impact of the Equity Plan. Use the evaluation results to inform and justify the commitment of resources to carry out AMS's JEDI goals during the budget approval process.
- II. Allocate budget line items to achieve JEDI goals specific portfolios.

GOAL 4: *Resources between AMS members are shared in a transparent and equitable manner (learning opportunities, tools, workspace, project funding, etc.)*

Actions:

- I. Clearly communicate the procedures for accessing resources available at the AMS.
- II. Establish ways to assess what kinds of barriers are faced by AMS members when accessing services, spaces and financial resources.
- III. Work closely with HPS marginalized communities to establish policies and procedures that works towards removing these barriers. Continue to regularly assess if AMS members still face barriers when trying to access resources.

- IV. Clearly and widely communicate the resources that are available to AMS members as well as how resources are being allocated to various groups of AMS affiliates (e.g., amount of funding each student resource group or club receives).



AMS is Ready for Change, November 24, 2020

Michelle Buchholz | CASS HEX CONSULTING

Education + Capacity Building

GOAL 1: *AMS offers on-going education/training on JEDI (e.g., e-learning modules, workshops, lunch and learns) to all staff and members (e.g., orientation training, volunteer training, leadership/management training) that takes into account different learning styles.*

Actions:

- I. Continue offering members JEDI education and training opportunities.
- II. Ensure that JEDI education and training opportunities are accessible and take different learning styles into account. Continue offering them at different timepoints and in a variety of formats (e.g., workshops, discussion groups, online course, video recordings, etc.)
- III. Establish processes to evaluate the impact of these offerings and use the evaluation results to secure funding to sustain these education and training initiatives.

GOAL 2: *AMS provides education/training to staff on how to provide service that is respectful of values, beliefs, and knowledge.*

Actions:

- I. Establish onboarding procedures where service-providing staff are educated and trained on providing respectful service to diverse AMS members.
- II. Where relevant, ensure that the quality of service being delivered to AMS members are part of staff performance review.
- III. Solicit feedback from AMS members to assess how they experience services provided by the AMS and use the information gathered to improve how service is delivered.

GOAL 3: *AMS evaluates the effectiveness of its JEDI training (e.g., assessment of staff knowledge and skill acquisition, behaviour change and/or practice change).*

Actions:

- I. Ensure that the impact of the learning and training opportunities offered by the AMS is regularly assessed. Use the information gathered from assessments to improve future learning and training opportunities.

Culture + Organizational Commitment

GOAL 1: *The culture (stated and unstated) reflects the values and norms of communities outside of the dominant/status quo culture.*

Actions:

- I. Conduct a review of election procedures with a JEDI lens to identify, address and assess barriers that are preventing equitable participation across student communities.
 - a. Establish spending caps for elections to ensure access to resources is not a strong factor for success.
 - b. Provide funding support for students interested in running for elections.
 - c. Create plain language resources to explain election procedures and processes including how to run and how voting works.
- II. Create and encourage more education opportunities on equity and inclusion
- III. Specific communities were noted as requiring a stronger relationship with the AMS in terms of allyship and reducing discrimination: people with disabilities, international and transfer students, the Jewish community, IBPOC students and the LGBTQ+ community.
- IV. Diversify the cultures and religious events that are celebrated by the AMS.
- V. Explore creative ways to identify needs and create action plans at the faculty level such as by having faculty leads, on behalf of students with disabilities, come together to discuss barriers and action plan.

GOAL 2: *Leadership is active in and supports discourse and discussion on inequities, power and oppression in the organization.*

Actions:

- I. Continue to develop equitable opportunities for students to provide feedback and for the AMS to evaluate how implemented ideas are promoting or harming equity in AMS participation. This entails:
- II. Holding open discussions with the student body to listen to concerns.
- III. Utilizing anonymous surveys to collect feedback in a safe space.
- IV. Past addressing issues, have check-ins to evaluate impact, progress and changes required for what is implemented.

GOAL 3: *AMS values its accomplishment on JEDI goals as a significant contribution to its overall success and celebrates and highlights meaningful change.*

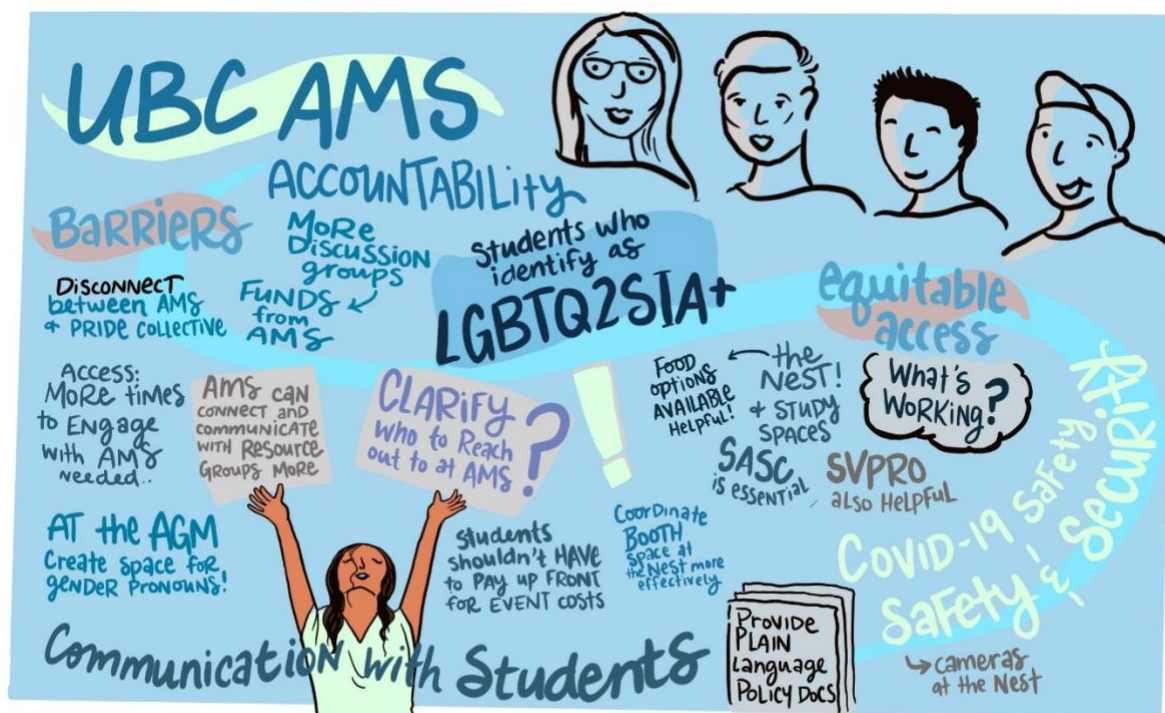
Actions:

- I. Develop processes and mechanisms to evaluate AMS's progress on its JEDI goals. Clearly communicate evaluation results, along with an easily digestible analysis of how its progress has contributed to the overall success of the organization (e.g., better decision-making processes, improved services, higher member satisfaction, etc.)

GOAL 4: *AMS acts on conflict and controversial issues related to JEDI quickly and handles the issues firmly and with sensitivity.*

Actions:

- I. Establish a process for addressing conflicts and controversial issues relate to JEDI that enables a quick response and for matters to be handled firmly and with sensitivity.
- II. Take responsibility for missteps, reach out to HPS marginalized communities affected to offer apology and resources to support them. Create an action plan in consultation with the affected communities to address the controversy and to prevent further harm from taking place.
- III. Communicate the plan clearly and widely, and report back to the affected communities once it courageously embraces and operates from a framework that goes against traditional organizational practices. This non-traditional framework entails:
 - a. normalizing mistakes and taking responsibility for missteps.
 - b. championing continuous learning to address missteps and prevent further harm from taking place.
- IV. Ensure that there are processes and procedures to support AMS and its affiliates operate from this non-traditional framework (e.g., making further learning opportunities available, open and accessible communication channels between the organization and its members from HPS marginalized communities etc.).



Outreach, Advocacy + Communication

GOAL 1: *HPS members are supported with resources for self-advocacy and self-empowerment either from within the organization or outside.*

Actions:

- I. Provide a budget to fund projects and activities lead by HPS members to advance JEDI goals.
- II. Continue to support the work of the Advocacy Committee and the Indigenous Committee.
- III. Continue to update and promote the AMS website page dedicated to sharing anti-racism support and resources.

GOAL 2: *The AMS' approach to engagement and design of services and programs is informed by JEDI.*

Actions:

- I. Continue working closely with HPS marginalized communities to design services and programs informed by JEDI.
- II. Ensure that processes are developed to measure the outcomes for these the services and programs. Evaluation efforts should also consider if members from HPS marginalized communities continuously face barriers accessing services and programs.

GOAL 3: *The AMS has a process in place to identify and reduce barriers to engagement and inequities that prevent accessing its services or participating in its events.*

Actions:

- I. Establish similar processes to the ones adopted to inform the Equity Plan to identify and reduce barriers to engagement and accessing services and events.
- II. Establish low engagement processes to identify and reduce barriers to such as accessibility audits, reviewing demographic data of participation, and format and communication of services.
- III. Establish easily accessible feedback mechanisms for AMS members to bring up barriers to engagement and accessing services and events.

GOAL 4: *AMS evaluates the effectiveness of its engagement processes (e.g., collects and monitors client demographics, measures client involvement in service planning, development, and evaluation, assesses client satisfaction with engagement process).*

Actions:

- I. Establish processes to collect demographic data on members who attend AMS events (e.g., meetings and social events), who access AMS materials online, and who participate in AMS elections.

- II. Establish mechanisms to gather feedback on members' satisfaction with AMS's engagement processes and consult with members to develop accessible and low-barrier engagement activities.

GOAL 5: *AMS ensures communication materials are accessible to, and inclusive of diverse groups (e.g., materials are written in plain language, materials are offered in multiple languages).*

Actions:

- I. Using multiple communication methods, create a clear, plain language in depth guide on the AMS that is well understood and introduced to students early in their UBC experience.
- II. Provide clear information on:
 - a. The different ways to get involved.
 - b. An explanation of council and senate duties
 - c. How policies function
 - d. The purpose of different councils, how they function and how to connect if interested.
 - e. The organizational and reporting structure
 - f. Relevant timelines for processes (i.e. nominations, elections, Annual General Meeting)

GOAL 6: *AMS develops meaningful partnerships with diverse stakeholders to advance JEDI.*

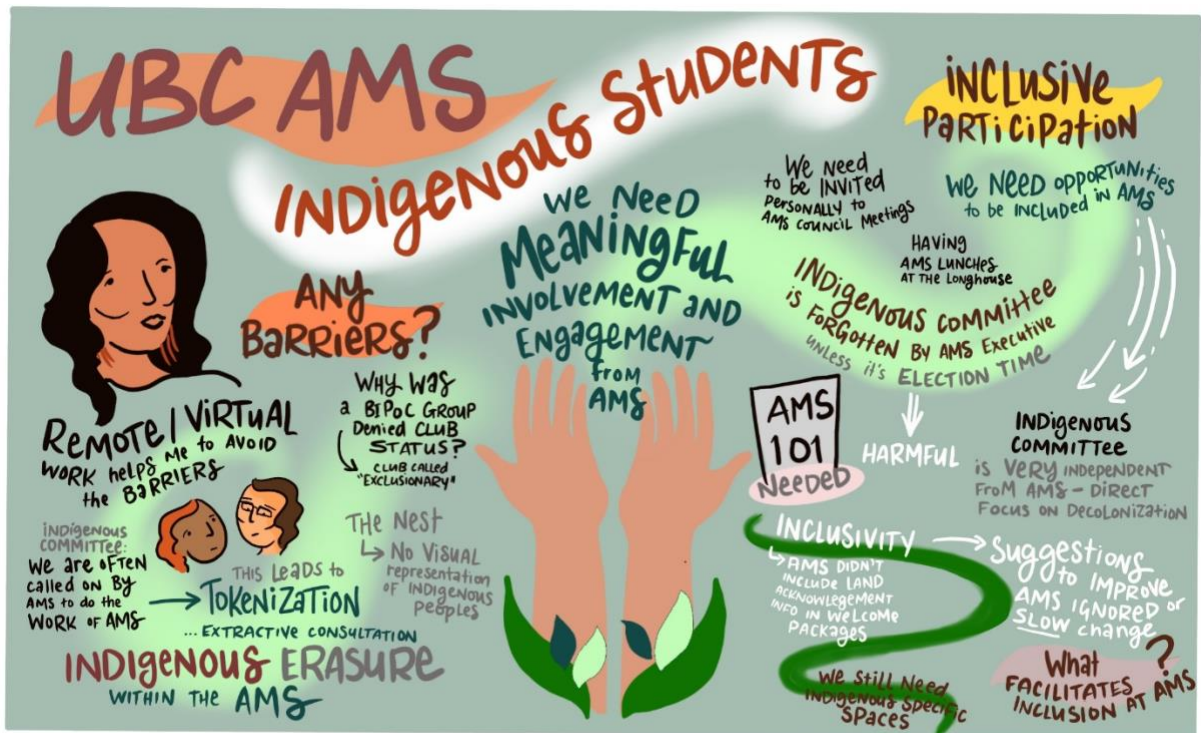
Actions:

- I. Establish a clear process on how stakeholders are selected for partnerships and how partnerships are developed.
- II. Keep partners updated on progress of JEDI initiatives.
- III. Compensate stakeholders from HPS marginalized communities for their time and contributions.

GOAL 7: *AMS understands the interconnection of social struggles and uses equitable and inclusive practices when engaging local and global communities or engaging in advocacy.*

Actions:

- I. Prioritize the contributions of members from HPS marginalized communities. Demonstrate how their contributions will be integrated within AMS's plans to avoid tokenizing racial representation.
- II. Do not burden individuals from HPS marginalized communities with responsibilities that fall outside of their role or with the responsibility to speak for their entire community or to educate others on JEDI issues.
- III. Decolonize AMS's organizational structures and processes. Consider integrating non-traditional structures (for e.g., a non-hierarchical one) add non-traditional forms of knowledge to inform processes.
- IV. Take into account cultural holidays and religious days of significance when planning events.
- V. Clearly communicate how resources (and how much resources) are allocated to AMS affiliates and groups.



AMS is Ready for Change, November 24, 2020

Michelle Buchholz | CASSYEX CONSULTING

APPENDICES

The Focus Groups

- 8 Focus Groups held between **November 20th – 30th** utilizing Zoom
- Each session was held for **60 minutes** with a total of **55 participants**
- Representation included:
 - LGBTQSIA+ students (7 participants)
 - Students with visible and invisible and invisible disabilities (5 participants)
 - Students of Colour (8 participants)
 - Indigenous students (4 participants)
 - Black students (3 participants)
 - Students with intersectional identities (16 participants)
 - General student body x 2 (22 participants)

We asked...

Question 1: What are the biggest barriers to participation at the AMS for you?

Question 2: What is the AMS doing well?

Question 3: What does inclusive participation in the AMS look like for you?

The EDI Experience Survey

- Number of respondents: **468**
- Responses collected between **December 16, 2020 – February 15, 2021**
- Percentage of respondents that identify as BIPOC: **75%**
- Percentage of respondents that identify as someone who has a disability or require different accessibility needs: **35%** (**45%** of this group experience a mental health impairment)
- Percentage of respondents based on gender identity: **Woman 66%; Man 26%; Non-binary, Trans or Two-Spirit 4.5%**
- Percentage of students who are commuters: **40%**

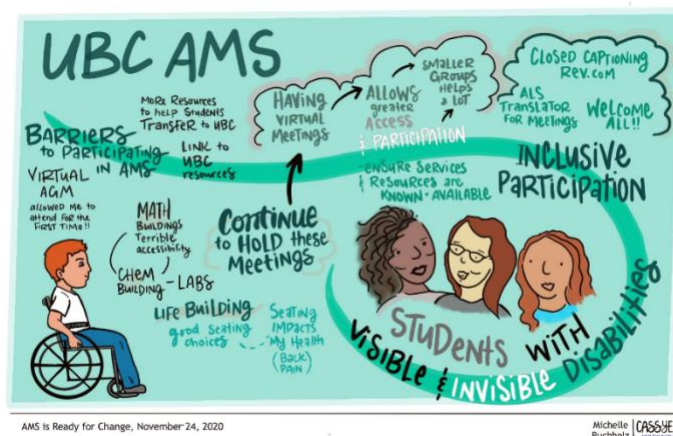
We asked...

