Dimensions Pilot Self-Assessment Approach & Environmental Scan

Proposed Approach & Methodology

February 2021

Dimensions Participating institution

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Executive Summary

This report presents the methodology for conducting an institutional scan of relevant equity, diversity and inclusion (EDI)-related programs, policies, practices and initiatives, as well as a shared understanding, of UBC's research ecosystem. Based on the university's commitments to advance EDI as articulated in numerous official institutional-level documents (e.g., UBC's Strategic Plan, Inclusion Action Plan, Indigenous Strategic Plan, etc.), our self-assessment approach combines identification and acknowledgement of existing EDI efforts and institutional-level strategic initiatives that have occurred, or are occurring at UBC, with the central requirements of the federal Dimensions program, in order to promote synergies and avoid duplication of efforts. This, alongside Dimensions' definition of the 'research ecosystem', inform the scope of the self-assessment and provides a working definition of UBC's research community during the course of the university's two-year Dimensions pilot.

The institutional scan of EDI-related programs, policies, practices and initiatives will use an appreciative inquiry approach, beginning with a review of past achievements and progress-to-date of work currently underway that promotes, or mitigates barriers to, EDI. A review of existing policies, programs and initiatives, as well as inventory and analysis of available quantitative data will inform the collective understanding of the current EDI landscape at UBC, and the challenges and barriers for advancing EDI within UBC's research ecosystem. In addition, the self-assessment approach includes a review of qualitative data gleaned from recent consultation and engagement processes that helped to inform the development of UBC's Indigenous Strategic Plan and Inclusion Action Plan, both of which address thematic areas that mirror the scope of the UBC Dimensions pilot. In addition, direct engagement strategies will be used to provide insights into areas where existing EDI information within the research ecosystem is thin or non-existent.

The scope of the institutional self-assessment will focus on a number of key areas through an EDI lens, including: hiring practices, equity, progression and retention of faculty and staff; recruitment, admissions and funding particularly at the graduate level; research services and institutional support; and research funding and award opportunities and success. These priority areas were identified through the iterative development of research questions that outline what we want to know about, and how EDI plays a role in UBC's research ecosystem.

A Dimensions action plan, a key pilot deliverable that is intended to advance UBC's efforts to eliminate barriers, obstacles and inequities experienced by members of historically underrepresented or disadvantaged groups, will be informed by the in-depth analyses and results from this institutional self-assessment process. Subsequently, recommended actions will reflect what is working across both campuses and should be continued, what needs to be amplified and/or scaled-up, what is not working that should be discontinued, and, finally, what new efforts are needed to progress toward a more equitable, diverse and inclusive research culture at UBC.

1.0 Defining the UBC Research Ecosystem

The Dimensions program is founded on the Dimensions Charter, which was endorsed by UBC in 2019. The charter outlines principles to which institutions commit to foster increased research excellence, innovation and creativity across all disciplines, through greater equity, diversity and inclusion. UBC's Dimensions pilot will meet the requirements of the federal program through a set of project objectives, in service of the principles of the Dimensions Charter and the overarching objectives of the federal Dimensions program (see **Appendix I**). A key objective is an institutional self-assessment of EDI within the research ecosystem to identify and address barriers, particularly those experienced by historically underserved, marginalized or excluded populations (five equity-seeking groups are highlighted by the federal Dimensions program: women, Indigenous peoples, persons with disabilities, members of visible minorities/racialized groups, and members of LGBTQ2+ communities).

The first step to informing the institutional self-assessment is to define its scope relative to the research ecosystem. Dimensions provides general guidelines for defining an institution's research ecosystem, but expects that each participating institution will refine this relative to internal and external institutional contexts.[1]

Dimensions suggests that the scope of each institution's self-assessment includes identifying obstacles and inequities experienced by students, postdoctoral fellows, part- and full-time faculty, non-academic and support staff, and partners with respect to access, admissions, recruitment, career development and security, pay, working and learning conditions, resources, retention, and progression.

For the purposes of the UBC Dimensions pilot, focus areas of the research ecosystem will include: recruitment, retention, admissions, and/or hiring; pay, progression, and/or career development; funding and award opportunities; research services and other institutional support; and research culture. The research community for the pilot phase includes: undergraduate and graduate students, either paid or volunteering as research assistants and/or undertaking research programs, postdoctoral fellows, faculty, and part- and full-time staff that are directly involved in research (i.e., semi-professionals & technicians employment equity occupation group[2]).

