

Transforming UBC and developing a culture of equality and accountability: Confronting rape culture and colonialist violence

Recommendations for Professor Toope, President and Vice-Chancellor of the University of British Columbia

MARCH 28, 2014

Prepared By:

UBC President's Task Force on Gender-based Violence and Aboriginal Stereotypes

The Task Force would like to acknowledge that UBC Vancouver is located on the traditional, ancestral, and unceded territory of the Musqueam and Coast Salish people, and that UBC Okanagan is located on the traditional, ancestral and unceded territory of the Okanagan Nation. We respectfully acknowledge that as members of the UBC community we are guests on this land and thank the peoples of Musqueam Nation and Okanagan Nation.



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

BACKGROUND

The Task Force on Intersectional Gender-Based Violence and Aboriginal Stereotypes was struck by President Toope in October 2013 in response to chants promoting rape culture and Aboriginal stereotypes that occurred during student-led CUS FROSH the previous month.

The Task Force's mandate was to develop a set of actionable recommendations that will result in transformative and robust changes. The recommendations of the Task Force are directed at combatting the violence enacted through systemic attitudes and lack of understanding related to gender-based violence and the trivialization of, and violence against, Aboriginal peoples. Both of these issues were rendered visible at UBC through chants that took place.

Universities reflect the larger community, and as the events that took place on our campus last fall demonstrated, they are not immune to incidents of violence and discriminatory practices. UBC is not alone in having instances of gender-based violence and acts of discrimination against Aboriginal peoples emerge as issues of concern on our campus. Incidences of gender-based violence and systemic issues of discrimination have been reported on campuses across Canada and the United States.^{1,2}

Sexual and gender based violence, and the violence enacted through the perpetuation of Aboriginal stereotypes and race-based discrimination, in addition to inappropriate and disrespectful behavior at this university, and others, represent and are tied to systemic issues of intersectional violence where women, Indigenous Peoples, people of colour, and sexual and gender minority populations are often the target. This reality has been represented most recently in the flurry of coverage of rape culture and sexual violence in both the popular and academic press. The issue has such prominence and is viewed with such great concern that in January 2014, US President Barack Obama struck a national task force to address the problem of rape and sexual assault, with a primary focus on college campuses.^{3,4}

While we recognize the difficulties of addressing systemic violence, the Task Force believes that the UBC community can and should foster a strong culture of equality and accountability, which holds itself to a high standard, and supports a broader culture of equality in the community outside our campus. It is with this aspirational spirit that the Task Force developed these recommendations.

¹ Currie, C.L., *et al.* Racial discrimination experienced by Aboriginal university students in Canada, *The Canadian Journal of Psychiatry*, October 2010, 57(10).

² *Rape culture at university needs urgent action*, *The Guardian*, 27 January 2014.

<http://www.theguardian.com/education/mortarboard/2014/jan/27/rape-culture-campus>

³ The White House Office of the Press Secretary, *Memorandum -- Establishing a White House Task Force to Protect Students from Sexual Assault*, January 22, 2014

<http://www.whitehouse.gov/the-press-office/2014/01/22/memorandum-establishing-white-house-task-force-protect-students-sexual-a>

⁴ The White House Council on Women and Girls, *Rape and Sexual Assault: A Renewed Call to Action*, January 2014
http://www.whitehouse.gov/sites/default/files/docs/sexual_assault_report_1-21-14.pdf

ABOUT THIS DOCUMENT AND PROCESS

This document presents 14 recommendations of the Task Force categorized across 4 themes – (1) policy; (2) strategic initiatives; (3) curriculum and education; and (4) community.

Individual recommendations are numbered and bolded, along with a context statement and goal for each recommendation that captures the Task Force's understanding of the need for and intended outcome of each recommendation. A summary of the recommendations can be found at the end of this document.

The Task Force conceives of this as an aspirational document that is a collection of ideas, and not solely an attempt at arriving at a consensus or unanimity. Rather, the recommendations are the result of a process of negotiation amongst both similar and disparate UBC communities to better the climate for faculty, staff and students on UBC campuses. The Task Force viewed the process we undertook as one of modeling diversity and respect for opinions through the collective effort of knowledgeable voices committed to working to address the issues at hand.

TASK FORCE PROCESS

Recommendations were developed by the Task Force through larger group discussion as well as the formation of smaller sub-groups based on areas of member expertise. In addition to numerous sub-group meetings, the Task Force met collectively seven times from November 2013 to March 2014.

There were many areas of agreement as well as a diversity of opinions within the Task Force. Accordingly, the recommendations of the Task Force do not reflect a consensus, but rather represent a collection of ideas that have been discussed and developed from key moments of critical agreement and productive debate over the course of five months.

The draft recommendations of the Task Force were widely released to the community for consultation between February 20 and March 6, 2014. In addition to this online consultation process, several members of the Task Force attended in-person consultation sessions with UBC and local community members.

The results of the consultation process were received and discussed by the Task Force. The recommendations contained herein are reflective of the feedback we received.

COMMUNITY CONSULTATION

On February 20, 2014 a set of draft recommendations that had been developed by the Task Force were released for community consultation. Members of the UBC community on both the Vancouver and Okanagan campuses received notice of the release and associated consultation process through a UBC broadcast email. The consultation period was held between February 20 and March 6, 2014.

The document containing the draft recommendations and an accompanying feedback survey were made publically available to members of the UBC and wider community online. The Task Force webpage received over 3,800 unique page views over the consultation period. The Task Force received 179 responses⁵ to the online survey, and 12 formal submissions sent directly to the Task Force via email from UBC and community based groups.

In addition to the online survey, members of the Task Force conducted in-person consultations with Vancouver and Kelowna-based advocacy and service-providing community organizations, as well as student leaders, staff, faculty, and administrators on both campuses. In total, the Task Force met with 17 groups of key partners and external experts.

The recommendations contained in this report are a result of the Task Force's careful consideration of the feedback received from the community. The Task Force discussed the core themes that emerged through the consultation process as a whole, and also discussed points raised about individual recommendations. This information and discussion were used to arrive at a revised set of recommendations. For an overview of the key themes from the consultation process and a comparison of draft versus final recommendations, please refer to Appendix B.

The Task Force would like to sincerely thank the UBC community, the wider community of Vancouver and Kelowna, and First Nations representatives for their thoughtful and valuable engagement in the consultation process.