- Demographic Questions
- What does inclusive participation in the AMS look like?
- What are the biggest barriers to participation at the AMS?
- What would be key indicators that AMS is a welcoming space?
- What resources, services, programming, initiatives, policies are in place that will enable the AMS to be an equitable and inclusive organization?
- How can the AMS improve in the areas of:
 - 1) operations & governance
 - 2) elections
 - 3) outreach

SURVEY INSIGHTS: SUMMARY

Both sets of insights have been analyzed and shared with the AMS on previous occasions. Focus group insights were shared on January 14, 2021 and the survey results were shared on March 12, 2021. The purpose of this section is to compliment these findings by looking across both the focus group and surveys to identify overall themes with a focus on recommendations and actions, as voiced by the students of UBC, to support AMS in the development of an Equity Action Plan. The themes and recommendations are not mutually exclusive as areas of overlap are expected in interconnected systems and communities.

The community focus group discussions and survey results have shown clear requests from the UBC student community for how the equity plan should be developed, what it should include, and how it should be communicated and shared with the wider student community.



The student community is asking the AMS for accountable, clear systems led by genuine and welcoming leaders. This will require working with an anti-oppression and equity lens that should be visible to the student community.

Survey Insights: Operations + Governance

- Fig. 1 + 2 show that overall students had a positive view of AMS' ability to represent their equity and inclusion interest to UBC administration and faculty, and AMS' commitment to EDI and social justice.
- Figure 3 shows that students also favourably view the accessibility of the NEST and feel it is a welcoming space
- Figure 4 shows that 122 students have experienced discrimination

Survey Insights: Elections

Compared to views regarding AMS operations and governance, an analysis of student's perceptions of the AMS election process is much more ambiguous. Figures 6 – 8 show responses that are almost equally either "Somewhat Agree" or "Somewhat Disagree." The neutral response of "Neither Agree nor Disagree" is also one that appears frequently across all questions. Although, Fig. 5 shows that most students believe that the AMS election process is equitable and accessible.

SURVEY INSIGHTS: AMS OPERATIONS + GOVERNANCE

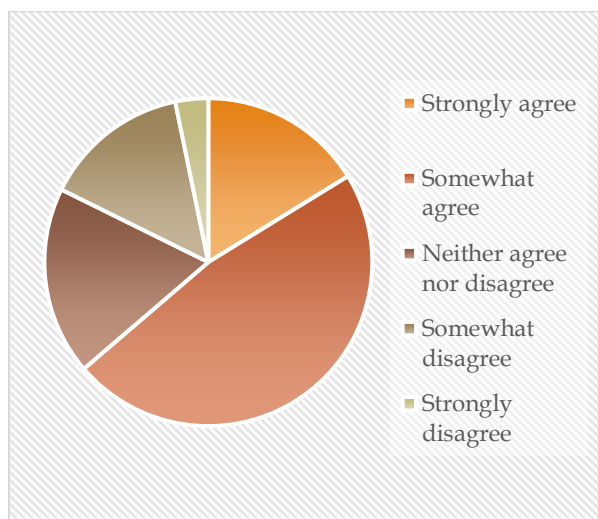


Figure 1: AMS does a good job of representing student's equity and inclusion interests to the administration and faculty.

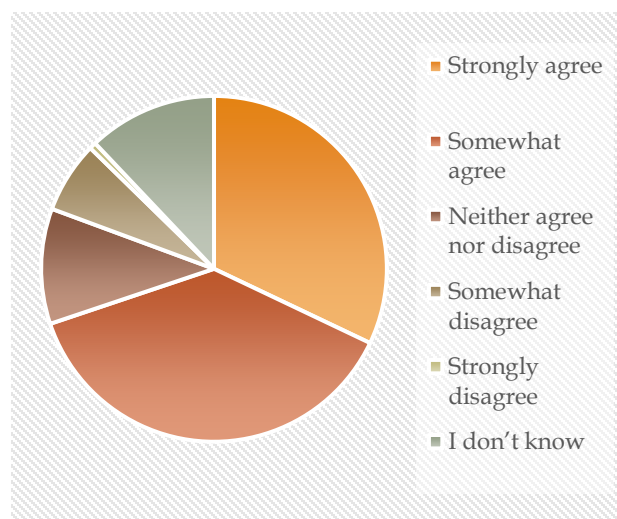


Figure 2: JEDI are priorities for AMS

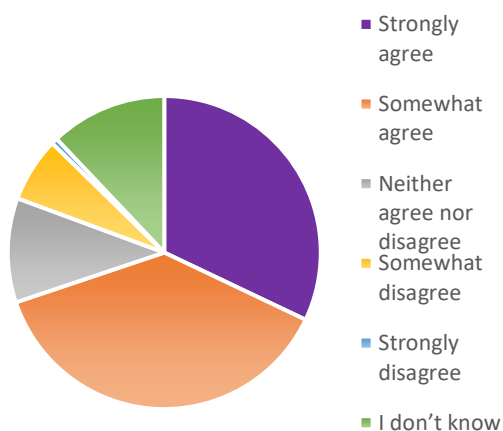


Figure 3: The Nest is a physically accessible and welcoming space for all, in particular individuals from communities that are marginalized.

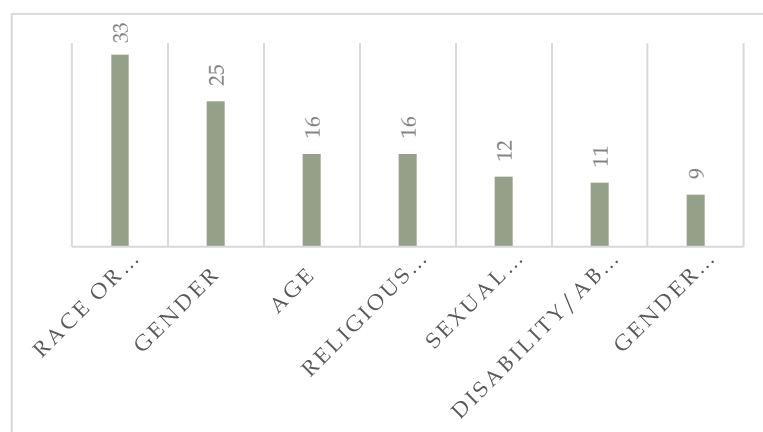


Figure 4: Have you experienced discrimination while participating at an AMS event, program, club, resource group, service, or council meeting?

SURVEY INSIGHTS: AMS ELECTIONS

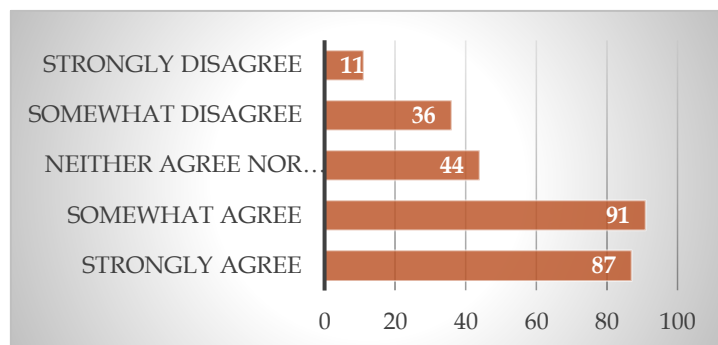


Figure 5: AMS election process is equitable and accessible to everyone

Figure 6: AMS election is transparent/I understand how AMS elections are run.

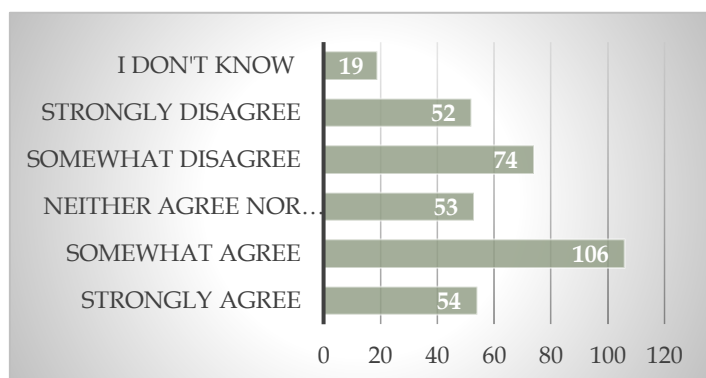
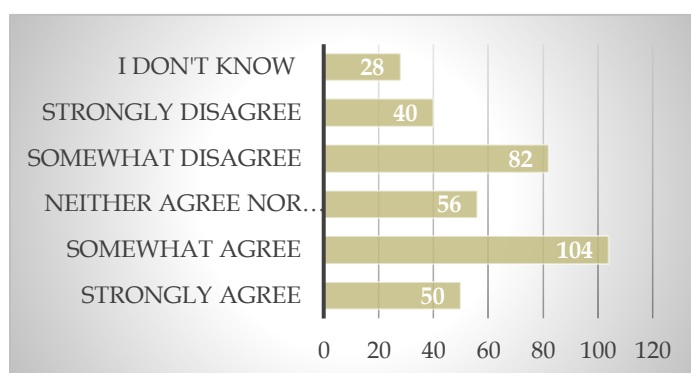
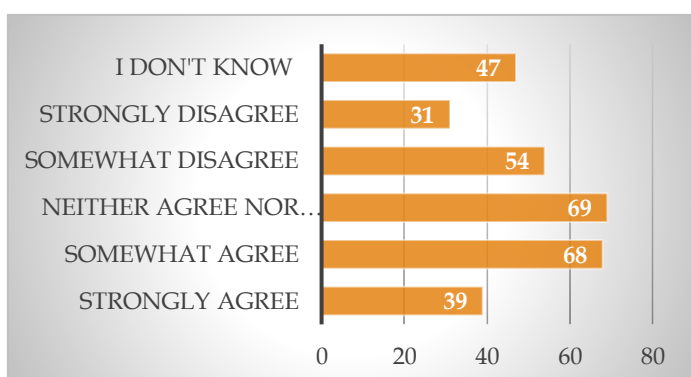


Figure 7: I would feel knowledgeable and comfortable to take part in AMS election process.

Figure 8: I see myself represented in AMS Leadership.



SURVEY INSIGHTS: BARRIERS

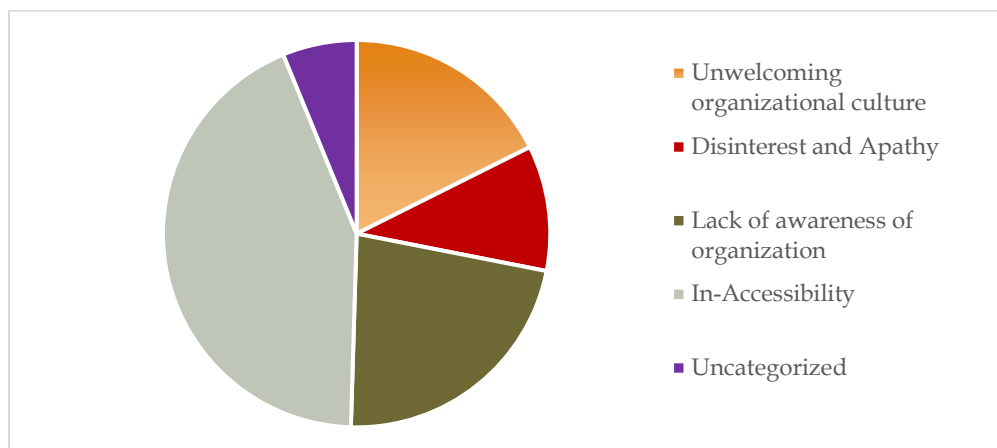


Figure 9: What is your biggest barrier to participation with AMS?

SURVEY INSIGHTS: FACILITATING EQUITY + INCLUSION

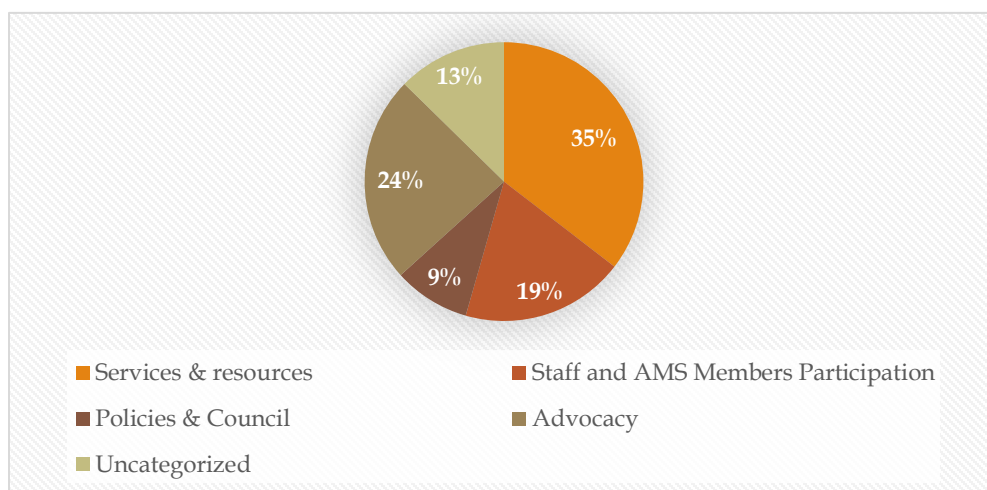


Figure 10: what assets are currently in place that will enable AMS to be an equitable and inclusive organization?

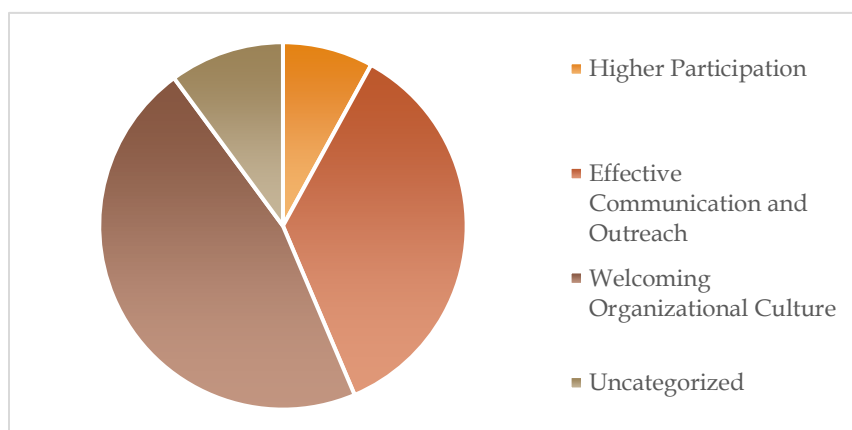


Figure 11: How will I know that AMS is a welcoming space?

HOW CAN INCLUSIVE PARTICIPATION BE ACHIEVED?

What follows are themes and recommendations that surfaced across the student community engagement phase (focus groups discussions and the survey).

1. Listen to and check in with the Student Community

Recommendations:

Continue to develop equitable opportunities for students to provide feedback and for the AMS to evaluate how implemented ideas are promoting or harming equity in AMS participation

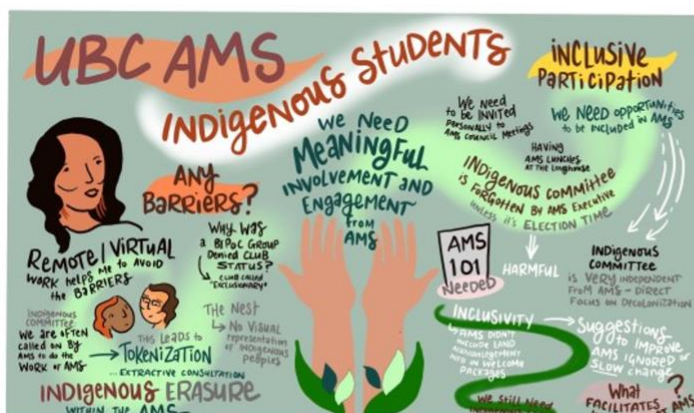
- Continue to hold open discussions with the student body to listen to concerns
- Continue to utilize anonymous surveys to collect feedback in a safe space
- Past addressing issues, have checkins to evaluate impact, progress and changes required for what is implemented.