2.0 Identifying Criteria for Inclusion

To develop a shared understanding of who and what comprises UBC's research ecosystem, we begin with a set of guiding criteria to determine who and what will, or will not, be included in scope for the institutional self-assessment (*see* **Appendix II**). If the criteria and scope need to be adjusted as the assessment proceeds, then this will be documented and communicated.

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[1] An ancillary outcome of the federal Dimensions Program pilot is for participating institutions to learn from one another. Review and consideration of how other participating institutions have defined their Dimensions pilot program scope is helpful to inform our collective understanding of researchers and research activities at UBC. Currently, UBC's Dimensions team and SFU's Dimensions program leads have committed to sharing information across program experiences to compare and contrast approaches between the two universities. As information from other institutions becomes available, we can revisit and adjust our own definitions accordingly.

[2] As identified in the University of British Columbia Employment Equity Report 2019 (https://equity3.sites.olt.ubc.ca/files/2020/06/Employment-Equity-Report-2019-BOG-2020-04-06-v3_new-datatables.pdf)

<u>Criteria for what is included in our self-assessment</u>:

To be within the scope of our self-assessment, a dataset, policy, program, service or initiative must:

- Involve undergraduate and graduate students, and postdoctoral fellows that are paid or volunteering as research assistants and/or undertaking research programs, part- and full-time faculty involved in research, and non-academic and research staff (the semi-professionals & technicians employment equity occupation group).

    <u>And</u>

- Promote and/or mitigate barriers to equity, diversity and/or inclusion with respect to any of the following focus areas:
    - Recruitment, retention, admissions, and/or hiring;
    - Pay, progression, and/or career development;
    - Funding and award opportunities;
    - Research services and other institutional support; and
    - Research culture

3.0 Understanding the Current EDI Landscape at UBC

We know that many in the UBC community have long been working to advance EDI throughout the institution, at both campuses. It should be noted that EDI practices differ across UBC campuses and therefore will have different realities and needs related to increasing EDI. To identify and acknowledge those efforts, we will align the inquiries of the UBC Dimensions pilot with other strategic initiatives, and review background institutional documents to understand the current landscape, avoid duplication of effort and identify existing strengths.

This will involve developing our collective understanding of what work has already been done, or is currently underway, to what end (stated goals, objectives), who has been involved, when this work occurred, and in which portfolios/divisions/departments or units the effort was carried out.

While we begin our self-assessment by developing an understanding of existing strengths, assets and opportunities, a key objective of the self-assessment will be to inform the development of an action plan to eliminate barriers, obstacles and inequities that prevent equitable access to funding opportunities; increase equitable and inclusive participation; and embed EDI-related considerations in research design and practices.

To do so, we have developed a series of research questions that characterize what we want to know about UBC's research ecosystem (delineated by our criteria). We can then indicate which of our data sources we are likely to rely upon to answer these questions. We will update this table as we embark on the assessment so that, upon completion, it represents an accurate depiction of what questions were asked and which data sources were used to address them.

There are two general categories of inquiry: one that will identify work already underway, and one that identifies whether obstacles and inequities exist.

3.1 Alignment with Institution-Level Strategic Initiatives

Our assessment begins with the alignment of the UBC Dimensions pilot with other key institution-level strategic initiatives and action plans:

Shaping UBC's Next Century: UBC Strategic Plan 2018–2028

Shaping UBC's Next Century: UBC Strategic Plan 2018–2028[3], sets out the institution's collective vision and purpose, as well as goals and strategies for the years ahead. The plan focuses on the themes of inclusion, collaboration and innovation, and describes the strong connections between them and the core areas that continue to define what we do as a public university: People and Places, Research Excellence, Transformative Learning, and Local and Global Engagement.

UBC's Dimensions pilot mainly aligns with Core Area Two: Research Excellence, and Strategy 10: Research Culture, which focuses on fostering a strong and diverse research culture that embraces the highest standards of integrity, collegiality and service. It is important to note that Dimensions is committed to driving deeper cultural change by addressing barriers of inequity, thereby enabling stronger research output and excellence.