PEOPLE AND PROCESS

TASK FORCE MEMBERSHIP

Christine Boyle – Professor Emeritus, Faculty of Law

Mary Bryson – Professor, Faculty of Education and Professor & Director, Institute for Gender, Race, Sexuality, and Social Justice, Faculty of Arts

Blye Frank – Professor and Dean, Faculty of Education

Daniel Justice – Associate Professor, Chair, First Nations Studies Program, Faculty of Arts

Rachel Kuske – Professor, Department of Mathematics, Faculty of Science, and Senior Advisor

⁵ Respondent demographics: 19% students living on campus, 37% students living off campus, 9% faculty, 17% staff, 8% alumni, 9% other, 1% prefer not to answer.

to the Provost on Women Faculty

Lori MacIntosh – Post Doctoral Fellow, Institute for Gender, Race, Sexuality, and Social Justice, Faculty of Arts

Kiran Mahal – Recent Alumna, Faculty of Science, Current Student Senator, Past Alma Mater Society Executive Member

Moura Quayle – Professor, Sauder School of Business

Janice Robinson – Director, Student Housing

Wisdom Tettey – Professor and Dean, Faculty of Creative and Critical Studies, UBCO

Caroline Wong – Student, Faculty of Arts student and President, Alma Mater Society

Louise Cowin – Vice President, Students

INTRODUCTION

The University of British Columbia is a public university and, as such, the Task Force recognizes that UBC should reflect a commitment to The Canadian Charter of Rights and Freedoms. These values include freedom of conscience, religion, thought, belief, opinion and expression, as well as security of the person and equality. These principles are essential to the core purposes of the University including education, research and public service. Such values must be interpreted consistently with Aboriginal cultural, political and land rights and freedoms, and the preservation and enhancement of the multicultural heritage of Canadians.

The mandate of the Task Force requires primary emphasis on two matters. The first is the significance and acknowledgement of UBC Vancouver's location on the traditional, ancestral, and unceded territory of the Musqueam people, that Vancouver itself is located in Coast Salish Territory more broadly, and that UBC Okanagan is located on the traditional, ancestral and unceded territory of the Okanagan Nation.

The Task Force would like to acknowledge the importance of Aboriginal cultures as both historically significant and culturally vital. Many Aboriginal cultures and rights, while inclusive of similar values and freedoms described above, are also closely linked to place, land and their ongoing social structures. With land referring to more than property – “it encompasses culture, relationships, ecosystems, social systems, spirituality, and law.”⁶

The Task Force's second focus includes and emphasizes equality more broadly, given its mandate with respect to intersectional gender-based violence and Aboriginal stereotypes. This focus necessitates further clarification of both equality and intersectionality.

The Task Force does not use the term equality to mean formal equality, which assumes a “level playing field”, but rather, given Canadian jurisprudence, we refer to substantive equality. Substantive equality is based on a recognition that patterns of disadvantage and discrimination exist in society. For example, sexual assault is not a neutral social phenomenon, occurring randomly, but is largely committed against women and children. Thus laws or social practices that enable sexual assault (and other gender-based violence) perpetuate such inequalities.

Some people prefer the term equity to capture the need to take into account existing disadvantage/discrimination and to avoid being understood as referring to formal equality. In fact, for those reasons the term equity is preferred in recent reports at UBC including [Valuing Difference: A Strategy for Advancing Equity and Diversity at UBC](#)⁷ and [Implementing Inclusion](#)⁸, the former stating “equity...assumes difference and takes difference into account to ensure a fair process and, ultimately, a fair (or equitable) outcome.” In this way, equity can be seen as the equivalent to the concept of substantive equality built into the Canadian legal system.

Thus, the Task Force's mandate takes up equality more broadly, with particular reference to intersectional gender-based violence and Aboriginal stereotypes. “Intersectionality” is a term that captures the complex interactions of multiple identities to which one might identify or be identified with (e.g. race, ability, sexuality, gender, ethnicity, religion etc.) and therefore, often, multiple systems of oppression or discrimination. Conceptual and empirical research

⁶ <http://indigenousfoundations.arts.ubc.ca/home/land-rights.html>

⁷ Equity and diversity strategy for UBC students, faculty and staff at UBC Vancouver and UBC Okanagan

⁸ Report of a review process undertaken by UBC in January 2013 to consider the structure of existing equity and diversity activities across UBC

describes and documents the complexities of how violence is experienced by, and connected to, more than one form of identity or system of cultural expression (e.g. race, ability, sexuality, gender, ethnicity, religion etc.) and through these other forms of societal oppression (e.g. racism, ableism, ethnocentrism, homophobia, class oppression etc.).^{9,10}

The Task Force has attempted to capture both the larger meaning of equality while remaining attentive to the specific concerns of gender-based violence and Aboriginal stereotypes. The Task Force uses the word “intersectionality” as defined above in acknowledging that both blatant and subtle forms of violence are not experienced singularly in relation to isolated characteristics of who we are, but rather involve complex and intersecting overlays of the different parts of our identities. This point is particularly significant given the diverse make up of UBC’s campus community. Certainly, the centrality of intersectionality is brought to light when working with issues of gender based violence and Aboriginal stereotyping. Thus, for an Aboriginal woman, the experience of gender-discrimination relates to both her identity as a woman and her identity as Aboriginal because the components of one’s identity cannot be experienced separately one from the other.

The Task Force understands that members of the campus community and broader communities may have different ways of expressing their aspirations about UBC’s values more generally and the focus of the Task Force in particular. For example, words such as safety, respect and inclusion may have more meaning for some than legal terms such as security of the person. Others may consider it vital to list some of the grounds on which discrimination can occur in either isolated or intersecting ways, e.g. sex, gender/gender identity, Indigeneity, sexuality, race/ethnicity, socio-economic location, and disability. Others still may speak in terms of possessing the skill, knowledge and self-assuredness or “competencies” required to function well in a world respectful to, and acknowledging of, diversity.

The Task Force respectfully acknowledges the important contributions already made by numerous individuals, Faculties, units and committees across the UBC campus preceding this Task Force. Recognizing that members of our community have specifically taken up issues of equality, gender, Indigeneity, and sexuality, we also acknowledge that the recommendations that follow herein stand firmly upon groundwork laid previously and alongside those who continue to work in the interest of equality.

ASPIRING TO A CULTURE OF EQUALITY AND ACCOUNTABILITY

A university culture of equality is one where all community members are able to take full advantage of, and contribute to, what the university has to offer.

In such a university culture, students, staff and faculty would not face physical or mental barriers, or other impediments. Barriers to equality and accountability can range from common forms of discourtesy, to a lack of attention to or a flagrant disregard of issues of diversity in the classroom. More overt impediments include hate speech or other form of hateful communication, physical violence and hate crimes. In such a culture, responsibility and

⁹ Symington, A., Intersectionality: a tool for gender and economic justice. Women’s Rights and Economic Change, August 2004, 9.