2. Grow in and support JEDI Activism

Recommendations:

Prioritize JEDI activism by empowering the voices of equity seeking communities through resources, allyship and removing barriers to support.

- Empower equity seeking student communities in JEDI activism
- Creating plain language guides on how students can bring equity concerns to the AMS, including the support the AMS will provide
- Prevent oppression and hate by:
 - Allocating funding specifically for activism
 - Creating more interactions for dialogue, discussion and learning between student communities
 - Establishing JEDI values within AMS Student Code, by-laws and policies.



“Cost, whether activities are affordable or even free, students who need to support themselves by working would be unable to [participate].”

- Survey Respondent

3. Remove financial barriers to involvement

Recommendations:

Review all avenues of participation from the lens of financial access in order to reduce them through removal or supplementary funding.

- Establish spending caps for elections to ensure access to resources is not a factor for success
- Provide funding support for students interested in running for elections
- Ensure AMS executive and student staff pay is a liveable wage, comparative to Work Learn and scholarship funding
 - Salaries should make up for lost scholarship funding due to increased AMS work hours
- Review club fees model to create financial accessibility to participation.

6. Communication

a) Create a Plain Language, AMS 101, for All



Recommendations:

Using multiple communication methods, create a clear, plain language in depth guide on the AMS that is well understood and introduced to students early in their UBC experience.

- Provide clear information on:
 - The different ways to get involved
 - An explanation of council and senate duties
 - How policies function
 - The purpose of different councils, how they function and how to connect if interested
 - The organizational and reporting structure
 - Relevant timelines for processes (i.e. nominations, elections, Annual General Meeting)

“I feel like information about the various elements of the AMS is desperately needed. I have no idea what most of the functions of the AMS are, or how to influence them.”

- Survey Respondent

Communication

b) Communication Methods Recommendations:

- Create and strengthen connections & relationships by:
 - Info sessions & community outreach
 - AMS mentors
 - Build meaningful relationships
 - Amplify voices
- Create accessible content using multiple modes of communication such as:
 - Utilizing visuals and infographics
 - Multiple languages
 - ASL interpreter
 - Graphics represent a diversity of people
- Increased accessibility and virtual opportunities for connection
 - Increased AMS Leadership virtual office hours
 - Widely sharing job opportunities online
 - Accessible user experience
 - Sending timely and clear information through emails.

7. Oppressive Culture



Recommendations:

Acknowledge and consciously work to unroot the systemic oppression present within the AMS system, taking a decolonization, antiracism perspective on AMS processes

- Education opportunities on equity and inclusion
- Dialogue focused on discrimination awareness
- Specific communities were noted as requiring a stronger relationship with the AMS in terms of allyship and reducing discrimination:
 - People with disabilities
 - International and transfer students
 - The Jewish community
 - IBPOC student
 - The LGBTQ community
- Cultural and Religious Events
- Action Plans at the Faculty level

“Privileged members that the status quo favours can easily overshadow the needs or interests of less privileged members.”

- Survey Respondent

APPENDIX 1: Glossary of Key Concepts + Terms

Ally/Allyship

A person who supports and celebrates equity seeking groups, interrupts and challenges oppressive remarks and actions of others, and willingly explores biases within themselves. Being an ally requires action: telling colleagues that their jokes are inappropriate; advocating for the health, wellness, and acceptance of people from underrepresented or marginalized groups. An ally takes action to support people outside of their own group.

Optical/Performative Allyship

The visual illusion of allyship without the actual work of allyship. Also known as

Anti-Racism

The active process of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably. Anti-racism is an approach, not an end point, and thus provides a useful frame for an organizational change process.

According to Ibram X. Kendi - "The opposite of racist isn't 'not racist.' It is 'antiracist.' What's the difference? One endorses either the idea of racial hierarchy as a racist, or racial equality as an antiracist. One either believes problems are rooted in groups of people, as a racist, or locates the roots of problems in power and policies, as an antiracist. One either allows racial inequities to persevere, as a racist, or confronts racial inequities, as an antiracist. There is no in-between safe space of 'not racist.'" (*How To Be An Antiracist*, p. 9)

Cultural Safety

Cultural humility is a process of self-reflection to understand personal and systemic conditioned biases, and to develop and maintain respectful processes and relationships based on mutual trust. Cultural humility involves humbly acknowledging oneself as a life-long learner when it comes to understanding another's experience. Cultural humility enables cultural safety.

Equity

Working toward fair outcomes for people or groups by treating them in ways that address their unique advantages or barriers.

Equity refers to achieving parity in policy, process and outcomes for historically and/or currently underrepresented and/or marginalized people and groups while accounting for diversity. It considers power, access, opportunities, treatment, impacts and outcomes, in three main areas:

1. Representational equity: the proportional participation at all levels of an institution;
2. Resource equity: the distribution of resources in order to close equity gaps; and
3. Equity-mindedness: the demonstration of an awareness of, and willingness to, address equity issues.

Equity is the absence of avoidable, unfair, or remediable differences among groups of people, whether those groups are defined socially, economically, demographically or geographically or by other means of stratification.

- **Racial equity** is the condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares. When we use the term, we are thinking about racial equity as one part of racial justice, and thus we also include work to address root causes of inequities not just their manifestation. This includes elimination of policies, practices, attitudes and cultural

messages that reinforce differential outcomes by race or fail to eliminate them. (Racial Equity Tools)

- **Health Equity** (Ontario Public Health)

Health equity discusses the concept of every person having an equal opportunity to achieve their optimal health. This concept is different than the idea of everyone having equal health, but rather equal access to resources needed to improve or maintain health (WHO, 2017).

<https://opha.on.ca/What-We-Do/Projects/what-is-health-equity.aspx>

Equity Lens

The purpose of an equity lens is to put deliberate focus on equity in both the decision-making process and outcomes.

Equity-seeking

Equity-seeking groups are communities that face significant collective challenges in participating in society. This marginalization could be created by attitudinal, historic, social and environmental barriers based on age, ethnicity, disability, economic status, gender, nationality, race, sexual orientation and transgender status, etc. Equity-seeking groups are those that identify barriers to equal access, opportunities and resources due to disadvantage and discrimination and actively seek social justice and reparation.

Historically, Persistently, and Systemically Marginalized

This language is intentionally used to recognize that:

- Canada was created at a time when societal norms privileged and included some groups and disadvantaged and excluded others. In Canada, these disadvantaged groups have been defined as Indigenous people, women, people with disabilities, racialized people, and 2SLGBTQIA+ people.
- This history includes a legacy of day-to-day barriers that contributed to past, and perpetuate current, inequities which compound over time;
- Our systems, in the form of policies, practices, culture, behaviours, and beliefs continue to maintain these barriers in the ways that they continue to create the institution. It is often not an individual intentional, but rather a systematic, effort to discriminate. It is an unconscious, unrecognized practice of doing things as they have always been done (and recreating the historical exclusions). – UBC Equity & Inclusion Office

Intersectionality

The intertwining of social identities such as gender, race, ethnicity, social class, religion, sexual orientation, and/or gender identity, which can result in unique experiences, opportunities, and barriers. A theory coined by Kimberlé Crenshaw in the 1980s to draw attention to how different systems of oppressive structures and types of discrimination interact and manifest in the lives of marginalized people; for example, a queer black woman may experience oppression on the basis of her sexuality, gender, and race – a unique experience of oppression based on how those identities intersect in her life.

White Supremacy

Historically based, institutionally perpetuated system of exploitation and oppression of continents, nations, and peoples of colour by white peoples and nations of the European continent; for the purpose of maintaining and defending a system of wealth, power and privilege.

APPENDIX 2: Report to AMS Council RE: Diversity and Decreasing Barriers to Participation in AMS Executive Elections



Report to AMS Council RE: Diversity and Decreasing Barriers to Participation in AMS Executive Elections

As a result of a motion passed by AMS Council in March 2020, the Student Life Committee, the Human Resources Committee, and the President's Office have been evaluating ways of how the AMS can work to "improve the diversity of candidates in AMS Elections" who are running for Executive positions.

After reviewing a number of thoughts, ideas, and concerns, as well as recent AMS electoral history, we decided to focus our attention on how the AMS can reduce barriers so that students, and especially those from equity-seeking populations, are able to better participate in the AMS Elections process. The following four recommendations were identified as having the greatest potential of reducing barriers that students may encounter when running for an AMS Executive position.

Recommendation 1: Creating more accessible ways for students to access information and insights about AMS Elections and Executive roles.

A considerable barrier that many students face when deciding to run for election is figuring out where to start and how to get involved. Historically, students who are interested in running would usually seek out a meeting with the incumbent Executive to find out more about the elections process, the role, and how to campaign effectively.

Not only can this potentially be a very intimidating way of discovering information, but it also allows incumbent Executives to more effectively manipulate potential candidates. Incumbents are able to pick favourites, selectively share information, and even gain advantages if they are considering re-election. While it is impossible to entirely prevent this behaviour, as one on one meetings will always occur, there are ways to level the playing field a bit.

This report proposes the introduction of structured

informational workshop sessions that potential candidates can attend to learn more about AMS Elections, including how to campaign at UBC, how to do interviews, and what being an Executive is like. Ideally, incumbent Executives will also participate so that they are able to answer questions and give more insights.

Responsible Units: Executive Committee, Student Life Committee, Elections Committee

Recommendation 2: Considerably reducing our elections timeline.

The AMS Elections process lasts around two months from start to finish, and this amount of emotional time commitment can be very intimidating and burdensome for many students who are focused on their academics. This report recommends that this timeline be reduced significantly to eliminate this barrier to participation.

Many other student unions across the country are able to run their elections process, from nominations to results, within a two-week timeframe. We are recommending that the AMS strive to modify our elections timeline to fall within a similar timeframe. It is also important to note that any changes that are made should also still accommodate mandated timelines for elections for Board of Governors and Senators as required by the University Act. It is likely that there will need to be two nomination period timelines, and then a unified voting period timeline.

Voter turnout is often a reason why many people hesitate reducing the election period timeline, but recent samples of AMS Elections voter turnout evidently shows that voter turnout is much more influenced by what's on the ballot and engaging campaigns rather than the length of time.

2018 Elections (2 week campaign/voting period): 20.4%

2019 Elections (3 week campaign/voting period): 21.7%

2020 Elections (2 week campaign/voting period): 11.6%

2020 Special Election (2 week campaign/voting period): 6.1%

This report recommends condensing the whole process into two-to-three weeks. Here is a simplified example of what that may look like on a 2021 timeline:

Friday, February 12th: Nominations/Material Approvals Open (Digital Signatures)

Wednesday, February 24th: Nominations Close

Thursday, February 25th: Campaign Period Begins

Monday, March 1st: Voting Period Begins

Friday, March 5th: Voting Period Ends

Responsible Units: Governance Committee, Elections Committee

Recommendation 3: Increasing salaries for AMS Executives.

AMS Executives are currently paid \$38,444 pre-tax for the 2020/21 Fiscal Year, which comes in around middle of the pack when compared to other student societies in Canada. When factored down to an hourly wage based on full-time hours (not including overtime), the result is approximately \$19.71/hr pre-tax. While only slightly exceeding the most recent living wage calculation for Vancouver of \$19.50, this rate has often fallen below that rate in the past (in 2018 a living wage was \$20.91). Given the large scope of work and performance expectations that are set for Executives, this salary may not be seen as worth it for students who aren't already passionate about politics or student government. This may be seen as a deterrent for students who might prefer to find other opportunities such as WorkLearn positions that pay more, and have more convenient hours and less pressure.

It has also been brought to the attention of past Executives that some Indigenous students have been deterred from running due to the fact that they receive a larger amount of income from Band or UBC related scholarship/support funding, and would become ineligible for that funding when taking a full time salaried position. This issue should also be examined further as to ensure that Indigenous students are not facing these barriers to seeking elected office when they otherwise would have.

Responsible Units: Human Resources Committee

Recommendation 4: Reaching out to equity-seeking communities.

As the Society continues to develop its first ever standalone

Equity Plan, much thought should be put into how the AMS is reaching equity-seeking groups on campus to ensure they are feeling empowered to seek leadership positions.

Recommendations include ensuring that relevant strategies are included in the AMS Equity Plan, creating hiring practices that allow better representation from equity-seeking groups, and outreach to clubs and other student groups on campus to develop and grow interest and empowered involvement.

Responsible Units: Student Life Committee, Executive Committee, Elections Committee, Advocacy Committee

APPENDIX 3: AMS EDI Experience Survey Questions

The AMS is Ready for Change and We Need To Hear From You!

AMS EXPERIENCE SURVEY

The AMS seeks to learn more about your experiences, particularly as they are influenced by important demographics and your experience with AMS. This anonymous survey is one tool toward this end. The AMS [webpage](#) includes details on other approaches we are using to understand challenges in achieving greater equity, diversity, and inclusion within the AMS.

Data from this survey will be used to develop practices and policies related to equity, diversity, and inclusion within the AMS, including the development of the AMS Equity Plan.

We will take steps to ensure that your privacy with respect to your responses is protected. For more details, please consult the AMS Privacy Statement.

We respect your time and value your opinions. We have designed this survey with the goal of collecting helpful data while minimizing the time it takes for you to complete it, which should be about 10 - 15 minutes. You can skip questions altogether. A paper copy of the survey can also be made available. Please contact equity@ams.ubc.ca to request a paper survey.

This survey will close on **February 15, 2021**.

If you have any questions or concerns please [contact us via email](#) or make anonymous comments on our website.

***YOU WILL ALSO BE ENTERED IN A DRAW TO WIN A \$100 VISA GIFT CARD!**

*To be entered to win the \$100 VISA Gift Card you must choose to share your email address with us. This email will only be used for the draw and will not receive unsolicited emails nor will it be shared with any third parties.

By clicking NEXT, I consent to participating in this survey, as described above.

DEMOGRAPHIC QUESTIONS

We are interested in learning about your particular experience related to equity, diversity, and inclusion in the context of your connection to the AMS. For us to identify important trends in these experiences, we'd like to know more about your demographic information. We recognize that your identity is complex and that the following categories do not necessarily represent who you are. We ask that you check one response for each of the demographic questions unless otherwise stated.

1) What is the first language you learned as a child and still use regularly?

- ☐ English
- ☐ French
- ☐ Neither of the above. My primary language is _____
- ☐ Prefer not to answer

2a) For the purposes of this survey, what is your gender?

- ☐ Man
- ☐ Woman
- ☐ Gender Fluid/Gender Queer/Non-Binary
- ☐ Prefer not to answer

2b) Do you have trans experience?

- ☐ Yes
- ☐ No
- ☐ I chose not to answer

6.c) Do you identify as Two-Spirit?

- ☐ Yes
- ☐ No
- ☐ I chose not to answer

3) For the purposes of this survey, what is your sexual identity?

- ☐ Asexual/Aromantic
- ☐ Bisexual
- ☐ Gay
- ☐ Heterosexual
- ☐ Lesbian
- ☐ Pansexual
- ☐ Prefer not to answer

4) For the purposes of this survey, do you identify as a person with a disability or someone with different accessibility needs?

- ☐ Yes
- ☐ No
- ☐ Prefer not to answer

4.1) Branch questions for YES: How do you describe your disability/ability status? We are interested in this identification regardless of whether you typically request accommodations for this disability. (Mark all that apply)

- ☐ A sensory impairment (vision or hearing)
- ☐ A learning disability (e.g. ADHD, dyslexia)
- ☐ A Neurodiversity (e.g. ADHD, dyslexia, Autism Spectrum)
- ☐ A long-term medical illness (e.g. epilepsy, cystic fibrosis)
- ☐ A mobility impairment
- ☐ A mental health disorder
- ☐ A temporary impairment due to illness or injury (e.g. broken ankle, surgery)
- ☐ A disability or impairment not listed above _____

5) In terms of religious beliefs, which of the following do you identify as?

- ☐ Atheist
- ☐ Agnostic
- ☐ Buddhist
- ☐ Christian
- ☐ Hindu
- ☐ Jewish
- ☐ Muslim
- ☐ Sikh
- ☐ Not listed above, I identify as _____
- ☐ Prefer not to answer

6) Do you self-identify as an Indigenous Person?