Indigenous Strategic Plan

The Indigenous Strategic Plan 2020[4], forms UBC's response to the Truth and Reconciliation Commission of Canada's Calls to Action, the National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice, and the United Nations Declaration on the Rights of Indigenous Peoples. UBC is the first university in North America, and possibly the world, to endorse the UN Declaration.

We see significant alignment of the UBC Dimensions pilot with the Indigenous Strategic Plan's Goal 3, on moving research forward, and Actions 10 – 14, which relate to catalyzing research co-developed and led by Indigenous communities, the establishment of Research Chair positions that demonstrate excellence in Indigenous ways of knowing, support for students to become global leaders in the advancement of Indigenous knowledge systems, co-developing research protocols and community specific ethical research guidelines, and providing Indigenous people engaged in research with equitable and timely compensation.

Inclusion Action Plan

The Inclusion Action Plan (IAP)[5] operationalizes the theme of inclusion, and supports the themes of innovation and collaboration as laid out in the UBC Strategic Plan, in addition to providing a high-level framework for supporting collective action toward advancing inclusion at UBC. The IAP served as the starting place for framing the UBC Dimensions pilot's inquiry, since many of the aligned goals and actions mirrored the overall objective of Dimensions.

The UBC Dimensions pilot aligns with Goal 4: Learning, Research, and Engagement of the IAP. Goal 4 includes actions related to the development of administration of EDI awards, funding, and incentives; integration of EDI

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[3] https://strategicplan.ubc.ca/wp-content/uploads/2019/09/2018_UBC_Strategic_Plan_Full-20180425.pdf

[4] https://aboriginal-2018.sites.olt.ubc.ca/files/2020/09/UBC.ISP_C2V13.1_Spreads_Sept1.pdf

[5] https://equity3.sites.olt.ubc.ca/files/2020/08/UBC-InclusionActionPlan-WebVersion.pdf

principles within funding applications and award nominations, research funding programs, community relationships and alignment with the Indigenous Strategic Plan. In addition, the pilot shows alignment with Goal 1 (Recruitment, Retention and Success) actions on equitable recruitment and admissions, EDI in scholarship, and the implementation of recommendations of systems reviews; the Goal 2 (Systems Change) action on workplace accommodations for disabilities; and the Goal 5 (Accountability) action on institutional data.

Canada Research Chair EDI Action Plan

In alignment with UBC's current strategic plan, the Canada Research Chair EDI Action Plan (EDIAP) supports the university's purpose of "pursuing excellence in research, learning and engagement to foster global citizenship and advance a sustainable and just society across British Columbia, Canada and the world" and its commitment to "embedding equity and diversity across university systems and structures". Research excellence is at the core of both the UBC Strategic Plan and the Indigenous Strategic Plan, and the EDIAP supports UBC's intention to "foster a strong and diverse research culture that embraces the highest standards of integrity, collegiality and service".

The CRC EDIAP's objectives on equitable recruitment, diverse representation and supporting success of researchers align well with key objectives of the Dimensions program.

President's Commitments

UBC President Santa Ono is committed to tackling the pervasiveness of systemic racism. In addition to ensuring adequate resources are available to implement the goals and actions of UBC's Inclusion Action Plan, there has been a broader commitment across both campuses to hire more Indigenous, Black and People of Colour (IBPOC) faculty. The university is committed to support the diversification of the professoriate through the allocation of President's Excellence Chairs to Black and Indigenous faculty members, fulfill commitments within the Inclusion Action Plan for the recruitment, retention and support of Black students, staff, and faculty, and to diversify our community at every level through defined programs.

In early 2021, President Ono also announced that a task force on anti-racism and inclusive excellence will be assembled to establish processes for open discussions on systemic racism, embed the principles of EDI into our core academic mission, identify and address gaps in support for racialized students, faculty and staff, and address systemic barriers which may impede qualified racialized faculty and staff from applying to, being hired for, and being retained in senior leadership positions at UBC. These commitments strongly resonate with the principles outlined within the Dimensions Charter, and as such will be essential to the UBC Dimensions self-assessment.