¹⁰ Biegel, S., Kuehl, S.J, Safe at school: addressing the school environment and LGBT safety through policy and legislation, National Education Policy Center, 30 September 2010.

awareness must be championed by all members of the community, from the newest student to the most senior of faculty and administration. Additionally, the understanding of merit in decisions such as hiring and promotion would reflect a valuing of expertise that is both relevant to a culture of equality and accountability and attentive to diverse experiences and diverse knowledges.

In a university culture of equality, orientation to UBC values would be included alongside physical, discipline based and social orientations, and student leaders would feel pride in passing on a culture of equality to new students. In essence the fostering of a culture of academic and cultural integrity contrasts with and displaces its opposite, including the fostering of a rape culture or the replication of colonialist attitudes toward Indigenous peoples.

In a university that aspires to, and is accountable for, a culture of equality, resources would be made available to foster equality, and staff and faculty in leadership positions would see it as their responsibility to further such a culture, in partnership across campus.

In a university that fully embraces a culture of equality, bystander awareness and active witnessing is the norm that governs behavior and fosters a positive environment for all community members. It is awareness of each other, of the power dynamics at work in our mutual environment, and of our common need for respect and affirmation.

Such is the culture of equality and accountability we seek to create and sustain at UBC.

OVERARCHING GOALS

The Task Force has been provided with a mandate to produce recommendations that are both ambitious and pragmatic. In developing this set of recommendations, the Task Force approached this process with a set of aspirational and transformational goals in order to keep sight of the essence of the culture of equality and accountability UBC wishes to cultivate as we developed actionable recommendations.

We seek to create and sustain at UBC:

- (1) **Increased awareness and competencies** – orientation and training activities at UBC will clearly communicate and reflect the values and policies of the institution. Orientation will occur through programming, planning, leadership, and educational content, building competencies that prevent and address intersectional violence and promote the safety of all members of our community.
- (2) **Shared responsibility** - new and continuing students, faculty, staff, and leaders will understand their individual and collective responsibilities, expectations, and roles in creating a respectful, safe and welcoming campus community. Providing a safe and inclusive environment will be seen as an integral part of core activities for all units.
- (3) **Multi-level accountability** – university policies will address systemic intersectional violence and safety issues, and be connected to accountability measures that are built into student led activities, faculty, staff, and institutional processes, appointments at all levels, and unit level planning and reporting.
- (4) **Collaborative education** – processes and structures will be strengthened and

developed so that intersectional bodies of knowledge and methodologies are shared and integrated into new and existing curriculum, thus advancing knowledge and understanding regarding gender/gender identity, Indigeneity, race/ethnicity, and sexuality through formal and informal (community-led) education venues.

- (5) **Investment in transformation** – the university will commit to providing appropriate resources and expertise to oversee the implementation of these recommendations including the development of assessment and impact measures.

RECOMMENDATIONS

POLICY

UBC's values and vision for a respectful and inclusive community must be supported by a foundation of well-developed, comprehensive policies that are representative of UBC's diverse communities. Policy development and review processes that clearly lay out UBC's core values and set clear expectations for all members of our community are central to achieving these goals.

Audit and Update Policies

- 1. Audit and update all current UBC policies, in cooperation with subject matter experts, to identify and address systemic intersectional violence (e.g., gender, aboriginal, race, disability) and safety issues. The Task Force recommends prioritizing the immediate review of the UBC Student Code of Conduct¹¹, UBC Discrimination and Harassment Policy (Policy #3)¹², UBC Safety Policy (Policy #7)¹³, UBC Employment Equity Policy (Policy #2)¹⁴, and UBC Response to at Risk Behaviour Policy (Policy #14)¹⁵. A review of all policies should be addressed through the regular review cycle with a commitment to a Culture of Equality and Accountability, and attention to Musqueam and Okanagan First Nations' laws and values.**

Goal: That UBC's policies support a commitment to a culture of equality and attention to Musqueam and Okanagan First Nations' laws and values, and that policies are regularly reviewed to ensure this commitment is explicitly and consistently incorporated in UBC policies.

Employment Equity Policy

Context: Currently, the University's Employment Equity Policy requires members of hiring committees to strive for diverse applicant pools. The Task Force feels that the policy should go a step further and also support diverse hiring decisions. Progress toward further enhancing diversity in UBC's ranks should be tracked and reported with a view to building on mechanisms already in place, e.g. through employment equity surveys of applicants and new hires.

- 1.1. Revise the University's Employment Equity Policy to support the building of diverse applicant pools ensuring a commitment to diversity in hiring and appointment decisions. Correspondingly, the Policy will develop support structures for tracking and reporting all faculty, staff, and administrative appointments in both academic and non-academic units.**

Goal: Develop a policy that clearly articulates and establishes UBC's commitment to enhanced diversity in the creation of candidate pools and hiring and appointment decisions for all new faculty, staff, contract, postdoctoral, and leadership positions.

¹¹ <http://vpstudents.ubc.ca/student-code-of-conduct/>

¹² <http://universitycounsel.ubc.ca/files/2013/08/policy3.pdf>

¹³ <http://universitycounsel.ubc.ca/files/2010/08/policy7.pdf>

¹⁴ <http://universitycounsel.ubc.ca/files/2010/09/policy2.pdf>

¹⁵ <http://universitycounsel.ubc.ca/files/2011/06/policy14.pdf>

Respectful Environment Statement

Context: The Task Force feels that it is important to transform the [UBC Respectful Environment Statement](#)¹⁶, which is currently a set of guidelines, into a policy that provides mechanisms to hold leadership, faculty, staff, and students accountable, and leaves no question as to UBC's position on issue identified in this report.

1.2. Transform the UBC Respectful Environment Statement into a university-wide Respectful Environment Policy.

Goal: Develop a policy that clearly establishes UBC's position on being responsive to and accountable for intersectional violence and safety issues to ensure that UBC is a supportive and respectful environment for all.

First Nations Protocols

Context: Recognizing that UBC Vancouver is located on the traditional, ancestral, and unceded territory of the Musqueam and Coast Salish people, and UBC Okanagan is located on the traditional, ancestral, and unceded territory of the Okanagan Nation, the Task Force feels that there is inconsistent and insufficient practice and understanding with regards to our institutional and individual responsibilities to acknowledge local First Nations and Indigenous protocols, the histories of First Nations and Indigenous peoples in British Columbia and Canada more broadly, and the histories of the land on which UBC is situated.