- ☐ Yes
- ☐ No
- ☐ Prefer not to answer

7) Do you self-identify as a member of a racialized community and/or as a Person of Colour?

- ☐ Yes
- ☐ No
- ☐ Prefer not to answer

8) How would you self-identify along ethno-racial lines for the purposes of this survey? Check all that apply.

- ☐ Black (e.g., African descent)
- ☐ East Asian (e.g., Chinese, Japanese, Korean)
- ☐ Indigenous (e.g., Salish, Maasai, Talaandig)
- ☐ Latin, South, or Central American (e.g., Mexican, Cuban)
- ☐ Multi/biracial (e.g., Hapa)
- ☐ North African (e.g., Moroccan, Tunisian)
- ☐ South Asian (e.g., Indian, Pakistani, Bangladeshi)

- ☐ South East Asian (e.g., Cambodian, Filipinx, Thai, Vietnamese)
- ☐ West Asian (e.g., Iranian, Lebanese, Afghan, Arab)
- ☐ White (e.g., European descent)
- ☐ Not listed above, I identify as _____
- ☐ Prefer not to answer

9) What is your role at UBC? Check all that apply.

- ☐ Undergraduate student – Full Time
- ☐ Undergraduate student – Part Time
- ☐ Undergraduate student – Mature
- ☐ Graduate student – Masters
- ☐ Graduate student – PhD/Post-Doctoral
- ☐ Domestic Student, In Province
- ☐ Domestic Student, Out-of-Province
- ☐ International student
- ☐ Exchange student
- ☐ Alumni
- ☐ Not listed above, my role is _____
- ☐ Prefer not to answer

10) Please indicate agreement with the statement: I feel that I am financially secure enough so that I am not inhibited in my participation in activities at UBC.

- ☐ Yes
- ☐ No
 - ☐ I experience financial hardship related to tuition.
 - ☐ I experience financial hardship related to the cost of housing.
- ☐ Prefer not to answer

11) What is your affiliation with AMS? Check all that apply.

- ☐ Student-Staff
- ☐ Staff
- ☐ Volunteer
- ☐ Resource Group member
- ☐ Club member
- ☐ Executive or Council member (current)
- ☐ Executive or Council member (past)
- ☐ No formal affiliation
- ☐ Not listed above, my affiliation is _____
- ☐ Prefer not to answer

AMS CULTURE & CLIMATE

1. The AMS does a good job of representing student's equity and inclusion interests to the administration and faculty.

☐ Strongly Agree
☐ Somewhat Agree
☐ Neither Agree nor Disagree
☐ Somewhat Disagree
☐ Strongly Disagree
☐ Unsure
☐ Prefer not to answer

2. The AMS takes into account issues of justice, equity, diversity, and inclusion in their communications, materials and images displayed or circulated.

☐ Strongly Agree
☐ Somewhat Agree
☐ Neither Agree nor Disagree
☐ Somewhat Disagree
☐ Strongly Disagree
☐ Unsure
☐ Prefer not to answer

3. The NEST is a physically accessible and welcoming space for all, in particular individuals from historically, persistently, or systematically marginalized groups.

☐ Strongly Agree
☐ Somewhat Agree
☐ Neither Agree nor Disagree
☐ Somewhat Disagree
☐ Strongly Disagree
☐ Unsure
☐ Prefer not to answer

4. The AMS has a process in place for their events that ensures equitable access and an inclusive experience.

☐ Strongly Agree
☐ Somewhat Agree
☐ Neither Agree nor Disagree
☐ Somewhat Disagree
☐ Strongly Disagree
☐ Unsure
☐ Prefer not to answer

5. Leaders and influential individuals in the AMS are diverse and representative of historically, persistently, or systematically marginalized groups.
- ☐ Strongly Agree
 - ☐ Somewhat Agree
 - ☐ Neither Agree nor Disagree
 - ☐ Somewhat Disagree
 - ☐ Strongly Disagree
 - ☐ Unsure
 - ☐ Prefer not to answer
6. Leaders and influential individuals in the AMS promote justice, equity, diversity, and inclusion through their actions and decisions.
- ☐ Strongly Agree
 - ☐ Somewhat Agree
 - ☐ Neither Agree nor Disagree
 - ☐ Somewhat Disagree
 - ☐ Strongly Disagree
 - ☐ Unsure
 - ☐ Prefer not to answer
7. The AMS has a process to ensure that everyone is aware of campus resources and support for human rights and respectful environments concerns.
- ☐ Strongly Agree
 - ☐ Somewhat Agree
 - ☐ Neither Agree nor Disagree
 - ☐ Somewhat Disagree
 - ☐ Strongly Disagree
 - ☐ Unsure
 - ☐ Prefer not to answer
8. Justice, Equity, Diversity and Inclusion are priorities for the AMS.
- ☐ Strongly Agree
 - ☐ Somewhat Agree
 - ☐ Neither Agree nor Disagree
 - ☐ Somewhat Disagree
 - ☐ Strongly Disagree
 - ☐ Unsure
 - ☐ Prefer not to answer
9. Have you personally experienced discrimination while participating at an AMS event, program, club, resource group, service, council meeting etc. based on the following (check all that apply):

- ☐ Race or ethnicity
- ☐ Gender
- ☐ Age
- ☐ Religious beliefs
- ☐ Sexual orientation
- ☐ Disability/ability
- ☐ Gender Identity

10. Have you personally experienced discrimination while participating at an AMS event, program, club, resource group, service, council meeting etc. based on the following (check all that apply):

- ☐ Race or ethnicity
- ☐ Gender
- ☐ Age
- ☐ Religious beliefs
- ☐ Sexual orientation
- ☐ Disability/ability
- ☐ Gender Identity

How can AMS improve in this area?

AMS GOVERNANCE and ELECTION PROCESS

1. The AMS election process is equitable and accessible to everyone.

- ☐ Strongly Agree
- ☐ Somewhat Agree
- ☐ Neither Agree nor Disagree
- ☐ Somewhat Disagree
- ☐ Strongly Disagree
- ☐ Unsure
- ☐ Prefer not to answer

2. The AMS election process is transparent/I understand how the AMS elections are run.

- ☐ Strongly Agree
- ☐ Somewhat Agree
- ☐ Neither Agree nor Disagree
- ☐ Somewhat Disagree
- ☐ Strongly Disagree
- ☐ Unsure

☐ Prefer not to answer

3. I would feel knowledgeable and comfortable to take part in the AMS election process.

- ☐ Strongly Agree
- ☐ Somewhat Agree
- ☐ Neither Agree nor Disagree
- ☐ Somewhat Disagree
- ☐ Strongly Disagree
- ☐ Unsure
- ☐ Prefer not to answer

4. The AMS Leadership is diverse and representative of historically, persistently, or systematically marginalized groups.

- ☐ Strongly Agree
- ☐ Somewhat Agree
- ☐ Neither Agree nor Disagree
- ☐ Somewhat Disagree
- ☐ Strongly Disagree
- ☐ Unsure
- ☐ Prefer not to answer

5. I see myself represented in the AMS Leadership.

- ☐ Strongly Agree
- ☐ Somewhat Agree
- ☐ Neither Agree nor Disagree
- ☐ Somewhat Disagree
- ☐ Strongly Disagree
- ☐ Unsure
- ☐ Prefer not to answer

6. The AMS Leadership is accessible.

- ☐ Strongly Agree
- ☐ Somewhat Agree
- ☐ Neither Agree nor Disagree
- ☐ Somewhat Disagree
- ☐ Strongly Disagree
- ☐ Unsure
- ☐ Prefer not to answer

7. The AMS Council is diverse and representative of historically, persistently, or systematically marginalized groups.

- ☐ Strongly Agree
- ☐ Somewhat Agree
- ☐ Neither Agree nor Disagree
- ☐ Somewhat Disagree
- ☐ Strongly Disagree
- ☐ Unsure
- ☐ Prefer not to answer

8. I see myself represented in the AMS Council.

- ☐ Strongly Agree
- ☐ Somewhat Agree
- ☐ Neither Agree nor Disagree
- ☐ Somewhat Disagree
- ☐ Strongly Disagree
- ☐ Unsure
- ☐ Prefer not to answer

9. The AMS Council is accessible.

- ☐ Strongly Agree
- ☐ Somewhat Agree
- ☐ Neither Agree nor Disagree
- ☐ Somewhat Disagree
- ☐ Strongly Disagree
- ☐ Unsure
- ☐ Prefer not to answer

10. The AMS Codes, By-Laws, and Policies that ensure that equity and inclusion is a priority.

- ☐ Strongly Agree
- ☐ Somewhat Agree
- ☐ Neither Agree nor Disagree
- ☐ Somewhat Disagree
- ☐ Strongly Disagree
- ☐ Unsure
- ☐ Prefer not to answer

How can AMS improve in this area?

--

AMS PROGRAMS AND SERVICES

1. The AMS' outreach efforts actively seek to increase the diversity of its programs and services.

☐ Strongly Agree
☐ Somewhat Agree
☐ Neither Agree nor Disagree
☐ Somewhat Disagree
☐ Strongly Disagree
☐ Unsure
☐ Prefer not to answer

2. There is an AMS Resource Group that represents my intersectional identities and interests.

☐ Strongly Agree
☐ Somewhat Agree
☐ Neither Agree nor Disagree
☐ Somewhat Disagree
☐ Strongly Disagree
☐ Unsure
☐ Prefer not to answer

3. The AMS Resource Groups are accessible and welcoming.

☐ Strongly Agree
☐ Somewhat Agree
☐ Neither Agree nor Disagree
☐ Somewhat Disagree
☐ Strongly Disagree
☐ Unsure
☐ Prefer not to answer

4. The AMS Clubs are accessible and welcoming.

☐ Strongly Agree
☐ Somewhat Agree
☐ Neither Agree nor Disagree
☐ Somewhat Disagree
☐ Strongly Disagree
☐ Unsure
☐ Prefer not to answer

5. The AMS/NEST operations (the places where I eat, shop, catering and event services, student resources like Speakeasy, SASC etc.) are accessible and welcoming.

- ☐ Strongly Agree
- ☐ Somewhat Agree
- ☐ Neither Agree nor Disagree
- ☐ Somewhat Disagree
- ☐ Strongly Disagree
- ☐ Unsure
- ☐ Prefer not to answer

6. The AMS student support service staff are well trained and culturally competent.

- ☐ Strongly Agree
- ☐ Somewhat Agree
- ☐ Neither Agree nor Disagree
- ☐ Somewhat Disagree
- ☐ Strongly Disagree
- ☐ Unsure
- ☐ Prefer not to answer

7. The AMS hiring process is accessible and welcoming.

- ☐ Strongly Agree
- ☐ Somewhat Agree
- ☐ Neither Agree nor Disagree
- ☐ Somewhat Disagree
- ☐ Strongly Disagree
- ☐ Unsure
- ☐ Prefer not to answer

8. The AMS hiring process actively seeks to increase the diversity of candidates.

- ☐ Strongly Agree
- ☐ Somewhat Agree
- ☐ Neither Agree nor Disagree
- ☐ Somewhat Disagree
- ☐ Strongly Disagree
- ☐ Unsure
- ☐ Prefer not to answer

How can AMS improve in this area?

--

QUALITATIVE QUESTIONS

1. What does inclusive participation in the AMS look like?

2. Currently, what are the biggest barriers to participation at the AMS?

3. What resources, services, programming, initiatives, policies are currently in place that will enable the AMS to be an equitable and inclusive organization?

4. What would be some key indicators that AMS is authentically accessible, accountable, and representative? In other words, how will I know that AMS is a welcoming space?

APPENDIX 4: AMS JEDI Community Engagement Insights

Alma Mater Society of the University of British Columbia

Inclusive Participation

Community Engagement Insights

Prepared by The Commons Consulting
March 30, 2021



Methodology

The Commons Consulting initiated the inquiry phase by facilitating focus groups to explore topics of justice, equity and inclusion and their relationship with the AMS in an open ended manner. This method allowed for an approach that informed the subsequent survey design with the wider UBC student community.

- Themes may inherently reflect the current period. An unprecedented period for UBC students due to COVID-19 and the ongoing hardships and constraints it caused.
- Given the diversity of experiences and response bias in every research method, specific recommendations should be taken as the specific ask and the spirit of the ask that can be applied to all equity-seeking communities whether directly in this report or not.

Focus Groups

- Eight focus groups were held between November 20 and November 30 utilizing Zoom platform.
- Participants were recruited through an open invitation shared on the AMS website, monthly newsletter, direct invitations to AMS Resource Groups, and through word-of-mouth and connections with members of the Project Advisory Committee.
- Representation from focus groups included general students' group, Black students, Indigenous students, students with intersectional identities, LGBTQSIA+ students, students of colour, and students with visible and invisible disabilities.
- Facilitated focus groups were 60 minutes in length, involving a total of 55 participants and facilitated by an external project lead from The Commons Consultant, with the support of members of the Project Advisory Committee and the AMS Equity & Inclusion Associate who strove to provide equitable opportunities for discussion in a safe space.
- Refer to appendix 1.1 for focus group questions.

AMS EDI Experience Survey

- Number of respondents: 468
- Responses collected between
- Refer to appendix 1.2 for survey questions

Purpose

Both sets of insights have been analyzed and shared with the AMS on previous occasions. Focus group insights were shared on January 14, 2021 and the survey results were shared on March 12, 2021. The purpose of this report is to compliment these findings by looking across both the focus group and surveys to identify overall themes with a focus on recommendations and actions, as voiced by the students of UBC, to support the AMS in the development of an Equity Action Plan. The themes and recommendations are not mutually exclusive as areas of overlap are expected in interconnected systems and communities.

What does inclusive participation look like to the student community?

The vision of what inclusive participation at AMS looks like was one of a welcoming, safe space, with representation from a diversity of backgrounds across ethnic backgrounds, gender identities, sexualities, age, faculties, socio-economic status.

The feeling of being welcomed was an emotional state frequently cited. Students want beyond the polite gestures, to feel their presence is received with pleasure in a genuine manner that allows them to be their authentic selves.

Similar to the AMS's Equity Plan Principles of being accessible, accountable and representative (appendix 1.3), participants overall asked for transparency and accountability in the AMS decision making process and operations as well as clarity in know-how to participate.

//

Inclusive participation is a mutual acknowledgement of the variety of experiences and backgrounds contained within our campus community as manifested through concrete policy goals.

//

How can inclusive participation be achieved?

The following are themes and recommendations that surfaced across the student community consultation.

Listen to and Check-in with the Student Community

The Equity Plan consultation done by the AMS was recognized as a step in the right direction. Participants asked for stronger and multiple feedback mechanisms to have their voices heard.

Recommendations:

Continue to develop equitable opportunities for students to provide feedback and for the AMS to evaluate how implemented ideas are promoting or harming equity in AMS participation

- Continue to hold open discussions with the student body to listen to concerns
- Continue to utilize anonymous surveys to collect feedback in a safe space
- Past addressing issues, have check-ins to evaluate impact, progress and changes required for what is implemented.

Remove Financial Barriers to Involvement

Participants noted that the involvement in AMS directly, or indirectly through clubs, requires a level of financial ability that acts as barriers for many. Some participants stated the AMS involvement feels like a privilege of high socio-economic students with the ability to afford time and resources to be involved.

Recommendations:

Review all avenues of participation from the lens of financial access in order to reduce them through removal or supplementary funding.

- Establish spending caps for elections to ensure access to resources is not a factor for success
- Provide funding support for students interested in running for elections
- Ensure AMS executive and student staff pay is a livable wage, comparative to WorkLearn and scholarship funding
 - Salaries should make up for lost scholarship funding due to increased AMS work hours
- Review club fees model to create financial accessibility to participation.

Grow in and Support JEDI Activism

AMS' ability to be an advocate was noted as a strength by respondents. As a voice for the student body, participants look towards the AMS to support activism and be a strong advocate for equity seeking communities.

Recommendations:

Prioritize JEDI activism by empowering the voices of equity seeking communities through resources, allyship and removing barriers to support.

- Empower equity seeking student communities in JEDI activism by:
 - Providing funding to services communities utilize such as mental health counselling
 - Advocating within spaces or groups that are in opposition to JEDI values and AMS' commitments to create and maintain a safe community for all
- Creating plain language guides on how students can bring equity concerns to the AMS, including the support the AMS will provide
- Prevent oppression and hate by:
 - Allocating funding specifically for activism
 - Creating more interactions for dialogue, discussion and learning between student communities
 - Establishing JEDI values within AMS Student Code, by-laws and policies.