3.2 Reviewing Background Documentation (Policies, Plans and Reports)

Our assessment began with a comprehensive review of background documentation, including written policies, strategic plans and relevant published reports. A list of known policies, plans and reports relevant to EDI within the UBC research ecosystem can be found in **Appendix III**.

3.3 Reviewing Institutional Data

To further enhance our understanding of the current EDI landscape within the UBC research ecosystem, it is important to establish a baseline for the context and population against which we will measure change. Therefore, an essential element of the UBC Dimensions pilot is a comprehensive institution-wide environmental scan of available EDI-related data of UBC's demographic databases that capture information on faculty, students, and staff's self-identification, EDI experiences, and research funding activity. A complete list of quantitative data sources can be found in **Appendix III**.

3.4 Direct Engagement

The background document review and quantitative data analysis will inform our preliminary understanding of the EDI landscape within the current UBC research ecosystem. From this effort, we will identify a draft set of key issues and themes arising from our analysis, as well as note information gaps. The focus of our qualitative data collection and analysis will be to refine our understanding of known issues and themes, (e.g., by providing illustrative case studies), and closing relevant information gaps where possible by obtaining additional data.

Upon completion of our background document review and quantitative data analysis, qualitative data collection and analysis will improve our understanding of strengths, assets and opportunities and hone in on challenges and barriers for advancing EDI in UBC's research ecosystem. Subsequent recommendations would identify what is working and should be continued, what needs to be amplified and even scaled-up, what is not working that can be discontinued, and what new efforts are needed to make progress.

Presently, key-informant interviews and focus groups have been identified as potential modes of stakeholder engagement in order to drive qualitative data gathering. Further discussion may be warranted on whether other forms of engagement are needed. Participants will be collectively identified by members of the self-assessment team, or targeted calls for participation may be used, if appropriate, for broader feedback. Interview and focus group guides (i.e., suggested questions and themes for discussion) will be drafted by the UBC Dimensions pilot team, informed by input from the self-assessment team.

4.0 Performing a Gap Analysis

Table 1 provides a list of research questions based on areas of focus as outlined in the Inclusion Action Plan, cross-referenced with the source(s) of data used to answer each question. The IAP was used as a framework for these questions since it provides an institution-level framework intended to coordinate efforts for advancing EDI at both UBC campuses.

We sought, and have made corresponding revisions, according to feedback from the various subgroups of the UBC Dimensions self-assessment team, to determine whether these are the right questions, what more we should be asking, and how we think those questions might be answered best (i.e., by which data source(s)). This will enable the project team to analyze and determine the current state of EDI within the UBC research ecosystem, compared to the ideal state (i.e., all research questions are fully answered), and identify gaps in our EDI data.

The research questions listed in **Table 1** may be revisited during the action planning stage, with the purpose of classifying them using a framework based on the five domains of social justice (*see* **Appendix IV**): representation, recognition, redistribution, procedural, and accountability[6]. The purpose of this categorization is two-fold: to both enrich our interpretation of the research questions and analysis through a social justice lens, and inform our understanding of the extent to which the proposed research questions address all domains. Were we to find that the research questions intended for the duration of the Dimensions pilot are heavily focused in only certain domains, an effort will be made to correct this imbalance by ensuring a focus on remaining domains in the resulting Dimensions action plan.

In summary, we hope the proposed approach would allow us to understand the current landscape of equity, diversity and inclusion at UBC with respect to its research ecosystem by addressing the following questions:

- What is UBC currently doing (institutionally and program-specific) that is working well and can or should be continued, improved and / or, potentially, scaled? (strengths and assets)
- What is UBC currently doing that is not working (contributing to barriers and inequities) that should be discontinued?
- What is UBC not doing that we should be doing? (new opportunities to address barriers, inequities and gaps)

The answers to these questions would form the recommendations for a Dimensions action plan.

Table 1: Self-Assessment Research Questions

Table 1 below outlines the self-assessment research questions that we aim to answer through the course of the UBC Dimensions pilot. The types of data sources that may be used to answer each question, either whole or in part, is indicated. Background documents and institutional data were previously identified through the environmental scan, and correspond to research questions where the relevant data is available. Key-informant interviews and focus groups will be conducted with institutional units, university staff, faculty, or other groups, as previously identified by members of the self-assessment team, that can provide information regarding specific research questions based on their job role, institutional knowledge, and/or lived experiences. Engagement by either key-informant interview or by focus group will be determined by the number of individuals involved in a key research area, the breadth of knowledge and/or experience required to answer the question, and/or by cultural appropriateness or individual preference.