1.3. Develop a distinct set of guidelines to ensure consistency in acknowledging Musqueam and Okanagan First Nations, and their respective traditional territories (e.g. UBC Vancouver is located on traditional, ancestral and unceded Musqueam First Nations territory; UBC Okanagan is located on traditional, ancestral and unceded Okanagan First Nations territory), and in conducting informed interactions with communities and individuals. (e.g. clear and careful recognition of communities and procedures for inviting Aboriginal community representatives). Attending to ethical complexities of UBC campus locations and settler-colonial history, these guidelines are to be incorporated in and consistent across the Student Code of Conduct, in the advancement of communications, relevant messaging and awareness, and within faculty, staff, and leadership practices.

Goal: Commit to a robust set of guidelines that acknowledges the cultural values, knowledge practices, and histories of the Musqueam, Coast Salish, and Okanagan peoples, including but not limited to the knowledge and practice of proper acknowledgement of and procedures for inviting community members, determined through consultation with UBC's host nations.

Communicating Values and Policies

Context: The Task Force recognizes that the number of existing policies, policy revisions and various faculty and unit initiatives are challenging for community members to navigate. Thus, the Task Force feels it is important to develop a consistent communications and messaging protocol to ensure current and up to date knowledge is readily available and easily accessible to all members of the UBC community.

¹⁶ <http://www.hr.ubc.ca/respectful-environment/files/UBC-Respectful-Environment-Statement.pdf>

- 2. Require institutional policies regarding UBC's values and its communities' commitment to addressing gender-based violence and the trivialization of, and violence against, Aboriginal peoples to be consistently communicated in employment contracts, statements of job expectations, and offer letters (for leadership, faculty, staff, student, and contract appointments).**

Goal: That all members of UBC's community are aware of the policies and values of the institution and recognize and understand their individual and collective responsibilities in upholding these policies.

Recommended for Immediate Implementation

STRATEGIC INITIATIVES

Achieving the aspiration of a culture of equality and accountability will require commitment and a strategic approach to planning, resourcing and implementing initiatives to address systemic issues. Plans must be developed on a central, unit, and Faculty level to set out clear actions and goals that will lead our institution in fostering a respectful and safe campus community. This includes the implementation of policies and programs that address gender-based violence, Aboriginal stereotypes and other forms of intersectional violence. Resources and support must be made available to enable effective unit based planning, evaluation, and achievement of the recommended culture of equality and accountability goals.

Locating Leadership and Responsibility

Context: The recommendations of the Task Force are both broad in scope and timeframe, with some being immediately actionable and other to be phased in over time. There are also many actors across UBC who have crucial roles to play in achieving and maintaining a culture of equality. The success of implementation will depend upon well-positioned and consistent oversight and support from a dedicated office that is able to work in partnership with other units across UBC.

UBC's equity and inclusion structures recently underwent a review, and ongoing efforts for restructuring are currently in place.¹⁷ The Task Force believes there is an opportunity for developing leadership in a culture of equality and accountability through the new AVP Equity and Inclusion position, the restructured Equity and Inclusion Office, and the reorganization of equity and diversity structures across UBC.

- 3. Identify a central body to be endowed with appropriate resources, authority, and responsibility to oversee, coordinate, and support Faculties, and academic and non-academic units in enhancing the culture of equality and accountability goals.**
 - 3.1 Given the necessary alignment of mandate and portfolio, the Task Force recommends the AVP Equity and Inclusion and the Equity and Inclusion Office lead the efforts in developing and implementing a culture of equality and carrying out accountability practices in collaboration with Faculty and unit administration.**
 - 3.2 The recommendations of the Task Force to incorporate focused education, support, and assessment activities should inform the ongoing reorganization of UBC's equity and inclusion structures.**
 - 3.3 The Equity and Inclusion Office be charged with working closely with leadership in identifying and further developing existing departmental, unit, and program strengths, and assisting units and Faculties wherever necessary in building competencies that prevent and address intersectional violence and promote the safety of all members of our community. The portfolio of the Equity and Inclusion Office should include supporting and assessing the progress of Faculties and Units in developing self-evaluation methods.**

Goal: To facilitate the implementation of recommendations and reinforce a transparent and

¹⁷ <http://equity.ubc.ca/about/implementing-inclusion-report/>

supportive process for initiating change and ensuring accountability across all levels of the university.

Recommended for Immediate Implementation: Phase 2 – Informing the restructuring of the Equity and Inclusion Office.

Equity Action Plan

Context: In 2010, UBC adopted [Valuing Difference: A Strategy for Advancing Equity and Diversity at UBC](#). Many of the actions in this plan have not been acted upon. The Task Force believes that a revitalized central plan that builds upon *Valuing Difference*, is informed by the work of this Task Force, and is fuelled by institutional and community commitment to action will ensure that UBC's vision for a culture of equity is realized.

- 4. Develop an “Equity Action Plan” that provides a clear framework for UBC and its community, outlining the values, responsibilities and expectations that direct our commitment to diversity, equity, and safety and that serves as a reference point for the development of other policies. The restructured Equity and Inclusion office and Associate Vice President Equity and Inclusion could play a leading role in this work, partnering with the broader UBC community.**

Goal: To develop a single document that establishes clarity and responsibility for action with regard to diversity, equality, and safety with specific consideration given to gender/gender identity, sexuality, Aboriginal cultures, and race/ethnicity.

Faculty/Unit Equity Goals

Context: At UBC some units and Faculties have developed comprehensive Equity Plans; however, doing so is not a requirement for all units across campus and progress is not necessarily reviewed or tracked. The Task Force believes that in order to make tangible, measured, and continuous progress on equity goals, such goals and actions should be clearly laid out by each unit, integrated into core processes, and made available to all students, faculty, and staff. The Task Force recognizes that the implementation and progress of these recommendations will necessitate funding and support for the development of plans and initiatives. In order to ensure that there is accountability on measuring the progress of these goals, the Task Force feels that inclusion of progress on equity goals in annual reporting and in internal and external reviews of units is necessary.

- 5. Require all Faculties and units on campus to develop equity goals that clearly link back to the central UBC Equity Action Plan ([Recommendation #4](#)).**

- 5.1. Measurable data and progress updates relative to targets on representation, hiring, tenure/promotion, curriculum renewal and the student experience be reported to the AVP, Equity and Inclusion and made available to all members of the Faculty or unit.**

- 5.2. Strategic equity goals and reporting to be made an integrated, mandatory part of Faculty reviews with the Provost and VP Academic, and external reviews of units.**

5.3. Implementation will require both short-term and long-term funding. Necessary resources and supports should be made available to Faculties and departments to build equity goals into core Faculty and unit processes.