Transparency of AMS Actions, Decisions, and Impacts

Similar to the AMS Equity Plan guiding principle of accountability, participants noted the need for more clear information on the operations, decision making and impact of the AMS. Previous and current oversights by the AMS have led to a level of skepticism within the student community requiring repair and the rebuilding of trust.

Transparency may gradually remove the veil of mystery for students unaware of what participation in the AMS entails.

Recommendation:

Provide clear, readily available information on decisions and actions made by the AMS executives in order to strengthen trust with the student community

- Provide information specifically on
 - Budget impacts and financial decisions made by AMS executives
 - Inform students of the day-to-day activities of the AMS
 - Make clear any updates to bylaws and policies

- Address all current and past errors and communicate the reform to correct and prevent future issues
 - Similar to 'Listen and Check-in with Students' above, check-in to ensure the reform has had the intended impact

Equitable Election Processes

Participants felt that electoral processes and procedures require a review to improve their accessibility for participation in running for elections and casting votes. The nomination and election processes have systemic barriers that prevent participation from student communities. As part of the overarching theme of plain language, elections were often described as confusing with unclear jargon used. This theme also intersects with the themes of removing financial barriers to participation and providing early foundational knowledge on the AMS.

Recommendation:

Conduct a review of election procedures with a JEDI lens to identify, address and assess barriers that are preventing equitable participation across student communities.

- Establish spending caps for elections to ensure access to resources is not a strong factor for success
- Provide funding support for students interested in running for elections
- Create plain language resources to explain election procedures and processes including how to run and how voting works
 - Partner with other campus voices, such as the Ubyyssey, to cover nomination and election periods in plain language
 - Utilize more communication methods, such as emails, to share information on involvement in an upcoming and ongoing election
- Structure elections and engagements with the needs/challenges of commuter students in mind.

“There's a lot of jargon that is foreign to me and it feels wrong to
blindly vote.”

Communication

Create a Plain Language, AMS 101, for All

Participants had a strong sentiment on not knowing enough about the AMS. Sometimes this led to apathy or confusion. Communications were described as jargon heavy and obscure. In order for community members to see opportunities for participation, a clear understanding of how the AMS functions needs to be defined early on in a student's UBC experience.

Recommendations:

Using multiple communication methods, create a clear, plain language in depth guide on the AMS that is well understood and introduced to students early in their UBC experience.

Provide clear information on:

- The different ways to get involved
- An explanation of council and senate duties
- How policies function
- The purpose of different councils, how they function and how to connect if interested
- The organizational and reporting structure
- Relevant timelines for processes (i.e. nominations, elections, Annual General Meeting)

Communication Methods

Participants felt that AMS messaging was not being heard at the right time, by the right students. A wide variety of recommendations were provided on how the AMS can better communicate with the wider community and reach specific community groups to ensure everyone was 'in the know'.

- Create and strengthen connections & relationships by:
 - Hosting info sessions, community outreach and info sessions about what AMS is
 - Having AMS mentors present during orientation week
 - Making a conscious effort to build meaningful relationships with all equity seeking communities (including international students). Word of mouth is a trusted source of information.
 - Amplify the voices of the community in a genuine and authentic way
- Create accessible content using multiple modes of communication such as:

- Utilizing visuals and infographics more to communicate complex information
- Communicating in multiple languages
- Having an ASL interpreter at events
- Ensuring graphics represent a diversity of people, particularly students with disabilities
- The need for information and points of engagement online has been exacerbated by the pandemic. Students are seeking more accessible and virtual ways to connect and stay informed.
 - AMS Leadership hosting more, and well advertised, virtual office hours.
 - Widely sharing job opportunities online
 - Reviewing and improving the website for a more accessible user experience
 - Ensuring any documents needed by students are easy to find online
 - Sending timely and clear information through emails.
 - Including information on AMS Resource Groups.

“A lot of the resources just point to more resources and nothing looks helpful.”

Oppressive Culture

Student communities want to see representation in AMS leadership and participation from people with varying financial abilities, races, genders, sexualities and physical abilities. The efforts to accommodate diverse abilities was highlighted as a strength but much more needs to be done to uproot the oppressive culture based on systemic colonialism and racism. Oppressive culture manifested in numerous forms including racial erasure, tokenism, gender insensitivity, socio-economic exclusion and insensitivity to cultural and religious observances. AMS' connections to the Greek life represented evidence of entrenched elitism.

Recommendations:

Acknowledge and consciously work to unroot the systemic oppression present within the AMS system, taking a decolonization, anti-racism perspective on AMS processes.

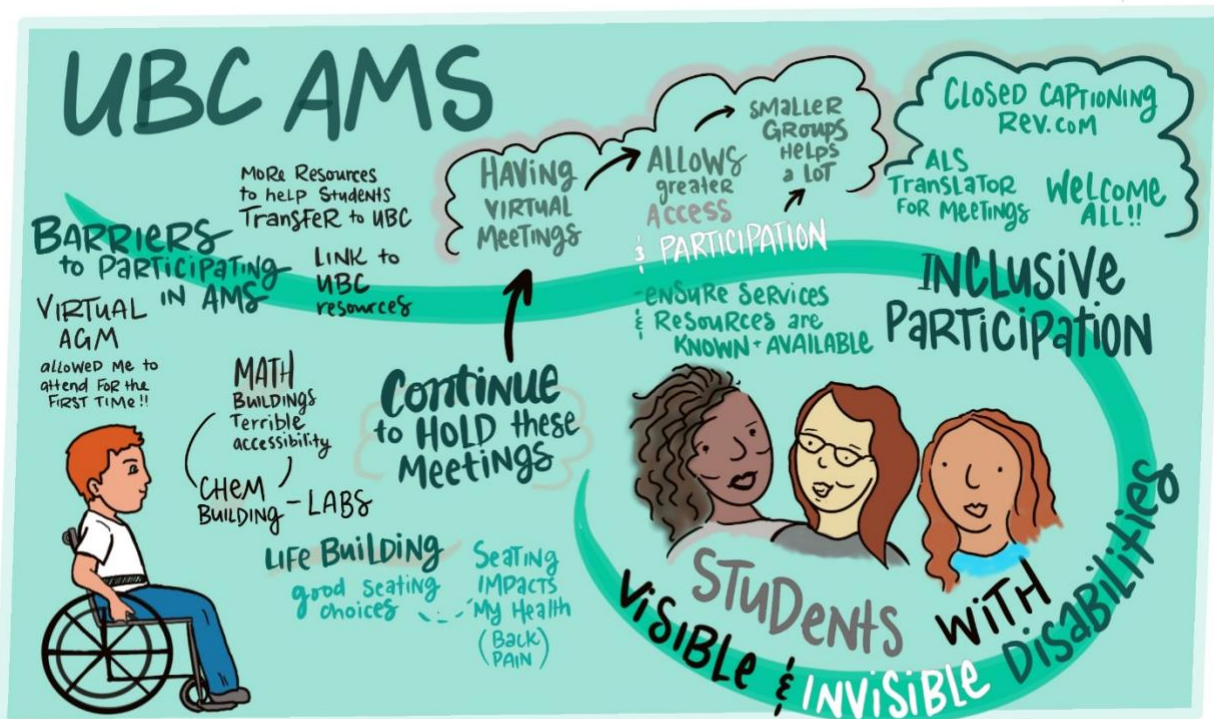
- Create and encourage more education opportunities on equity and inclusion

- Ensuring education uses plain language particular for those unfamiliar with terminology
- Similar to the theme of supporting JEDI activism, the AMS should lead more dialogue focused on discrimination awareness
- Specific communities were noted as requiring a stronger relationship with the AMS in terms of allyship and reducing discrimination:
 - People with disabilities
 - International and transfer students
 - The Jewish community
 - IBPOC student
 - The LGBTQ community
- Diversify the cultures and religious events that are celebrated by the AMS
- Explore creative ways to identify needs and create action plans at the faculty level.
 - Such as by having faculty leads, on behalf of students with disabilities, come together to discuss barriers and action plan

Conclusion

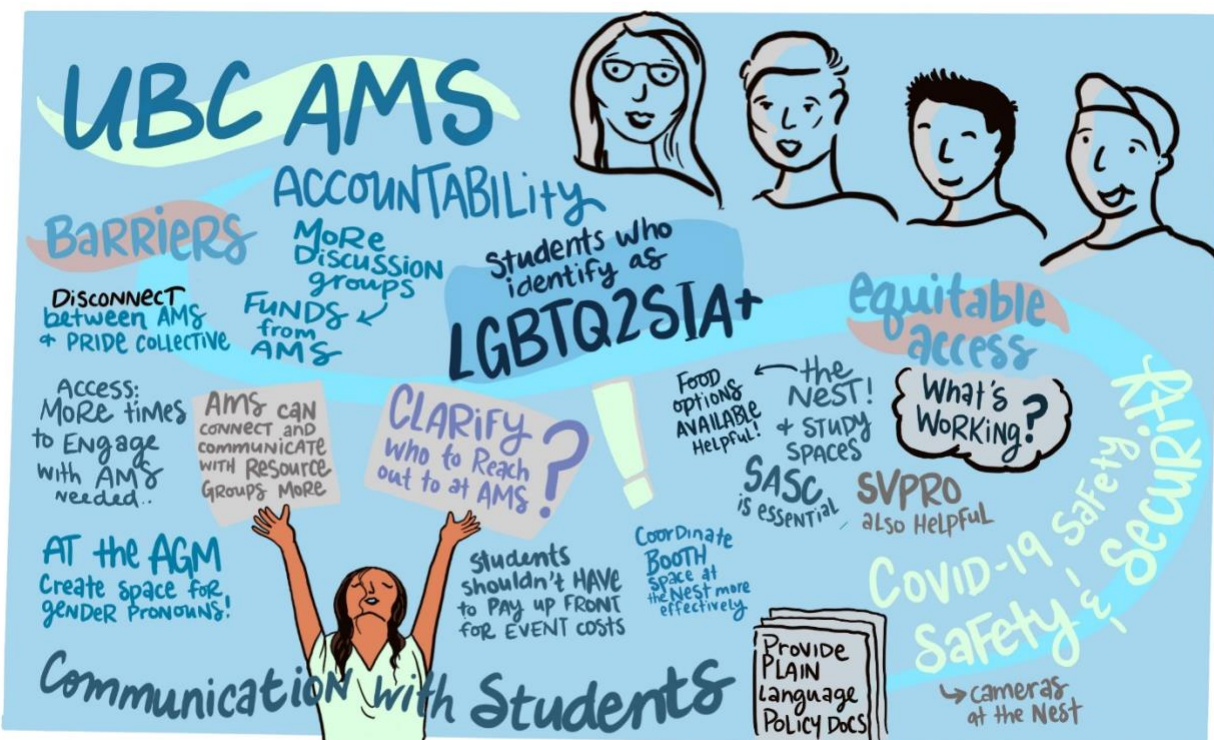
The community focus groups and survey results have shown clear requests from the student UBC community for how the equity plan should be developed, what it should entail and what it should achieve. The student community is asking the AMS for accountable, clear systems led by genuine and welcoming leaders. This will require working with an anti-oppression lens that should be felt by the student community.

APPENDIX 5: Community Engagement Graphic Facilitation Images



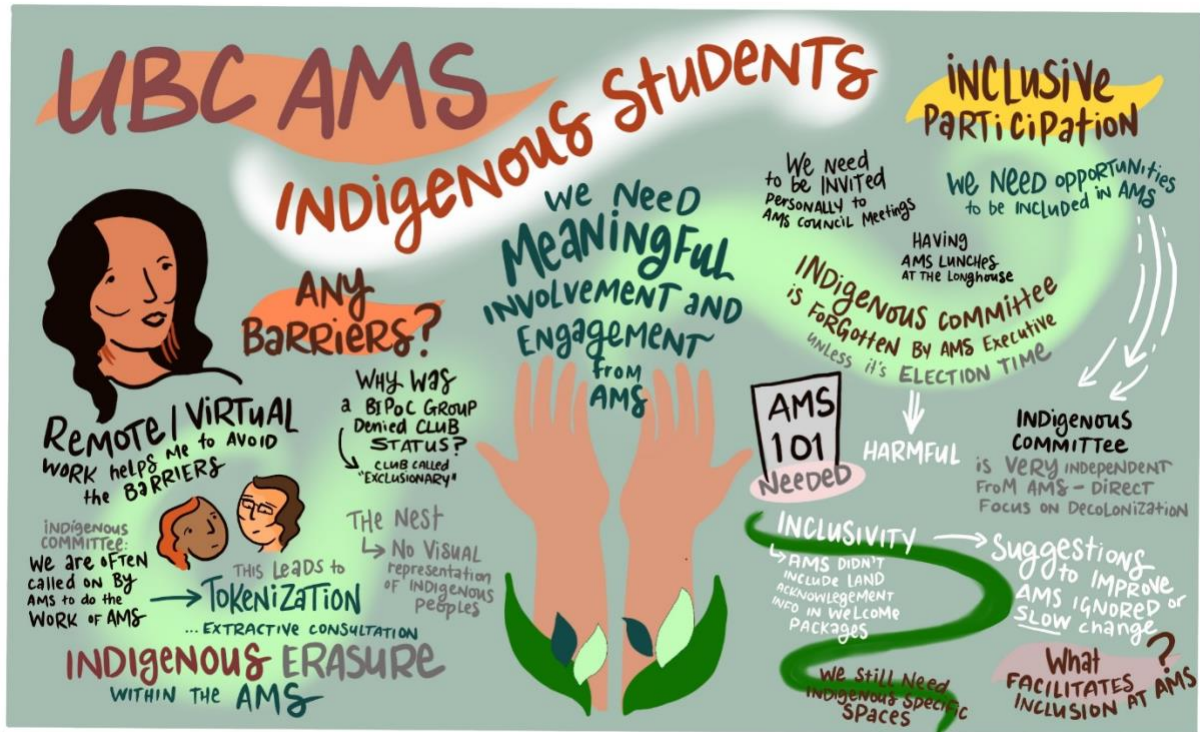
AMS is Ready for Change, November 24, 2020

Michelle Buchholz | CASSYEX CONSULTING



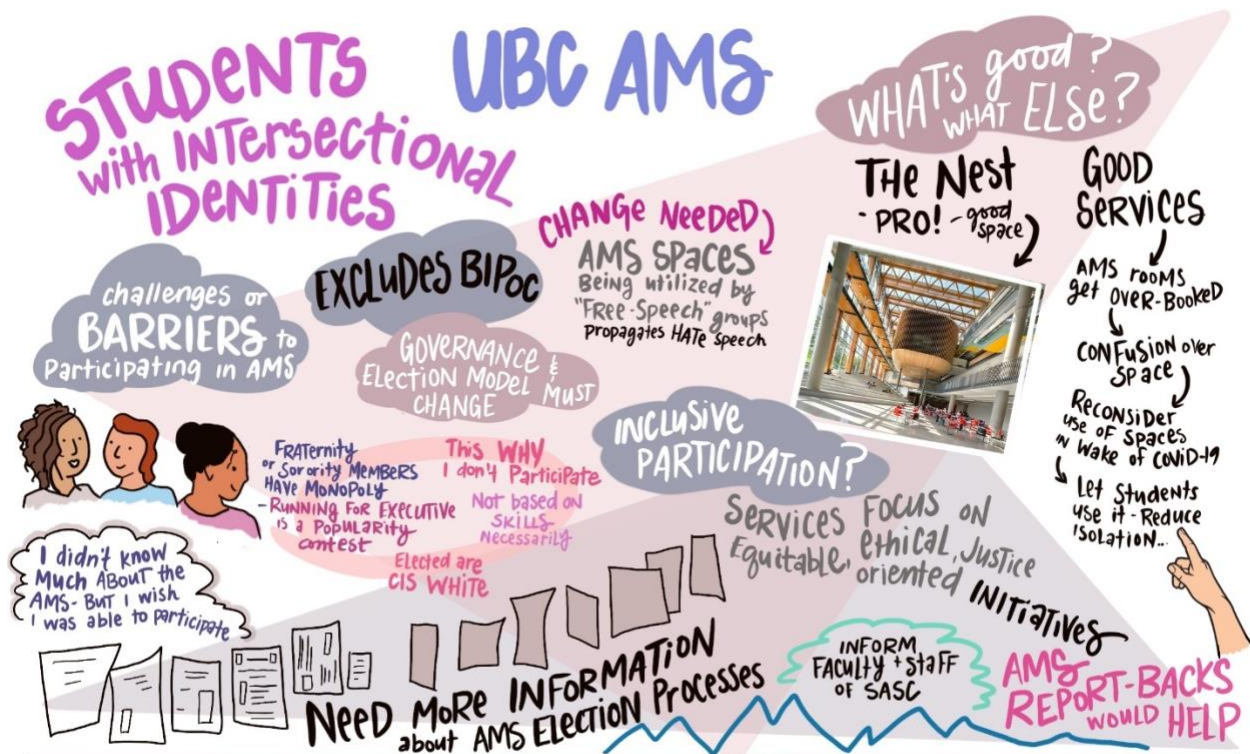
AMS is Ready for Change, November 24, 2020