Research Question	Data Source by Type			
	Background Document Review	Institutional Data	Key Informant Interviews	Focus Groups
Faculty/Staff Hiring Practices, Pay Equity, Progression, and Retention				
1. What is UBC doing to ensure that **equity, diversity and inclusion are considered in**	✓		✓	✓

Research Question	Data Source by Type			
	Background Document Review	Institutional Data	Key Informant Interviews	Focus Groups
hiring practices and career development for faculty and research staff positions?				
2. What is the **demographic composition of** UBC's **faculty and staff**?		✔		
3. Is the **diversity** available **in the applicant pools** reflected in the employment equity statistics for successful hires into faculty positions?		✔		
4. Are there differential **rates of turnover** for staff and faculty from designated equity groups? Are there differential rates of **faculty promotion** for designated equity groups?		✔	✔	
5. How does UBC ensure **equitable pay structures**?	✔		✔	
Undergraduate and Graduate Student/Postdoctoral Admissions, Recruitment Practices, and Funding				
6. Are **hiring/recruitment practices** for postdoctoral fellows and undergraduate and graduate research assistants **equitable** to members of underrepresented groups?			✔	✔
7. What is UBC doing to ensure that **equity, diversity & inclusion** are considered in **admissions** for research degrees and recruitment of postdoctoral fellows? What examples do we have?			✔	
8. What is the **demographic composition** of UBC's postdoctoral fellows, undergraduate and graduate students, and research assistants?		✔		
9. Is the **diversity** available in the **applicant pools** reflected in admissions into our undergraduate and graduate programs and postdoctoral fellowships? Are there **differential rates of attrition** from graduate programs for designated equity groups?		✔		
10. Do times of **program completion** for graduate students differ by designated equity groups relative to comparator groups?	✔			

Research Question	Data Source by Type			
	Background Document Review	Institutional Data	Key Informant Interviews	Focus Groups
11. Are there **differential rates of funding for undergraduate and graduate students, research assistants, and postdoctoral fellows** from designated equity groups?		✓	✓	
Research Services (VPRIO, SPARC, ORS, ORE, IRSI)				
12. To what extent is **EDI education and training** incorporated into research grant development, grant review, adjudication of internal competitions and awards, and ethics review board operations?	✓		✓	
13. How is UBC ensuring **EDI in research support and programming** (e.g. through mentorship, peer support, professional development opportunities, etc.) for **faculty, staff and students?**	✓		✓	
14. Are there supports in place **to assist researchers from the identified equity groups**? Are they equitably available and utilized? How are our researchers supported in their applications (VPRI, SPARC, IRSI, ORE)?	✓		✓	
Funding Opportunities (internal and external)				
15. How do UBC researchers **perform in tri-agency competitions** across the gender/diversity spectrum?		✓		
16. Do **VPRI internal funding opportunities** support a diversity of researchers, as well as intellectual diversity?		✓		
Award Opportunities (internal and external)				
17. What is the **demographic composition** of UBC's **internal and external faculty research prize and award applicants, nominees and recipients**?		✓		
18. How are **nomination and award committees supported** to implement EDI principles?	✓		✓	
19. Does the **diversity of UBC nominees** and research awardees, reflect the diversity of all researchers at UBC?		✓		

Research Question	Data Source by Type			
	Background Document Review	Institutional Data	Key Informant Interviews	Focus Groups
Extending or Re-Thinking Research Activities to Better Incorporate EDI and Indigenous Perspectives and Lens				
20. In what areas are research activities **promoting elements of the Inclusion Action Plan** and the **Indigenous Strategic Plan**?	✔			✔
21. What **data** do we wish we had to conduct our self-assessment? How can the self-assessment process help us to **establish a process and practice** to begin collecting that data now?	✔	✔		
22. What is UBC currently doing to develop and enact an institutional level **accommodation** policy for faculty, staff and students? What specific services might better support researchers who have lived experiences with disabilities?	✔		✔	
Research Culture and EDI and Indigenous Perspectives and Lens				
23. How are members of equity seeking groups **affected by marginalization and -isms** within the university? How do their experiences affect their capacity to carry out research?		✔		✔
24. What **pressures** do equity seeking group members experience in carrying out their research? Can these pressures be mitigated?				✔