Goal: All units on campus integrate equity goals in core unit activities addressing all aspects of departmental and unit based operations and organization. UBC as an institution makes a commitment to supporting departments and units in creating, tracking and reporting on initiatives, and holding departments and units accountable to their stated equity goals.

Intersectional Transgender and Gender Diversity Task Force

Context: The Task Force recognizes the breadth of current research in Canadian (and other international) contexts that identifies and documents how it is that gender-based violence and safety issues uniquely and disproportionately impact the safety and wellbeing of transgender and gender diverse people and communities.¹⁸

Confronting intersectional gender-based violence requires that we acknowledge, in particular, that the safety and wellbeing of transgender and gender diverse people and communities are not currently being adequately addressed or acknowledged at UBC, and therefore that we as a community need to take action. A focused plan is necessary to address both overt discrimination and violence and the day-to-day subtleties of gender discrimination on campus that are not necessarily covered in wider policies, particularly those issues unique to transgender and gender diverse people.

6. Establish an Intersectional, Transgender and Gender Diversity Task Force that will provide expertise and take a lead role in the development and oversight of a new 'Intersectional Gender and Sexual Diversity Strategic Plan.'

Goal: Building on the values established by the Central UBC Equity Plan ([Recommendation #4](#)), develop a starting point for a continuous, strategic, and accountable approach to addressing intersectional violence and safety issues related to transgender and gender diversity on campus; an approach that will lead to strategic planning, development, and assessment processes that will ensure that intersectional issues of gender-based violence and safety are addressed at all levels.

Leadership in BC on Culture of Equality and Accountability

Context: The Task Force recognizes that the issues that have emerged at UBC are not unique to this campus. Issues of gender-based violence and trivialization of Aboriginal cultures are systemic and engrained in popular culture. The Task Force would like UBC to commit to championing change across the higher education sector.

¹⁸ Grant JM, Mottet LA, Tanis J, Harrison J, Herman JL, Keisling M. Injustice at Every Turn: A Report of the National Transgender Discrimination Survey. Washington: National Center for Transgender Equality and National Gay and Lesbian Task Force, 2011.

Scheim A, Bauer G, Pyne J. *Avoidance of Public Spaces by Trans Ontarians: The Impact of Transphobia on Daily Life*. Trans PULSE e-Bulletin, 16 January, 2014. 4(1). Downloadable in English or French at <http://www.transpulseproject.ca>.

Longman Marcellin R, Scheim A, Bauer G, Redman N. *Experiences of Transphobia among Trans Ontarians*. Trans PULSE e-Bulletin, 7 March, 2013. 3(2). Downloadable in English or French at <http://www.transpulseproject.ca>.

- 7. UBC should take a leadership role in promoting equality and accountability in higher education at the Provincial and National level (through organizations such as the Research Universities' Council of BC and the Association of Universities and Colleges of Canada) to reduce widespread institutional inequities in relation to the intersectionality of gender/gender identity, Indigeneity, race/ethnicity, socio-economic location and sexuality. As part of this initiative, UBC can take a leadership role in working with experts across the country to make recommendations for Provincial and National level policies, resource allocation, accountability and institutional equity goals.**

Goal: To ensure that within the UBC community and beyond, all students and academic leaders are supported in their ability to assess and model behaviour that contributes to building a respectful, equitable, and safer society.

CURRICULUM AND EDUCATION

As a University, teaching and learning are central to our mission. Topics of gender/gender identity, Aboriginal identity, and race/ethnicity, socio-economic location, and sexuality should be ingrained in our curriculum and recognized as a consistent and ongoing part of the education we provide both inside and outside of our campus borders.

Community-Led Activities and Initiatives

Context: Community-led and community-engaged initiatives are essential for promoting wider understanding and important conversations. The Task Force recommends that the university identify new and existing sources of funding to support and encourage collaboration in the development of community (student, faculty, staff, and leadership) generated and led ideas that add to, share, and connect existing impactful programming or develop new initiatives.

- 8. Fund and reward UBC community-led and community-engaged activities that specifically enhance student, faculty, and staff competencies and understandings of intersectional equality. Such a fund would build on and partner with existing funding opportunities (e.g. the Equity Enhancement Fund), ensuring that particular attention is given to areas of gender/gender identity, Indigeneity, race/ethnicity, socio-economic location and sexuality.**

Goal: Broaden the scope of where and how change occurs to include collaboration within and across Faculties and departments, particularly in the area of student and faculty led initiatives and peer-to-peer knowledge production. UBC will foster and encourage collaborative exchange that enriches the community's educational experiences and advances knowledge relevant to equality and accountability.

Curriculum Development and Review

Context: The Task Force believes that the consistent curricular integration of topics central to an understanding of intersectional gender-based violence and Aboriginal peoples and histories must be rooted in a foundation of knowledge, understanding, and appreciation for the complexity of these issues and their significance in sustaining a culture of equality and accountability.

- 9. Develop, fund and implement a robust curricular assessment tool that includes changes to the curriculum development process and documentation to ensure curricular inclusion of diverse perspectives, including intersecting areas of gender/gender identity, race, sexuality and Indigeneity in new and existing courses.**
 - 9.1. Develop a culture of equality requirement to be met as part of all degree completion to ensure students graduate with the competencies necessary to analyze issues of equality relevant to areas of gender/gender identity, Indigeneity, race/ethnicity, socio-economic location and sexuality. Each Faculty or unit will provide a comprehensive list of courses or program-specific alternatives for students, clearly identifying the subject matter covered (see #9.2).**
 - Content should include, but not be limited to, issues of intersectional gender-based violence and Aboriginal stereotypes
 - Content should meet criteria established by subject area experts. However, the mode of delivery may vary by program, possible examples

are: online course modules, a content focused elective, or a relevant experiential learning placement.

- 9.2. Update [Curriculum Proposal Forms](#) to require developers/reviewers to specify how materials, activities, sources and/or projects will include course materials relevant to gender/gender identity, Indigeneity race/ethnicity, socio-economic location and sexuality. Courses that include such materials in a substantive way will be cross-listed as suitable for the fulfillment of a culture of equality degree requirement (see #9.1).
- 9.3. Over a 5-year period, conduct an assessment of all existing courses to ascertain the inclusion of the guidelines set in #9.2, with a priority 1-year review window for all required 100-level courses.
- 9.4. The Office of the Provost and Vice President Academic create and maintain a central resource centre to share teaching ideas, assessments and resources to encourage curriculum development and evaluation supportive of a culture of equality and accountability. Such a Centre would be charged with hosting workshops, developing curricular models, offering expert advice and education. The Centre would also liaise with Faculties, departments, and non-academic units to develop Unit and/or Faculty specific resources. To be successful, this recommendation should be carried out in tandem with Recommendation #14.