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AMS is Ready for Change, November 24, 2020

Michelle Buchholz | CASS:YEX CONSULTING



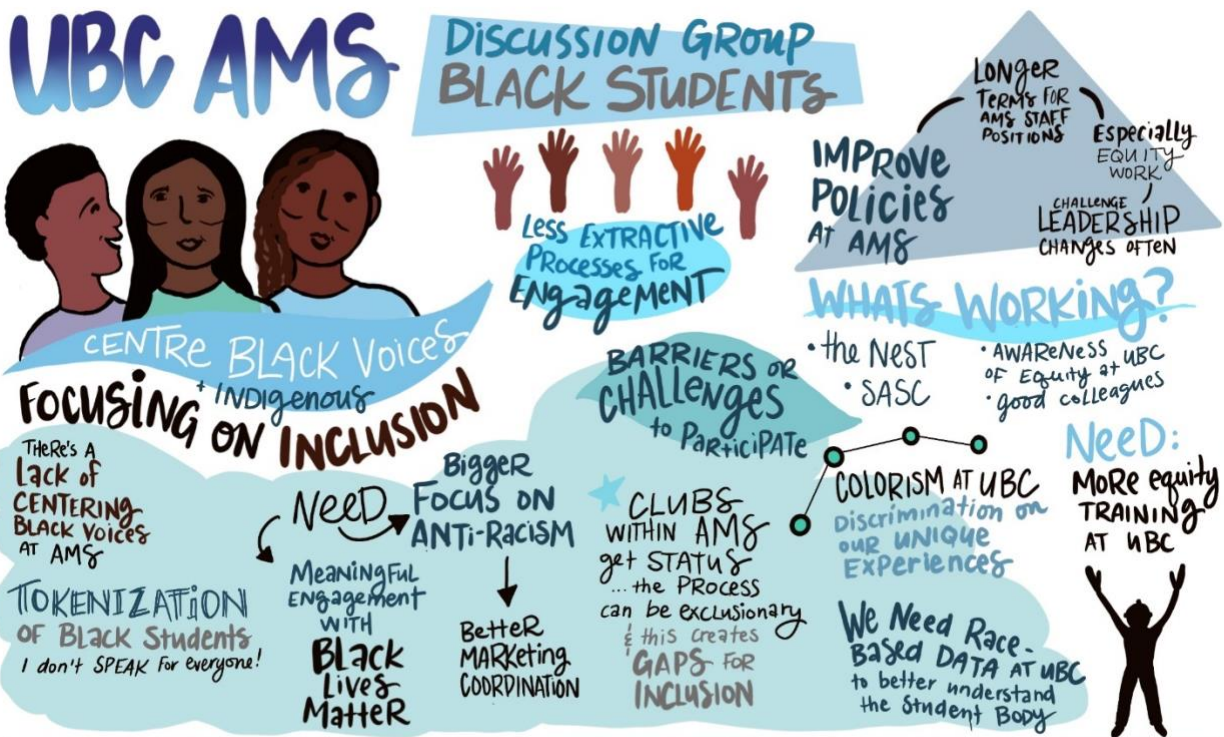
AMS is Ready for Change, November 30, 2020

Michelle Buchholz | CASS:YEX CONSULTING



AMS is Ready for Change, November 30, 2020

Michelle Buchholz | CASSHEX CONSULTING



AMS is Ready for Change, November 30, 2020

Michelle Buchholz | CASSHEX CONSULTING

APPENDIX 6: AMS JEDI Environmental Scan

Leadership

Promising Practice 1: *Leadership holds and communicates a transformational vision for change that addresses systemic discrimination and oppression.*

Assessment:

- The [‘Equity’ page on the UBC AMS website](#) offers a clear plan for addressing systemic discrimination and oppression, including:
 - A statement on its responsibility to take concrete steps to counteract all forms of exclusion.
 - The equity initiatives the AMS is undertaking to integrate equity in its DNA and to address various institutional barriers faced by students.
 - An equity plan that aims to align and execute the AMS’s equity and inclusion initiatives.

Promising Practice 2: *Leadership demonstrates a systems thinking/ broader organizational change approach to address barriers to equity and inclusion.*

Assessment:

- The Equity Plan project history and three guiding principles (Accessible, Accountable, Representative) illustrate AMS’s understanding that broader organizational changes are necessary to dismantle barriers to equity and inclusion. Specifically, action taken to remove barriers to participate in the Equity caucus and the realization that equity work encompasses much more than advocacy demonstrate AMS’s broader organizational change approach to its JEDI work.

Promising Practice 3: *Leadership demonstrates understanding of interdependence of all social struggles and understands intersections of oppression.*

Assessment:

- AMS’s commitment to hearing from students who belong to intersectional identity groups that have been historically, persistently or systemically marginalized during its community consultation process reveals a basic level of understanding on the intersections of oppression.

Promising Practice 4: *Leadership supports power sharing, and ideas at all levels of the organization are considered, valued, and integrated.*

Assessment:

- The discussion groups AMS hosted with Indigenous students, Black students, students of colour, LGBTQ2SIA+ students and students with visible and invisible disabilities demonstrates that leadership is invested in hearing and integrating the voices and ideas of the diverse student body.
- The consultation with the Indigenous advisory group in 2018 also highlights the leadership’s willingness to integrate the contributions from various levels of the organization.

Promising Practice 5: *Leadership creates accessible feedback mechanisms and is open to difficult conversations and holds themselves and others accountable.*

Assessment:

- Although the Equity Plan consultations was a step in the right direction in soliciting feedback, students who participated in the focus groups and survey indicated that they would like to see stronger and multiple feedback mechanisms to have their voices heard.

- Despite one of AMS's Equity Plan principles being accountability (i.e., ensuring that AMS has strong mechanisms for oversight and metrics for measuring progress, and that it is reporting back to the people, groups and communities that are affected by its work), [students asked for transparency and accountability in the AMS decision making process and operations.](#)

Promising Practice 6: *Leadership continually updates knowledge, understanding and commitment to JEDI.*

Assessment:

- The evolution of AMS's Equity Plan points to how leadership is willing to continually update its knowledge, understanding and commitment to JEDI. However, leadership turnover does not ensure that AMS's commitment to JEDI or its willingness to update is knowledge and understanding to JEDI remains steadfast.

Promising Practice 7: *Leadership engages in partnership building with HPS communities and organizations and seeks to work with unions on JEDI issues and concerns.*

Assessment:

- Although HPS marginalized communities were consulted with as part of the Equity Plan, it remains to be seen if AMS will continue partnering with these communities as it moves into the latter stages of the plan.
- Focus group and survey participants also wanted to see increased partnership between the AMS and HPS marginalized communities including clubs and UBC resource groups.

Structures, Policies & Accountability Mechanisms

Promising Practice 1: *The organization has mechanisms and structures in place to collect data and evaluate the experience of its offerings with HPS communities. Data collection and data use ensures no harm or stigmatization to HPS communities.*

Assessment:

- The AMS conducts an annual academic experience survey with undergraduate and graduate students. Among other things, the survey collects demographic information, feelings of safety and belonging, experiences of discrimination based on race/ ethnicity, gender, age, religious beliefs, sexual orientation, ability/ disability and gender identity. The 2020 Academic Experience Survey also captured the frequency of experiencing types of discrimination by demographic groups. However, it is not clear how the following decisions were made: what data should be collected, how it should be collected and evaluated, and if HPS marginalized communities were consulted.
- [Again – students who participated in the focus groups and survey indicated that they would like to see stronger and multiple feedback mechanisms to have their voices heard.](#)

Promising Practice 2: *The experiences of HPS communities informs decision making where appropriate. Evidence is collected in numerous ways and considers multiple ways of knowing.*

Assessment:

- Although an AMS Indigenous Advisory Group exists, it remains unclear how their contributions informed decision making at the organization. It is also unclear how the experiences of other HPS marginalized communities inform decision making. The Equity Plan consultations, however, demonstrates that the AMS is invested in having such experiences inform their practices.
- It is not clear if the AMS collects evidence in numerous ways and considers multiple ways of knowing.

- Report back to the communities who provide feedback and ensure that there will always be space for improvements to be made based on the understanding that equity is a process.

Promising Practice 3: *The organization has policies in place to support JEDI (i.e. race-based harassment policy, supports for people with disabilities, support for persons of faith/religion and holidays, etc).*

Assessment:

- The AMS has a policy – the Respectful Community and Workplace Policy (Policy I-18) - to set clear expectations for the provision and maintenance of a workplace and student environment that ensures that all individuals are treated with respect and dignity and are able to work and function in an environment free from bullying and harassment, discrimination, and violence. While this policy addresses race-based harassment, it does not indicate support for people with disabilities or persons of faith/ religion.
- Data collected from focus groups also indicate that students of faith would like to see the AMS make more religious accommodations in terms of scheduling events and ensuring that dietary restrictions are respected when food is served or being sold on campus.

Promising Practice 4: *The organization regularly reviews policy efficacy and embeds the lens of HPS groups.*

Assessment:

- While some policies are reviewed every two years, others are reviewed every three or five years. It remains unclear how the AMS decides how often its active policies should be reviewed and if there are processes to evaluate the efficacy of its policies.

Promising Practice 5: *The organization has formal processes and mechanisms to receive regular feedback from employees and apprentices about their experiences of JEDI (e.g., diversity, equity, and inclusion questions are included in employee satisfaction surveys and exit interviews).*

Assessment:

- Although the AMS has formal hiring processes for students and non-student, it remains unclear if the organization has formal processes and mechanisms to receive feedback from employees about their experiences of JEDI.

Promising Practice 6: *The organization is knowledgeable about and upholds the BC Human Rights Code and any other applicable legislation and laws.*

Assessment:

- No clear indication if the AMS is knowledgeable or upholds the BC Human Rights Code.

Promising Practice 7: *The organization has a formal process in place for employees to bring forward concerns or complaints regarding issues related to JEDI (e.g., complaint process, request for /assessment of accommodation process), and a structured approach for responding to employees' or clients' concerns or complaints regarding JEDI (e.g., mediation process, Ombudsperson, accommodation process).*

Assessment:

- The AMS Respectful Community and Workplace Policy (Policy I-18) outlines a formal process for both staff and members to report bullying, harassment or discrimination.
- Policy I-18 also outlines an investigation process following a formal complaint made if the conduct is not resolved via an informal process. The policy clearly explains what the investigation process usually entails, and that the complainant has the right to ask that their report be kept confidential.

- The policy notes that it was developed in consultation with UBC AMS resource groups among other AMS personnel and councils– not sure if this includes *Colour Connected Against Racism UBC*.
- The report form is attached to the policy – it seems relatively easy to complete.

Promising Practice 8: *The organization has a HPS communities-centered equity plan, which is an integral part of the organization's strategic plan, with clear anticipated outcomes, actions, timelines, people with responsibility for each action, indicators and processes for monitoring and evaluation; and the organization has reporting structures to communicate progress (e.g., annual reports, newsletters, performance metrics, reports to executive and governing bodies).*

Assessment:

- The AMS is currently working on an Equity Plan, which is led by the Equity Plan Advisory Committee. The AMS website provides information on the Equity Plan project history, and the three guiding principles of the plan. The AMS equity statement is also featured on the website, along with information on equity projects (it is not clear if these projects addressing issues of equity are part of the AMS Equity Plan)
- Although not complete at the time of this scan, it seems that the Equity Plan is being built on a solid foundation given that there is an advisory committee established to lead this work, history to contextualize this work, and a strong equity statement and guiding principles to ground this work.

Governance & Decision Making

Promising Practice 1: *Everyone in the organization understands how decision-making power is distributed, who is aware of who is responsible for different levels of decisions and decisions are made transparent.*

Assessment:

- AMS members noted the need for more clear information on the operations, decision making and impact of the AMS. Previous and current oversights by the AMS have led to a level of skepticism within the student community requiring repair and the rebuilding of trust.

Promising Practice 2: *Ample time is allocated for decision making and a process is in place to support inclusivity of all decision-makers' voices with consistent opportunities to inform the decision-making process. (i.e., anonymous surveys on key decisions, committees, sub-committees, staff meetings, etc.).*

Assessment:

- While some AMS policies are developed in consultation with various stakeholders, it remains unclear how time is allocated for decision-making at AMS and if there is a process in place for the equitable and inclusive participation of everyone involved. There is also no clarity on how stakeholders are chosen to participate in decision making at the AMS.

Promising Practice 3: *Decision-makers prioritize their accountability to the people most impacted by their decision and/or the HPS communities the organization works with.*

Assessment:

- AMS members have expressed that although the AMS have made statements advocating for HPS marginalized communities, these statements have yet to be translated into concrete action. And while HPS marginalized communities have been solicited for feedback, there has been no communication about where this feedback is going and how it will be used.

Promising Practice 4: *Decisions are reviewed by the HPS communities that are affected by the decision.*

Assessment:

- Although AMS policies are developed in consultation with various stakeholders, the process of inviting stakeholders to participate in making decisions remains unclear. It is therefore unclear to determine if HPS marginalized communities are consistently invited to develop and review decisions.

Promising Practice 5: *Elected leaders act clearly and consistently around JEDI through their decisions and actions (e.g.: standing agenda item for meetings, allocating sufficient resources to this work, sieving decisions through an JEDI decision-making model, etc.)*

Assessment:

- Solely based on the development of the Equity Plan, elected leaders at the AMS are working on making decisions and acting through an equity lens. It remains to be seen if they will embed JEDI consistently in their practices once the Equity Plan is fully developed and implemented.

People & Human Resources

Promising Practice 1: *The organization reaches out to HPS communities when advertising for new or vacant positions and takes into account JEDI in its posting and advertising.*

Assessment:

- Other than including an Equal Employment Opportunity statement in their job postings, it remains unclear if the AMS hiring process for students and non-students includes further steps to ensure that outreach is being done in HPS marginalized communities when advertising for new or vacant positions.
- At the same time, it is unclear if those responsible for creating the job posting requests are required to take JEDI into account.

Promising Practice 2: *New roles are structured to be inclusive such as by ensuring minimum skills to do the job successfully, supportive onboarding, flexible hours and benefits packages.*

Assessment:

- It is unclear how new roles are structured to be inclusive in the AMS hiring process. There is lack of information on consistent hiring processes that ensure minimum skills to do the job successfully.
- Aside from completing an onboarding checklist to be completed for non-student hires, and providing first day instructions to student hires, there is little to indicate that there is a supportive onboarding process for new hires.
- It is unclear if employees are afforded flexible hours or receive equitable benefits package.

Promising Practice 3: *Hiring committees are diverse and include hiring practices and mechanisms to bring forward and mitigate committee members' biases.*

Assessment:

- The AMS hiring process do not indicate that there are procedures to ensure that hiring committees are diverse or if there are mechanisms in place to mitigate biases during the hiring process.

Promising Practice 4: *The organization's hiring and promotion practices assess candidate's JEDI experience and expertise (e.g.: accessible interview questions or requests for demonstration of expertise and experience).*

Assessment:

- While a few AMS job postings list experience in JEDI as assets, it remains unclear if and how the AMS's hiring and advancement practices assess candidate's JEDI experience and expertise.