Appendix I: Federal Dimensions Program Objectives

The objectives[7] of the federal Dimensions pilot program include:

- Publicly recognize post-secondary institutions seeking to increase EDI in their environments and across the research ecosystem.
- Provide a mechanism that post-secondary institutions can adopt to increase research excellence, innovation and creativity across all disciplines through increased equity, diversity and inclusion (EDI).
- Foster transformational change within the research community at Canadian post-secondary institutions by identifying and eliminating obstacles and inequities.
- Invite institutions to transform their culture by adopting sound EDI-informed analyses, policies and practices that:
    - Improve the attraction and retention of qualified researchers and other staff and students,
    - Strengthen research outputs, and
    - Increase the overall excellence of research.

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[7] *From UBC Dimensions Project Charter; UBC Dimensions Pilot Qualitative and Quantitative Data Sources to Inform an Environmental Scan; Terms of Reference.*

Appendix II: Detailed Descriptions of Qualifying Criteria

Who are we Talking About?

To begin with as narrow a scope as possible, one approach might be to consider the research ecosystem as encapsulating everyone at UBC who could potentially be funded by NSERC, SSHRC, or CIHR grants and any units directly tasked with supporting those researchers[8]. These people would include the following:

1. Students
    - Undergraduate and graduate students employed as research assistants
    - Graduate students in research/thesis-based programs
    - Volunteers in research labs (not paid, likely not systemically tracked)
    - Undergraduate students doing theses who aren't employed
2. Postdoctoral fellows
3. Graduate student supervisors and supervisory committees
4. Part-time and full-time academic employees
    - Everyone in the research tenure-track stream (full professors, associate professors, assistant professors)
    - Adjunct professors
    - Term / part-time appointments classified as research associates
5. Non-academic and support staff
    - Everyone in the non-union technicians/research assistants job family, including student employees
    - CUPE116 technicians
    - Relevant job families in the Management & Professional group (to be determined)
    - Everyone who works under the VPRI portfolio at the Vancouver and Okanagan campuses

This characterization would likely exclude the following staff and faculty members (rationale in parentheses):
    - Emeriti professors
    - Clinical professors
    - Units in the Provost's office that aren't faculties (Library, ISoTL, etc)
    - Building maintenance, housing, student support, food services, etc.

Further discussion is needed to confer on excluded groups and reasons for excluding.

What are we Talking About?

What are we referring to when we are working to identify obstacles and inequities? Where might inequities exist with respect to each of the target populations? These questions might include, but are not limited to:

1. Student (as defined above):
    - Admissions

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[8]Another approach that was considered could be to review the occupational categories that the university reports on for employment equity. Occupation groups 1 - 6, 8 and 11 would likely capture postdoctoral fellows, part-time and full-time faculty, and non-academic and support staff. Further exploration may be required.

- Career development (professional development, mentoring, peer support & networking)
- Funding opportunities (grants and awards) and resources (institutional support for research experience)

2. Faculty (as defined above):
   - Recruitment
   - Pay (salaries and benefits)
   - Career development (professional development, mentoring, peer support and networking)
   - Retention (length of employment, reasons for leaving)
   - Progression (assessments / reviews, promotions and tenure)
   - Funding opportunities (grants, awards and incentives)
   - Research design and practices (teaching research methodologies, labs, ethics)

3. Staff (as defined above):
   - Recruitment
   - Pay (salaries and benefits)
   - Career development (professional development, mentoring, peer support and networking)
   - Job security (contracts and negotiation)
   - Retention (length of employment, reasons for leaving)
   - Progression (assessments / reviews, promotions)
   - Resources (Institutional supports e.g. adequate office space, work–life balance)