Goal: The integration of these important topic areas will be well supported by the Provost and VP Academic and Senate so that they may be incorporated into the existing processes for curriculum development and approval. The process should encourage curriculum developers and reviewers to formulate links between course materials and the topics identified.

Recommend for Immediate Implementation: cross-listing of existing courses that clearly meet recommendations (see 9.2.)

COMMUNITY

The university has a key role to play in confronting, identifying and addressing rape culture and colonialist violence by setting in place policies, educational paths, and support services that would make it possible to increase safety and transform values, expectations and outcomes. Community building and orientation activities must be reflective of the policies and plans that are instituted on the foundational level to support students, faculty, administrators, and staff in understanding the importance of these threats to safety and well being and how their actions, words, and work contribute to fostering a respectful and safe campus.

Student Orientation Programming and Events

Context: UBC is currently in the process of re-establishing a central Steering Committee to provide oversight on all undergraduate orientation and transition activities that take place at UBC. The Task Force supports the re-establishment of this Steering Committee and the mandate for oversight on all undergraduate orientation activities. The Task Force recommends that the curriculum of orientation activities include a clear introduction to the principles of building a respectful environment on campus and the concept of bystander awareness.

10. Charge the Orientation and Transition Steering Committee (formerly the Jump Start Steering Committee) with oversight and annual reporting to the Executive for all Vancouver and Okanagan campus undergraduate orientation activities.

10.1. Require student-led orientation and welcome activities to reflect UBC values, as outlined in the new Respectful Environment Policy. The goals of all student-led activities must complement official university welcome events and such events must be scheduled to take place after official university welcoming events

10.2. Identify clear expectations of student leader conduct and responsibility, communicated through mandatory education for all student orientation and transition leaders (both student-led and University-led) and consistent with institutional expectations, practices, guidelines and policies. This education program should be initiated first with orientation leaders, with a view of expanding the program to be available to all student leaders on campus.

Goal: Develop clear goals and policies on university-led and student-led orientation activities to complement existing university values, with consistent oversight, reporting and reflection.

Recommended For Immediate Implementation

Pre-Arrival Student Orientation

Context: The Task Force recognizes that communicating the values and policies of the university to new members of our community is critical to building a foundation of shared understanding and knowledge. It is thought that the establishment of a formalized pre-orientation curriculum will introduce all new students an introduction to UBC values intended to foster a respectful, inclusive and safe environment. Core messages should also be reinforced for continuing students through Faculty based activities on Imagine UBC Day and

throughout the orientation period.

11. In close consultation with subject area experts and leaders from the Musqueam and Okanagan First Nations communities, fund and develop a mandatory online pre-arrival orientation module for all new students, including graduate and transfer students. The module is to be consistent with UBC policies and values for a respectful, inclusive, and safe environment that includes topics of intersectional gender-based violence, sexual assault, consent, Aboriginal histories and cultures, socio-economic location, racism, homophobia, colonialism and ableism and which introduces the concept of bystander awareness.

Goal: To develop an orientation curriculum that will create a foundation of knowledge that all students will build upon as they progress through their curricular and co-curricular studies at UBC.

UBC Event Guidelines

Context: The experience of community members at all university events, whether they are student, faculty, staff or leadership led, should be consistent with the principles outlined in the *Respectful Environment Statement* and university policies. Setting clear expectations and guidelines for community members organizing events is important to ensure common understanding and compliance. The Task Force recommends that guidelines be developed that build on existing university policies and enforcement mechanisms, to facilitate accountability for incidents of intersectional violence (e.g., gender, Indigeneity, race, disability) and systemic safety issues at campus events. The Task Force recommends that these guidelines be established, ratified, and regularly reviewed.

A comprehensive approach to communicating these guidelines and the associated university policies to student groups should be developed and implemented by the VP Students Office in partnership with the Alma Mater Society of UBC Vancouver and the UBC Students' Union Okanagan.

12. The Alma Mater Society of UBC Vancouver, UBC Students' Union Okanagan, and UBC jointly develop guidelines for all formal UBC events, including all athletic events, (whether hosted on or off campus) with clear support structures for communication, and well-defined implementation and enforcement mechanisms for new and existing guidelines.

Goal: Translate policies into operational guidelines for events to increase a respectful environments and safety at all UBC functions.

Recommended For Immediate Implementation

Support and Accountability for Student-Led Organizations

Context: In order to ensure that student organizations and student leaders are well supported in implementing and modeling the institutions values, structures should be put in place to ensure continuous support and communication between the university and student

government organizations at the Faculty level. The Task Force feels that responsibility for ensuring these relationships are fostered and maintained should lie with the VP Students Office, to be implemented in partnership with Faculties.

13. Establish consistent support and accountability structures for student-led organizations at the Faculty-level, stewarded and facilitated by the VP Students Office. These structures will facilitate ongoing support and resources, and ensure clear communication of institutional policies and expectations of student organizations. This process should be conducted in collaboration and consultation with the student led organizations.

Goal: To ensure that student organizations have the support, resources and mentorship to continue to take a leadership role in building a healthy and respectful community on campus.

Faculty, Staff, and Leadership Orientation and Professional Development

Context: Communicating the values and policies of the university to new members of our community is essential to building a respectful and caring campus community. The Task Force strongly believes that existing tenured and non-tenured faculty and instructors should also be supported in enhancing their knowledge with regards to Indigenous and gender-based violence and awareness.

The Task Force believes that these messages should be reinforced and expanded upon as members of our community take on further leadership and management positions within their units. This should be modeled at all levels with Deans, central administrators, and university executives also being required to participate in workshops and sessions on these issues and their roles in promoting a respectful environment at UBC.

14. Key faculty processes, such as new instructor orientations, TA orientations, teaching workshops, leadership support programs, and staff professional development should require orientation modules on topics of gender-based and anti-Indigenous violence, as well as a familiarity with Musqueam and Okanagan First Nations protocols, histories and traditions. These processes should also support the development of the competencies and awareness necessary to successfully facilitate learning in the areas of gender/gender identity, Indigeneity, race/ethnicity, socio-economic location, and sexuality. Processes should support all teaching faculty to build their ability to foster and support respectful pedagogical engagement across these issues.