Recommendations:

- Protocols for assessing JEDI experience and expertise should be established and called upon when relevant. JEDI experience and expertise can be evaluated through interview questions or demonstrative assessments that do not solely focus on credentials but also take other forms of (non-traditional) learning experiences into account.

Promising Practice 5: *The organization works with staff to create a salary and benefit package that is equitable, adaptable to current situations, transparent and that supports their expression of identities.*

Assessment:

It remains unclear if the AMS works with staff to create a compensation package that is equitable, adaptable to current situations, transparent and supports their expression of identities.

Promising Practice 6: *The organization's reward, recognition and promotion procedures recognize staff contributions and labour to JEDI.*

Assessment:

- It remains unclear if the AMS rewards and recognizes staff contributions to JEDI.

Promising Practice 7: *The organization collects demographic information about all staff to monitor and assess whether change is required around Human Resource practices (e.g., demographics on new hires, those who receive salary increases, promotions, and disciplinary action).*

Assessment:

- It remains unclear if the AMS collects this information or conducts this assessment.

Promising Practice 8: *The organization has accommodation policies and practices in place that support employees' accommodation needs (e.g., flex-time, telecommuting, ergonomic accommodations, barrier-free structure, Employee Assistance Program, etc).*

Assessment:

- It is unclear if the AMS has policies and practices in place to support employees' accommodation needs.

Promising Practice 9: *The organization's succession planning embeds an JEDI lens and seeks to develop the leadership capacities of HPS staff.*

Assessment:

- It remains unclear if AMS's succession planning embeds an JEDI lens and seeks to develop the capacities of HPS staff.

Finances & Resources

Promising Practice 1: *The organization includes JEDI objectives in its financial planning and fund development (e.g., seeks funding to support diversity, equity, and inclusion work).*

Assessment:

- AMS's submission to the UBC Board of Governors regarding the Inclusion Action Plan demonstrates that the organization includes JEDI objectives in its financial planning.

Promising Practice 2: HPS communities are meaningfully engaged around resource allocation for improving JEDI efforts and reducing inequities.

Assessment:

- It remains unclear if HPS marginalized communities were consulted on how resources are allocated for improving JEDI efforts.

Promising Practice 3: The budget provides the necessary resources to carry out the organization's JEDI goals, and commits to these resources on an ongoing basis.

Assessment:

- As the Equity Plan is still being finalized, it remains unclear if there are sustainable resources available to carry out the AMS's JEDI goals in an ongoing manner.

Promising Practice 4: *Resources between AMS members are shared in a transparent and equitable manner (learning opportunities, tools, workspace, project funding, etc.)*

Assessment:

- Data analyzed from the focus group and survey suggests that AMS members experience barriers to accessing available resources. This includes access to physical spaces as well as financial resources.

Education & Capacity Building

Promising Practice 1: *The organization offers on-going education/training on JEDI (e.g., e-learning modules, workshops, lunch and learns) to all staff and members (e.g., orientation training, volunteer training, leadership/management training) that takes into account different learning styles.*

Assessment:

- The *Educate and Activate Campaign* and the *AMS Anti-Racism Pilot Canvas Course* offers education and training on JEDI to AMS members. While the campaign offered its workshops at three time points in the academic year and therefore increasing accessibility, it remains unclear if these initiatives are offered on an on-going basis and if they took different learning styles into account.

Promising Practice 2: *Members are educated on the history of and ongoing colonization in Canada (and in local community) and how it impacts the current context and experiences of HPS communities.*

Assessment:

- It is unclear if the above training initiatives educated members on the history of and ongoing colonization.

Promising Practice 3: *Members are educated on and understand systemic discrimination, how dominant cultural norms and values operate in the workplace, and organization's role in dismantling oppressive systems.*

Assessment:

- It is unclear if the above training initiatives educated members on systemic discrimination, how dominant cultural norms and values operate in the workplace, and organization's role in dismantling oppressive systems.

Promising Practice 3: *HPS members are supported with resources for self-advocacy and self-empowerment either from within the organization or outside.*

Assessment:

- The AMS website features a page dedicated to sharing anti-racism support resources that include a list of organizations that offer JEDI learning resources, mental health and sexual health resources, and ways to report human rights violations.

Promising Practice 4: *The organization provides education/training to staff on how to provide service that is respectful of clients' values, beliefs, and knowledge.*

Assessment:

- It remains unclear if AMS provides education and/ or training to staff on how to provide service that is respectful of clients' values, beliefs, and knowledge.

Promising Practice 5: *The organization evaluates the effectiveness of its JEDI training (e.g., assessment of staff knowledge and skill acquisition, behaviour change and/or practice change).*

Assessment:

- There is no clear indication that the effectiveness of the JEDI training offered by the AMS is evaluated.

Culture & Organizational Commitment

Promising Practice 1: *The culture (stated and unstated) reflects the values and norms of communities outside of the dominant/status quo culture.*

Assessment:

- Student communities want to see representation in AMS leadership and participation from people with varying financial abilities, races, genders, sexualities and physical abilities.
- The efforts to accommodate diverse abilities was highlighted as a strength but much more needs to be done to uproot the oppressive culture based on systemic colonialism and racism.
- Oppressive culture manifested in numerous forms including racial erasure, tokenism, gender insensitivity, socio-economic exclusion and insensitivity to cultural and religious observances. AMS' connections to the Greek life represented evidence of entrenched elitism.

Promising Practice 2: *Everyone in the organization is clear on the organizational vision and commitment to JEDI.*

Assessment:

- Although this was not specific to AMS's organizational vision and commitment to JEDI, members had a strong sentiment on not knowing enough about the AMS. They also felt that AMS messaging was not being heard at the right time, by the right students.

Promising Practice 3: *Leadership is active in and supports discourse and discussion on inequities, power and oppression in the organization.*

Assessment:

- While the AMS offers education and training on JEDI to AMS members, it remains unclear if its leadership supports discourse and discussion on inequities, power and oppression in the organization.

Promising Practice 4: *The organization sees its accomplishment on JEDI goals as a significant contribution to its overall success and celebrates and highlights meaningful change.*

Assessment:

- It remains unclear if AMS sees its accomplishment on JEDI goals as a significant contribution to its overall success and celebrates and highlights meaningful change.

Promising Practice 5: *The organization acts on conflict and controversial issues related to JEDI quickly and handles the issues firmly and with sensitivity.*

Assessment:

- Members have indicated that previous controversies involving the AMS have eroded trust between the organization and its members. Members have also indicated that the AMS did not take the time to reflect on its involvement in these controversies before moving on with its activities.

Promising Practice 6: *The organization accepts that mistakes will happen and supports continuous learning and/or takes responsibility for missteps and any harm.*

Assessment:

- It is unclear if the AMS accepts that mistakes will happen and has a process in place to take responsibility for missteps and harm caused. [Previous and current oversights by the AMS have led to a level of skepticism within the student community requiring repair and the rebuilding of trust.](#)

Engagement, Service & Community Collaboration

Promising Practice 1: *The organization's approach to engagement and design of services and programs is informed by JEDI.*

Assessment:

- The AMS Equity statement acknowledges that it has previously failed to implement equity initiatives and is now strives to ensure that all students are able to engage in the wide variety of services, activities, and opportunities AMS provides.

Promising Practice 2: *The organization uses and/or conducts research and needs assessments to identify JEDI related needs and gaps in services.*

Assessment:

- AMS members from HPS marginalized groups were consulted to identify JEDI related needs and gaps in services. This information was used to inform the Equity Plan.

Promising Practice 3: *The organization has a process in place to identify and reduce barriers to engagement and inequities that prevent accessing its services or participating in its events.*

Assessment:

- Aside from the annual academic experience survey that does not specifically identify the barriers to engagement and accessing services, there is no consistent process in place to identify these barriers. It remains unclear if AMS plans to embed the focus group consultations and survey that informed the Equity Plan as part of their organizational processes.

Promising Practice 4: *The organization evaluates the effectiveness of its engagement processes (e.g., collects and monitors client demographics, measures client involvement in service planning, development, and evaluation, assesses client satisfaction with engagement process).*

Assessment:

- Similar to the above, there is little indication that the effectiveness of the AMS's engagement processes is evaluated in a consistent manner aside from the annual academic experience survey.

Promising Practice 5: *The organization provides communication supports for service provision and engagement activities (e.g., supports for hearing, visual, cognitive, and speech impairments, and people with no internet access).*

Assessment:

- Members repressed mixed opinions about the AMS's proficiency in accommodating those with diverse abilities in physical spaces and at AMS meetings.

Promising Practice 6: *The organization ensures education and communication materials are accessible to, and inclusive of diverse groups (e.g., materials are written in plain language, materials are offered in multiple languages).*

Assessment:

- AMS members indicated that there was a lack of plain language communications materials relaying information about the organization and its processes, making it challenging to get involved with the organization.

Promising Practice 7: *The organization develops meaningful partnerships with diverse stakeholders to advance JEDI.*

Assessment:

- There is an AMS policy that ensures proper protocol and communication is maintained between the AMS and the Musqueam Nation. The presence of the AMS Indigenous Advisory Group indicates that the organization develops partnerships with diverse stakeholders to advance JEDI. However, it remains unclear if AMS has an established a process on how it selects stakeholders to partner with or how partnerships are developed.

Promising Practice 8: *The organization understands the interconnection of social struggles and uses equitable and inclusive practices when engaging local and global communities or engaging in advocacy.*

Assessment:

- Members indicated that the AMS falls short on employing equitable and inclusive practices when engaging with individuals from HPS marginalized communities.

Communication

Promising Practice 1: The organization provides communication supports for service provision and engagement activities (e.g., supports for hearing, visual, cognitive, and speech impairments, and people with no internet access).

Assessment:

- Students have expressed that the AMS is not consistent in providing communication supports for service provision and engagement activities.

Promising Practice 2: The organization ensures communication materials are accessible to, and inclusive of diverse groups (e.g., materials are written in plain language, materials are offered in multiple languages).

Assessment:

- Again, AMS members indicated that there was a lack of plain language communications materials relaying information about the organization and its processes, making it challenging to get involved with the organization.

Promising Practice 3: Communication pieces centre the individual through use of an active voice and people first (rather than identity first) language.

Assessment:

- AMS's online communications pieces centre the individual through use of an active voice and people first language.

Promising Practice 4: *Communication and images fully represent the values of the organization. Care is taken to avoid harmful stereotypes.*

Assessment:

- AMS's online communication channels and images represents the JEDI values of the organization, and care is taken to avoid harmful stereotype. There is however, a lack of representation of individuals with diverse abilities in AMS's communications materials.

Promising Practice 5: *All communication referring to individuals uses pronouns and names indicated by members.*

Assessment:

- Members have indicated that pronouns were assumed at some AMS events.

APPENDIX 7: Post-Secondary EDI Plans Literature Review

What We Heard

A Summary of Feedback from Spring 2019 Consultations on the Development of the Inclusion Action Plan (IAP)

Equity & Inclusion Office, University of British Columbia 2019-11-15 Version 1.0

This report shares the findings from the spring 2019 consultation with those who contributed to the process, and those that want to know more about advancing equity. The EIO collected over 5000 ideas on the perspectives of what inclusion should look like, and comments on how UBC approaches creating equity. With this data, 14 high-level themes were identified. This report describes the consultation process and analysis of each of the 14 high-level themes as well as an overview of comments received about UBC's approach to creating inclusion, and comments that suggested that inclusion work is an unnecessary undertaking.

The 14 themes include: Training, Transparency and Awareness, Culture, Staff & Faculty Retention and Success, Support Services, Staff & Faculty Recruitment and Selection, Student Retention, Policies, Data, Accessible Physical and Virtual Spaces, Curriculum and Teaching, Student Recruitment, Leadership, Partnerships

An additional four themes were identified; however, they were beyond the scope of the Inclusion Action Plan and thus were analyzed differently. These themes include: grassroots or community/ student-led EDI initiatives, Indigeneity and inclusion of Indigenous peoples at UBC, UBC's approach to inclusion work, and comments that question the necessity of inclusion work.

Over a three month span, the UBC community was able to provide suggestions for the IAP using three methods: an online survey, pop-up booths across both campuses, and through more direct engagement (ex. leadership meetings). Approximately 4,000 students, faculty and staff participated in the collection of data. There were 5,186 ideas collected in total from all data sources. Only 737 participants answered at least one of the six open-ended questions in the survey. Of these participants, 444 identified as staff or faculty, and 434 identified as White.

This report focuses on the action suggestions, as this was the main objective of the consultation process, but discussion of the other groupings follows.

14 action suggestions:

- 1) Training - 620 ideas that referenced the need for more EDI training. Suggestions were: workshops, online training modules, curriculum integration, and presentations by experts. Suggestions of who specifically needs this training included: people in leadership, everyone during onboarding/orientation, those who do not experience marginalization, and people teaching classes.
- 2) Transparency and Awareness - 495 ideas that discussed collective conversation around EDI at UBC, and the need for transparency within that conversation, as well as for promoting broader awareness that the conversation is happening and why it is important.
- 3) Culture - 490 ideas that emphasized that the culture created and promoted institutionally is just as important to people feeling included as the structures and policies that are in place. Ideas of specific things that could contribute to promoting a culture that values EDI included directing more resources towards EDI work, and creating incentives for those creating the initiatives.
- 4) Staff & Faculty Retention and Success - 435 ideas that suggested improving faculty and staff retention and success, specifically individuals from marginalized communities.

- 5) Support Services - **420 ideas that addressed the need to develop services to better support students, faculty, and staff to succeed at UBC.**
- 6) Staff & Faculty Recruitment and Selection - **250 ideas that called for addressing barriers in the staff and faculty selection process.**
- 7) Student Retention - 245 ideas about addressing differentials in retention and success for students from marginalized communities.
- 8) Policies - 230 ideas discussing policies and the need to create them, or be more consistent in implementation and enforcement. Common themes include accessibility/ accommodations policies, human resources policies, and sexual misconduct policies.
- 9) Data - 220 comments about the collection and reporting of equity related data. Calls for the collection of more equity related data.
- 10) Accessible Physical and Virtual Spaces - 140 comments around the need to ensure all physical and virtual spaces are available to everyone. Suggestions included universal washrooms, communal spaces for studying, relaxing, sleeping, praying, etc.
- 11) Curriculum and Teaching 130 comments regarding changing the curriculum and in the teaching and learning environments.
- 12) Student Recruitment - 125 ideas that discussed student recruitment and the need to create new recruitment practices that address barriers for marginalized students.
- 13) Leadership - 115 ideas about the importance of leaders actively supporting and resourcing inclusion efforts. Most common idea was the need for diverse leadership.
- 14) Partnerships - 100 ideas that addressed community engagement and the need to create more equitable partnerships. Suggestions for what UBC could do to improving those relationships.

Building an Inclusive UBC: An Inclusion Action Plan

UBC's Inclusion Action Plan uses the ideas, expertise and suggestions of faculty, staff, students, and alumni from all campuses to create a high-level framework that seeks to increase inclusion across UBC campuses over the next seven years. An institutional evaluation will be conducted mid-point. The Plan proposes five distinct goals of the IAP, as well as the specific actions needed to achieve each goal.

Goal 1: Recruitment, Retention, and Success

UBC will actively recruit, support, retain, and advance students, faculty, staff, and leaders from systematically marginalized communities. Eight proposed actions.

Goal 2: Systems Change

UBC will be intentional and proactive in changing systems, structures, policies, practices and processes to advance equity, diversity, and inclusion. Eleven proposed actions.

Goal 3: Capacity Building

UBC will enhance institutional and individual capacities and skills to succeed in and advance inclusive environments and work to sustain and continually evolve that capacity as skills and capabilities are increased. Four proposed actions.

Goal 4: Learning, Research, and Engagement

UBC will foster environments of learning, research, and engagement that value building and enhancing multiple and intersectional ways of knowing. Seven proposed actions.

Goal 5: Accountability

UBC will hold itself accountable to its environment to inclusion through clear and timely processes, through evaluation, and transparent reporting to the UBC communities on its progress on this action plan. Six proposed actions.