Appendix III: Quantitative and Qualitative Data Sources

Qualitative Data Sources

Policies	Reports/Strategic Plans	Initiatives Programs
Employment Equity #2	Valuing Diversity: A Strategy for Advancing Equity and Diversity at UBC (2010)	Positive Space Campaign (2002)
Discrimination Policy #3	Employment Equity Report 2010-2016	The AMS Sexual Assault Support Centre (SASC) (2002)
Response to At-Risk Behaviour #14	Pay Equity Study (2012); Gender Pay Gap Report (2018)	The Equity Enhancement Fund (EEF) (2013)
Advertising of Available Employment Positions #20	Equity & Inclusion Office Annual Reports 2012-2019	Vice-Presidential Strategic Implementation Committee on Equity and Diversity (VPSICED) (2016)
Access to the University of British Columbia (Financial Aid Policy) #72	A Response to the Implementing Inclusion Report (2013)	Student Diversity Initiative (SDI) (2016)
Accommodation for Students with Disabilities #73	Implementing Inclusion: A consultation on Organizational Change to Support UBC's Commitments to Equity and Diversity (2013)	Empower Me (2017)
Conflict of Interest and Conflict of Commitment #97	Transforming UBC and developing a culture of equality and accountability: Confronting rape culture and colonialist violence (2014)	Principles of Engagement for Indigenous Research (2018)
Sexual Assault and Other Sexual Misconduct #131	Sexual Assault at UBC: Prevention, Response, and Accountability (2016)	UBC Residential School History and Dialogue Centre (RSHDC) (2018)
UBC Statement on Respectful Environment for Students, Faculty and Staff	UBC Intercultural Understanding Mid-Level Strategic Plan: The Intercultural Promise (2016)	Canada Research Chair Workplace Accessibility Fund Pilot (2020)
GSS Position Statement on Equity, Diversity, and Inclusivity	UBC Strategic Plan: Shaping UBC's Next Century (2018)	Trans, Two-Spirit, and Gender Diverse Task Force
Postdoctoral Fellows Policy (Policy No: AP 10)	Student Diversity Initiative Annual Report 2018-19	Equity & Inclusion Scholars Program

Post-doctoral Fellows Association EDI Mission Statement		
	Employment Systems Review (2019)	Equity Ambassadors
	UBC CRC EDI Action Plan (2019)	Wellness Centre; Counselling Services
	Inclusion Action Plan (2020)	Centre for Accessibility (Vancouver); Disability Resource Centre (Okanagan)
	Indigenous Strategic Plan (2020)	Sexual Violence Prevention and Response Office (SVPRO)
	Diversity, Equity & Inclusion Report, Fall 2020 (entrepreneurship@UBC)	Advisory committee on systemic racism
	Student Enrolment Annual Reports (2015-2020)	Canada Research Chair Workplace Accessibility Fund Pilot
		Trans, Two-Spirit, and Gender Diversity Task Force
		Strategic Aboriginal Enrolment Initiative
		Aboriginal Undergraduate Research mentorship program
		SAGE – Supporting Aboriginal Graduate Enhancement

Quantitative Data Sources

Equity Group	Faculty							Students			Staff	
	Professors (incl. Teaching)	Associate Professors	Assistant Professors	Acting Assistant Professor	Adjunct Professors	(Senior) Instructors	Lecturers	Undergraduate	Graduate (Masters and PhD)	Professional Programs	Non-academic & support staff	Postdoctoral Fellows
Women	2, 4, 5, 8, 10, 11	2, 4, 5, 8, 10, 11	2, 4, 5, 8, 10, 11	2, 4, 5, 8, 10, 11	2, 4, 5, 8, 10, 11	2, 4, 5, 8, 10, 11	2, 4, 5, 8, 10, 11	1, 3, 7, 13	6, 7, 12, 13	7, 12	2, 4, 5, 8, 11	2, 11
Indigenous peoples	2, 4, 5, 8, 9, 11	2, 4, 5, 8, 9, 11	2, 4, 5, 8, 9, 11	2, 4, 5, 8, 9, 11	2, 4, 5, 8, 9, 11	2, 4, 5, 8, 9, 11	2, 4, 5, 8, 9, 11	1, 3, 7, 13	6, 7, 12, 13	7, 12	2, 4, 5, 8, 11	2, 11
Persons with disabilities	2, 4, 5, 8, 9, 11	2, 4, 5, 8, 9, 11	2, 4, 5, 8, 9, 11	2, 4, 5, 8, 9, 11	2, 4, 5, 8, 9, 11	2, 4, 5, 8, 9, 11	2, 4, 5, 8, 9, 11	1, 3, 7, 13	6, 7, 12, 13	7, 12	2, 4, 5, 8, 11	2, 11
Visible minorities / racialized groups	2, 4, 5, 8, 9, 11	2, 4, 5, 8, 9, 11	2, 4, 5, 8, 9, 11	2, 4, 5, 8, 9, 11	2, 4, 5, 8, 9, 11	2, 4, 5, 8, 9, 11	2, 4, 5, 8, 9, 11	1, 3, 7, 13	6,7, 12, 13	7, 12	2, 4, 5, 8, 11	2, 11
LGBTQ2+ persons	2, 4, 5, 8, 9, 11	2, 4, 5, 8, 9, 11	2, 4, 5, 8, 9, 11	2, 4, 5, 8, 9, 11	2, 4, 5, 8, 9, 11	2, 4, 5, 8, 9, 11	2, 4, 5, 8, 9, 11	1, 3, 7, 13	6, 7, 12, 13	7, 12	2, 4, 5, 8, 11	2, 11