Goal: To ensure that all those involved in supporting teaching and learning at UBC be equipped with the knowledge, awareness, and competencies to support well rounded student learning in the areas of gender/gender identity, Indigeneity, race/ethnicity, and sexuality.

APPENDIX A: TERMINOLOGY

Academic Unit: May or may not be part of a distinct faculty, includes professional and other non-academic programs.

Aboriginal Peoples: is a preferred term as it is the most inclusive and gained currency during the creation of the 1982 Canadian Constitution. Aboriginal Peoples refers to the Aboriginal population in Canada collectively, including First Nations, Métis, and Inuit.¹⁹

Bystander Awareness/Intervention: Bystander awareness seeks to educate all people to see themselves as potential bystanders who could intervene and stop an assault before it happens. Intervention includes learning the importance of speaking out against social norms that support sexual assault, coercion, and other more subtle forms of violence be it verbal or physical. Awareness and interventions also include learning how to recognize and safely interrupt situations that could lead to sexual assault or other forms of violence.²⁰

Colonialism: Colonization can be defined as some form of invasion, dispossession and conquest of peoples, through force, legal or economic means. The result of such incursion is the dispossession of vast amounts of lands and resources from the original inhabitants, and typically includes the exploitation of indigenous labour. This is often legalized after the fact. The history of Canada, in large part, is the history of the colonization of Aboriginal peoples often called '*settler colonialism*'. That is European settlers displacing Aboriginal peoples from their land and occupying and permanently settling on those lands.²¹

Curriculum and Pedagogy: Curriculum as a term is complicated as it is used in different ways by researchers, governments and school communities. The term curriculum comes from the Latin *currere*, and refers to the experiences that shape children as they grow to mature adults. For the purpose of this work, it is the content, methods, and materials taught as well as how the ways of teaching impact understandings of the subject matter. The ways of teaching have often been discussed as *pedagogy*. However we bring the terms together to mark the overlap of the two, namely the ways one teaches significantly impacts how knowledge is learned.²²

First Nation(s): is widely used and replaces the term 'Indian' or 'native'. First Nations People(s) refers to both status and non-status individuals who identify as first inhabitants of non-Inuit lands in the area now known as Canada. First Nations is not used when speaking of Métis and Inuit peoples.

Gender-Based Violence: Violence directed at a person based on their chosen or assumed gender identity and/or gender expression. Gender based violence often reflects and reinforces power imbalances and normative assumptions within a two gender system and reflects its

¹⁹ First Nations Studies Program University of British Columbia. "Aboriginal Identity & Terminology." Retrieved October 22, 2013, 2013, from <http://indigenousfoundations.arts.ubc.ca/?id=9494>

²⁰ University of Windsor. Bystander Initiative to Mitigate Sexual Assault: Empowering student bystanders. From <http://www1.uwindsor.ca/bystander/>.

²¹ National Film Board. Aboriginal Perspectives Project. Colonialism and Racism/. <http://www3.nfb.ca/enclasse/doclens/visau/index.php?mode=theme&language=english&theme=30662&film=16933&excerpt=612109&submode=about&expmode=2>.

²² Pinar, W. F., Reynolds, W. M., Slattery, P., & Taubman, P. M. (Eds.). (1995). *Understanding curriculum: An introduction to the study of historical and contemporary curriculum discourses*. New York: Peter Lang.

fundamental inequalities.

Gender Identity: Gender Identity refers to a person's internal sense of being, which may or may not match one's gender assigned at birth. Gender identity is often confused with one's sex or sexuality, but they are separate concepts. Gender identities include "woman," "man," "trans" and "gender queer" but there are many more. Since gender identity is internal it isn't necessarily visible to others.²³

Gender Expression: refers to the way a person communicates gender identity to others, and the external attributes, behaviour, appearance, dress, etc. by which people express themselves and through which others perceive that person's gender.²⁴

Intersectionality: a term that captures the complex interactions and the multiple aspects of ones identity that form the whole of who we are as individuals and to which one might choose to identify or be identified with (e.g. race, ability, sexuality, gender, ethnicity, religion etc.).

Intersectional Violence²⁵: Violence that is experienced as and connected to more than one form of identity (e.g. race, ability, sexuality, gender, ethnicity, religion, etc.) and therefore other forms of societal oppression (e.g. racism, ablesism, ethnocentrism, homophobia, class oppression, etc.). For example, when a woman of colour experiences violence neither she nor the perpetrator are able to separate out her womanhood or her race as the single subject of violence. It is the intersectional spaces between race and gender (sexuality, etc) and the multiple societal norms embedded within issues of racism and sexism that are engaged during the act of violence.

Rape Culture: a culture that has created an environment on campus or in society in general in which rape and other forms of gender-based violence are normalized, tolerated or excused. Rape culture includes jokes, legal jargon, laws, popular culture, words and imagery, that make violence against women (or those perceived to be women) and sexual coercion seem normal and victim based.²⁶

Transgender: People whose life experience includes existing in more than one gender. Transgender is often an umbrella term for persons whose gender identity, gender expression or behavior does not conform to that typically associated with the sex to which they were assigned at birth.²⁷

Unceded Territory: The absence of treaties. Land never legally surrendered by First Nations peoples.

²³ http://geneq.berkeley.edu/lgbt_resources_definiton_of_terms#gender_identity_disorder

²⁴ <http://www.ohrc.on.ca/en/gender-identity-and-gender-expression-brochure>

²⁵ Task Force 2014

²⁶ <http://www.ottawasun.com/2014/03/21/understanding-the-identity-of-rape-culture-on-ottawa-campuses>

²⁷ <http://www.ohrc.on.ca/en/gender-identity-and-gender-expression-brochure>

APPENDIX B: SUMMARY OF CONSULTATION AND REVISED RECOMMENDATIONS

This section contains an abbreviated representation of the revision process that the recommendations have undergone based on the feedback received through the consultation process. The original recommendation released for community consultation appears first, followed by a summary of consultation feedback, and ends with the revised recommendation with key revisions highlighted in grey.