Accessing Excellence Together
Equity, Diversity and Inclusion Action Plan 2019-2024
Office of Human Rights and Equity
Lakehead University

- **From Nov. 2018-April 2019. Two rounds of broad-based consultations with members of the university community (including students, employees and stakeholders).**
- **Focus groups, key informant interviews, online anonymous survey,**

The President of Lakehead University assembled a taskforce that consisted of a diverse and representative group of University leaders. In consultation with students, employees, University governance and advisory bodies, and external stakeholders through focus groups, key informant interviews and anonymous surveys, the university was able to prepare a plan that was approved by the President and Executive Team of Lakehead University.

The finalized action plan identified five goals with their respective proposed strategies and activities, output and impact and success.

Goal 1: Recruit and retain a diverse student body and workforce. Strategies include: understanding the current workforce, improving recruitment practices and results, retaining persons from URG into the Lakehead University workforce, understanding the present student body, recruiting students from URG, and retaining students from URG

Goal 2: Support and accommodate our people through EDI services. Strategies include: promoting understanding of EDI services, creating a safe and supportive environment for URG, and creating an accessible and inclusive environment.

Goal 3: To innovate and lead on EDI knowledge creation and education. Strategies include: Supporting research that contributes to the understanding of EDI and URG, and promoting diverse thought and experience in teaching.

Goal 4: To communicate the University's EDI work and EDI values. Strategies to achieve this goal include: promoting EDI to the University community, and monitoring, evaluating and reporting EDI objectives and outcomes to the University community.

Goal 5: To encourage EDI within the University governance system. The proposed strategy involves encouraging EDI within the University's Board of Governors, Senate, and Ojibwa-Aboriginal Governance Council.

Equity, diversity and inclusion at Canadian universities

Report on the 2019 national survey
Universities Canada
October 2019

Background and Objectives

Methodology

96 universities were contacted, and 88 universities responded to the survey.

University Presidents' Priorities for EDI

Representation in Senior Leadership

Institutional Strategies, Plans and Policies

Administrative Structures and Staffing

Data Collection and Analysis

Challenges

Promising Practices

The Path Forward

Appendix A: Participating Institutions

Yale University, Graduate and Professional Student Senate (GPSS)

2016 GPSS Diversity Report, authored by the GPSS Ad hoc Committee on Diversity and Inclusion.

Executive Summary

- Briefly outlines the committee formed in response to events on campus and concerns about diversity and inclusion in the graduate and professional student body.
- Briefly outlines the survey created and administered to students.
- Half a page summary/ statistics on each of the four categories of questions on the survey, and their results (Availability of Resources, Bias and Discrimination, Experiences with Faculty, Community Experiences).
- Five pages of Recommendations - 5 Categories (General Recommendations + four categories of the survey)

Introduction

Letter from Committee detailing need for the project/ survey, lists members of committee

Findings

- Lists the survey questions and results by category.
- Each category includes a short paragraph of why the category is important

Recommendations

- Includes the reasoning behind the recommendations,
- outlines sources consulted in preparing recommendations
- Outlines recommendations per category (General Recommendation + four categories of survey)

Conclusion

- One page emphasizing the need to address these concerns, GPSS commitment to achieving these recommendations

Appendix

Survey data in bar graph/ chart format

- includes stats on the students surveyed (sex, race, etc.)
- answers per question, total number of students surveyed, etc.

Let's Build a More Inclusive UBC.

Posterboard - Phase 2

What's the Plan? - Connect existing efforts at UBC, guiding initiatives to increase inclusion for and with students, staff, and faculty at both campuses. There are five areas of work : 1) capacity building, 2) system change, 3) learning, teaching, and engagement, 4) recruitment, retention, and success, and 5) accountability. Each goal/ area of work identifies a number of (draft) actions that will assist in achieving the particular goal.

Goal 1: Capacity Building

UBC will enhance institutional capacities and skills to succeed in and advance inclusive environments and work to sustain and continually evolve that capacity as skills and capabilities are increased. The proposed actions include: advancing EDI education and training programs, building conflict engagement skills and engaging in dialogue of EDI topics, developing EDI curriculum and training specifically for those in positions of leadership, and embedding EDI curriculum and inclusion education into curriculum and program requirements for all students.

Goal 2: Recruitment, Retention, and Success

UBC will actively recruit, support, retain, and advance students, faculty, staff, and leaders from systematically marginalized communities. Proposed actions include: actively recruiting for EDI skills and competencies in all searches and in career progression for leadership, staff and faculty; increasing representation of marginalized students, staff, faculty and leadership through a recruitment and selections/ admissions process and reduces barriers to studying and working at UBC; advancing EDI in scholarship; updating performance review processes and discussion guides for staff and emerging leaders; and implementing the recommendations of the 2018 Employment Systems Review for faculty and staff, and conducting a similar review for students.

Goal 3: Learning, Research and Engagement

UBC will foster environments of learning, research and engagement that value building and exchanging multiple and intersectional ways of knowing. Proposed actions include: creating awards, funding and incentives that honor EDI initiatives and contributions; support instructors to develop more inclusive teaching and learning practices; including EDI principles in the review process for all grant applications; exceed the EDI requirements of the Canada Research Chair Program, the Dimensions Program, and any other federal or provincial requirements; proactively build and strengthen institutional relationships and improve institutional systems; review and improve procedures to ensure student perspectives of their education are integrated into the improvement of teaching; and work alongside Indigenous Strategic Plan

to ensure that learning, research and engagement at UBC align with the Truth and Reconciliation Commission's Calls to Action and are consistent with UNDRIP.

Goal 4: Systems Change

UBC will be intentional and proactive in changing systems, structures, policies, practices, and processes to advance EDI. Proposed actions include: developing, consulting and implementing decision-making guidelines that reflect EDI principles; resourcing, implementing, and tracking the progress of the Indigenous Strategic Plan across all units; ensuring inclusive action planning for each Executive Portfolio and each Faculty; develop and implementing a succession planning process for senior leadership positions that requires all leaders commit to EDI principles; incorporate EDI skills and competencies into job descriptions and performance reviews; incorporating EDI skills and competencies into degree requirements; creating a workplace accommodation fund for faculty and staff with disabilities; developing a system that accommodates faculty, staff, and students with barriers such as childcare and flexible work arrangements; improving accessibility of physical and virtual spaces; provide resources for development, faculty, and administrative level planning, implementation, and reporting on the IAP; and appointing

Let's Build a More Inclusive UBC.

UBC Equity and Inclusion Office

UBC's Equity & Inclusion Office is working with campus partners to develop an Inclusion Action Plan to identify the areas and actions needed to create a more inclusive and welcoming community to live, work, and learn. The UBC community can participate in the engagement process by taking an online survey, or attending an in-person conversation pop up on campus. The project identifies 5 draft goals: capacity building; recruitment, retention, and success; system change; accountability; and learning, teaching, and engagement.

Capacity Building

UBC will enhance institutional and individual capacities and skills to succeed in, and advance inclusive environments. Proposed actions include: providing EDI education and training for leadership, faculty, staff, and students; building networks and support systems for marginalized populations; providing funding opportunities for community-led initiatives; and encouraging dialogue around difficult topics.

Recruitment, Retention, and Success

The plan commits to actively recruiting, supporting, retaining, and advancing students, faculty, staff and leaders from under-represented communities. A proposed action to facilitate this goal is to ensure more thorough data collection and reporting on student, staff, and faculty; providing support for the Indigenous strategic plan; creating a workplace accommodation policy; increasing representation of students, staff, and faculty; and developing diversity competencies and inclusion skills throughout the University.

Systems Change

UBC will be intentional and proactive in changing systems, structures, policies, practices, and processes to advance EDI. Proposed actions to meet this goal include: reviewing employment practices and processes to eliminate barriers for marginalized groups; ensure University ceremonies and events include commitment to EDI; Consistency of EDI work being done between campuses; and using the Universal Design to create welcoming and accessible physical and virtual spaces.

Learning, Research, and Engagement

UBC will foster environments of learning, research, and engagement that value building and exchanging multiple and intersectional ways of knowing. Proposed actions include: building relationships with marginalized communities; creating more student-led EDI initiatives; developing mentoring programs; and creating awards and incentives to EDI.

Transparency & Accountability

UBC will hold itself accountable to its commitment to inclusion through clear and timely processes, thorough evaluation, and transparent reporting to the UBC communities on its progress on this action plan. Proposed actions include: evaluating and regularly reporting on the proposed Inclusion Action Plan; Creating Inclusion Action Plans for all divisions and faculties; ensuring developmental and curricular external review processes include EDI criteria; and improving data collection and transparency of reporting.

Quick Facts:

55% of students feel like they belong at UBC

81% of students are comfortable working with people from different cultures

74 have the ability to engage with diverse perspectives

30% understand Indigenous perspectives

70% understand racial and ethnic differences/ issues

Diversity, Equity and Inclusion: A Roadmap for the Future

University of Missouri

IBIS Consulting

November 2016

Focus areas of Action Plan:

Leadership Accountability

Recommendations:

- 1) Ensure EDI is integrated into all key aspects of the System's and Campuses' strategic plans, with accountability measures for leadership and high level admins, and metrics that include levels of engagement
- 2) Require EDI strategic plans for each CDO office

- 3) Have each academic and administrative office create specific EDI goals and plans tied to the strategic EDI plan for the campus
- 4) Provide in-depth training on EDI issues tailored for the University leadership
- 5) Conduct comprehensive evaluations of leaders with the most EDI-related responsibilities
- 6) Create succession plans to build diversity on the leadership team over the next 10 years, including recruitment and hiring of leaders from marginalized communities.
- 7) Have Deans. Chairs prepare annual review documents that include programmatic development in teaching; incentive structure; training and professional development; EDI stats on acceptance, retention, and graduation rates of students on colour; post grad opportunities offered and accepted; faculty/staff recruitment, hiring, and retention; outreach, and professional climate.
- 8) Ensure leaders respond effectively and timely to all EDI related incidents. Integrate skills/ leadership competencies needed to address these issues.
- 9) Integrate EDI understanding, awareness, skills, and commitment in the performance evaluation procedures for leaders

Access and Equity

Diversity Recruiting and Hiring of Faculty and Staff

Actions:

- 1) Include EDI recruitment and hiring goals in the University's Strategic Plan
- 2) Provide formal, consistent EDI training on addressing bias in Recruiting and Hiring. Develop a method to measure accountability for changes in practices. Ensure a plan is developed to ensure leaders receiving this plan are passing on their learning to their department/ unit.
- 3) Strengthen ties with key stakeholders. Seek participation with marginalized communities to create programming that helps 'build a pipeline' for more diverse staff.
- 4) Ensure each job description exemplifies the best practices described.
- 5) Ensure job descriptions includes a diversity indicator
- 6) Ensure the minimum job qualification for job postings do not hinder marginalized communities
- 7) Provide spousal benefits, including Dual Career Services to encourage partners in pursuing careers at the University
- 8) Create a central budget pool to facilitate hiring a diverse workforce. Create a committee of academic and administrative representatives to review criteria and practices around recruitment and hiring of diverse faculty/ staff.
- 9) Provide funds and grants to support department chairs and deans in pursuing minority faculty and women.

Diversity Promotion and Retention of Faculty and Staff

Actions:

- 1) Conduct a compensation study of staff and faculty to address concerns about inequity and pay.
- 2) Recognize the value or service and teaching roles, particularly in tenure decisions.

- 3) Take steps to evenly balance service responsibilities between male and female faculty, and between white faculty and faculty of colour.
- 4) Ensure all tenure committees have received training on unconscious bias.
- 5) Ensure search and hiring committees are diverse by gender, race, age and tenure status.
- 6) Offer cross-race mentoring for faculty
- 7) Develop system-wide standards embedded within policies to account for the increasing evidence that student evaluations are biased against marginalized faculty.
- 8) Build support systems similar to student affinity groups for faculty and staff of colour.
- 9) Fund and track research supporting EDI initiatives.
- 10) Research work-life programs available on campus (ie. affordable child care on campus).

Diversity Recruiting, Admission, and Retention of Students

Actions:

- 1) Increase resources and systemic support to increase diversity in new University students.
- 2) Develop and implement an initiative to improve the quality of the state's K-12 schools so they can increase EDI related development.
- 3) Create a recruitment and scholarship program that targets students from pre-college programs across the system.
- 4) Develop a mentoring program for new students of colour.
- 5) Include diversity in orientation program for new students.
- 6) Include EDI policies and resources on University webpages.
- 7) Catalog EDI programming and ensure this knowledge is accessible and available to campus communities.
- 8) Create additional opportunities for marginalized students to connect with others from similar backgrounds.
- 9) Further investigate the challenges faced by international students. Do a review assessment of support services focused on international students to determine and fill gaps.
- 10) Encourage more connection with organizations and groups about race, class, culture, religion, and ability.
- 11) Send primary staff members for Orientation and Student Life from each campus to NODA conference on a regular schedule to keep current on best practices and Orientation and retention of students.
- 12) Ensure that the rate of participation amongst marginalized students in the honors, study abroad, and serve learning programs are proportional to their presence on campus.
- 13) Increase the number of students who has a global experience before graduating by investing in additional scholarships.
- 14) Evaluate resource allocation to allow for additional benefits/ discounts for students.
- 15)

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The Equity Scorecard is a tool that helps institutions understand how to act to improve equitable outcomes. The Equity Scorecard offers: data tools, an inquiry process, a process of problem-solving, a theory of change, an approach to academic leadership and an approach to embedding a culture of equity-mindedness.

Data tools: provides tools that organizes data on key indicators of student outcomes, in order to monitor progress of EDI and to determine gaps in the system.

An inquiry process: Brings together people from the famous ‘silos’ of higher education to inquire into their institution’s data and become experts on institutional areas of inequity and how policies and practices may be contributing to them.

A process of problem-solving: Allows team members to study how their institution does things through observations, interviews, document reviews, site visits, and other kinds of qualitative research.

A theory of change

An approach to academic leadership

An approach to embedding a culture of equity-mindfulness

McGill UniversityEquity, Diversity & Inclusion (EDI)Strategic Plan 2020-2025

McGill’s EDI Strategic Plan addresses ways to advance EDI initiatives already underway at the university while proposing new ways to increase EDI initiatives over the next five years. The Plan is organized into five themes/ strategic directions: Student experience, research and knowledge, Outreach, Workforce and Physical Space. Each theme sets out goals, measures, and models of oversight.

Student Experience.

Five goals identified: 1) Increase the representation of the student body, 2) Promote student wellness, success, and support, especially for those from underrepresented groups, 3) Raise student awareness about discrimination, oppression and their effects, 4) Enhance capacity of teaching staff and Student Services to create and maintain respectful, accessible, and inclusive student life and learning settings, and 5) Ensure University policies establish prompt, effective, and confidential channels to address EDI concerns and complaints.

Research and Knowledge

Five goals identified: 1) Maintain recognition for diverse research ideologies and methodologies, including community- engaged, land-based, and participatory action research. 2) Strive for equitable representation of individuals from underrepresented groups among chairholders and recipients of awards. 3) Establish and maintainable equitable, accessible, and inclusive research environments. 4) Ensure Indigenous-Led and Indigenous-Partnered research respects and benefits Indigenous people and communities. 5) Lead research initiatives to enhance knowledge of, and to address equitably, McGills connections to slavery and colonialism.

Outreach

Four goals identified: 1) Develop effective communications about EDI challenges, initiatives, and celebrations at McGill. 2) Develop mentoring, networking, and advancement opportunities for students and staff from underrepresented groups. 3) Deepen community collaborations in connection with University commemorations and celebrations. 4) Deepen community collaborations in connection with academic program development.

Workforce

Six goals identified: 1) Increase the representativeness of the workforce. 2) Enhance and communicate resources available to support employees with disabilities. 3) Address EDI gaps among tenure-stream academic staff through active recruitment, retention, and promotion strategies. 4) Recognize diverse family forms in University Policies and Procedures. 5) Ensure University Policies establish prompt, effective, and confidential channels to address EDI concerns and complaints. 6) Promote respectful, accessible, and inclusive work environments.

Physical Space

Four goals identified: 1) Reflect diverse identities within McGill's historic and contemporary communities in campus iconography, signage, ceremonies, and naming. 2) Enhance accessibility of buildings, pathways, and other physical spaces. 3) Create dedicated spaces for McGill community members' spiritual, social, and wellness needs. 4) Enhance Indigenous presence in public spaces, as well as the availability of cultural and living spaces for Indigenous students, faculty, and staff.