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Appendix IV: The Five Domains of Social Justice

Within the framework of UBC's Dimensions pilot:

Representation justice implies visible representation of diversity and the achievement of participatory parity. Representation justice strives to remove obstacles to the mobilization and representation at individual and group level in the research ecosystem by empowering individual choice or through increasing group representation.

Recognition justice with respect to the research ecosystem involves identifying, challenging and contributing to the removal of inequality and biases. It Involves addressing policies and practices which mirrors Institutional discrimination and promoting respect for diversity. This can be deconstructed by unraveling the discourse of differences between groups which leads to disregard and neglect, and scenarios that limits the capacity and opportunities of equity seeking groups.

Redistributive justice seeks to ensure that all members of equity seeking groups have a fair access and share of the available benefits and resources that would help them thrive within the research ecosystem. While what defines fair share is relative, criteria could be if results reflect equity, equality, or need.

Procedural justice entails the implementation and promotion of unbiased decisions which are derived from fair processes and to ensure fair treatment. It is guided by fair procedures and representation by those directly affected by the outcome of the decision-making process.

Lastly, **accountability justice** describes the responsibility and extent to which a certain goal or action is being implemented as part of a requirement or by some authority.

Appendix V: Glossary of Key Terminology

- **Diversity**: differences in race, colour, place of origin, religion, immigrant and newcomer status, ethnic origin, ability, sex, sexual orientation, gender identity, gender expression and age. A diversity of perspectives and lived experiences is fundamental to achieving research and training excellence (Dimensions charter).

- **Equity** the removal of systemic barriers and biases enabling all individuals to have equal opportunity to access and benefit from the program. To achieve this, all individuals who participate in the research ecosystem must develop a strong understanding of the systemic barriers faced by individuals from underrepresented groups (e.g., women, persons with disabilities, Indigenous peoples, racialized minorities, individuals from the LGBTQ2+ community) and put in place impactful measures to address these barriers (Dimensions charter).

- **Excellence (Research):** creating and mobilizing knowledge for impact (UBC Strategic Plan).

- **Inclusion**: the practice of ensuring that all individuals are valued and respected for their contributions and equally supported. Ensuring that all team members are integrated and supported is fundamental to achieving research and training excellence (Dimensions charter).

- **Collaboration**: advancing purposeful, coordinated action across the university and with the broader community for enhanced impact; interdisciplinary researchers or multidisciplinary teams come together to supplement the work in the disciplines and to advance discovery, scholarship and knowledge exchange; and interdisciplinary research clusters focusing on problems of societal importance (UBC Strategic Plan).

- **Innovation**: cultivating creativity, resilience and shared risk-taking that catalyze new approaches within the university and beyond (UBC Strategic Plan).

- **Systemic Barriers**: systems, policies or practices that result in some individuals from underrepresented or disadvantaged groups receiving unequal access to, or being excluded from, participation within employment, services or programs. These barriers are systemic in nature, meaning "unintended" or "unseen", but have serious and long-lasting impacts on the lives of those affected (e.g., on their career trajectory) (Dimensions handbook).