Based on our work as a group, and on feedback taken from the consultation period, four key themes emerged:

- 1) *Resources, Accountability and a Strategic Approach to Implementation*
- 2) *Collaboration across the university*
- 3) *Closer consultation with Musqueam and Okanagan Nations*
- 4) *Balance longer-term strategic approach with rapid implementation in targeted areas*

POLICY

Audit and Update Policies

ORIGINAL RECOMMENDATION

1. Audit and update all current UBC policies, in cooperation with subject matter experts, to identify and address systemic intersectional violence (e.g., gender, aboriginal, race, disability) and safety issues. The Task Force recommends prioritizing the UBC Student Code of Conduct, UBC Discrimination and Harassment Policy (Policy #3), UBC Safety Policy (Policy #7), UBC Employment Equity Policy (Policy #2), and UBC Response to at Risk Behaviour Policy (Policy #14), and addressing all other policies through the regular review cycle with a commitment to a Culture of Equality and Accountability, and attention to Indigenous laws and values.

CONSULTATION FEEDBACK – IN-PERSON SESSIONS & SUBMISSIONS

The intention of giving “attention to Indigenous laws and values” requires further clarification in order for it to be effective. Current wording suggests that attention must be given to Indigenous laws and values in general, but the policy should specify UBC’s obligations to Musqueam and Okanagan First Nations.

CONSULTATION FEEDBACK – WIDER COMMUNITY CONSULTATION

Policy updates should extend to all units across campus at a functional level, since, for example much of the policy language will be reflected in places like course descriptions, course outlines, and websites.

REVISED RECOMMENDATION

1. Audit and update all current UBC policies, in cooperation with subject matter experts, to identify and address systemic intersectional violence (e.g., gender, aboriginal, race, disability) and safety issues. The Task Force recommends prioritizing the immediate review of the UBC Student Code of Conduct²⁸, UBC Discrimination and Harassment Policy (Policy #3)²⁹, UBC Safety Policy (Policy #7)³⁰, UBC Employment Equity Policy (Policy #2)³¹, and UBC Response to at Risk Behaviour Policy (Policy #14)³². A review of all policies should be addressed through the regular review cycle with a commitment to a culture of equality and accountability, and attention to Musqueam and Okanagan First Nations' laws and values.

Employment Equity Policy

ORIGINAL RECOMMENDATION

- 1.1. Revise the University's Employment Equity Policy to support the building of diverse applicant pools ensuring a commitment to diversity in hiring and appointment decisions. Correspondingly, the Policy should develop supports for tracking and reporting all faculty, staff, and administrative appointments in both academic and non-academic units.

CONSULTATION FEEDBACK – IN-PERSON SESSIONS & SUBMISSIONS

No direct comments received about this recommendation beyond general support.

CONSULTATION FEEDBACK – WIDER COMMUNITY CONSULTATION

The Employment Equity Policy requires further expansion on how it will be enacted to ensure that hiring is focused on merit and not diversity alone. Current wording suggests that hiring will be driven by diversity, generating concern that this will create resentment towards those seen to be hired based on their gender or ethnicity. It was repeatedly emphasized that hiring should be based on merit.

Additional thought should also be given to how to create and maintain an academic climate that reflects diversity. Current approaches to tenure and promotion assessments and decisions should be reviewed to ensure the retention of diverse applicants/employees. It was also mentioned that there is a need for greater representation of Indigenous individuals among senior leadership, counsellor, and advisor positions at UBC.

REVISED RECOMMENDATION

- 1.1. Revise the University's Employment Equity Policy to support the building of diverse applicant pools ensuring a commitment to diversity in hiring and appointment decisions. Correspondingly, the Policy should develop support structures for tracking and reporting all faculty, staff, and administrative appointments in both academic and non-academic units.

²⁸ <http://vpstudents.ubc.ca/student-code-of-conduct/>

²⁹ <http://universitycounsel.ubc.ca/files/2013/08/policy3.pdf>

³⁰ <http://universitycounsel.ubc.ca/files/2010/08/policy7.pdf>

³¹ <http://universitycounsel.ubc.ca/files/2010/09/policy2.pdf>

³² <http://universitycounsel.ubc.ca/files/2011/06/policy14.pdf>

Respectful Environmental Statement

ORIGINAL RECOMMENDATION

- 1.2. Transform the UBC Respectful Environment Statement into a university-wide Respectful Environment Policy.

CONSULTATION FEEDBACK – IN PERSON SESSIONS & SUBMISSIONS

No comments received regarding wording or intent of the recommendation.

CONSULTATION FEEDBACK – WIDER COMMUNITY CONSULTATION

No comments received regarding wording or intent of the recommendation.

REVISED RECOMMENDATION

No substantive revisions made by the Task Force.

First Nations Protocols

ORIGINAL RECOMMENDATION

- 1.3. Develop a distinct set of guidelines to ensure consistency of explicit messaging of local First Nations protocols (e.g. proper procedures for inviting elders) and treaty acknowledgements (e.g. UBC Vancouver is located on traditional, ancestral and unceded Musqueam territory). These guidelines are to be consistent across the Student Code of Conduct, in the advancement of relevant messaging and awareness, and within faculty, staff, and senior leadership practices.

CONSULTATION FEEDBACK – IN-PERSON SESSIONS & SUBMISSIONS

It was noted that further clarify is needed as to what is defined as an ‘event’ that would require adherence to these guidelines.

The Task Force was also informed that the recommendations incorrectly uses the term ‘treaty acknowledgement’; and should be written as ‘territorial acknowledgements’ recognizing that there are very few treaties in BC and no treaties exist for UBC’s immediate neighbours on either campus. Additional wording changes to clarify language suggested by a subject matter expert are incorporated below.

CONSULTATION FEEDBACK – WIDER COMMUNITY CONSULTATION

Concerns were expressed about how developing a First Nations Protocol will align with the work of the Equity and Inclusion Office, noting that members of our campus and wider community who have intimate awareness of the nature of colonialism may not be engaged through the Equity and Inclusion Office.

It was also noted that it is important that the protocols and guidelines be accessible and made known to students.

REVISED RECOMMENDATION

- 1.3. Develop a distinct set of guidelines to ensure consistency in acknowledging Musqueam and Okanagan First Nations, and their respective traditional territories (e.g. UBC Vancouver is located on traditional, ancestral and unceded Musqueam First Nations

territory; UBC Okanagan is located on traditional, ancestral and unceded Okanagan First Nations territory), and in conducting informed interactions with communities and individuals. (e.g. proper protocols and procedures for inviting Aboriginal community representatives). Attending to ethical complexities of UBC campus locations and settler-colonial history, these guidelines are to be incorporated in and consistent across the Student Code of Conduct, in the advancement of communications, relevant messaging and awareness, and within faculty, staff, and leadership practices.

Communicating Values and Policies

ORIGINAL RECOMMENDATION

2. Require institutional policies regarding UBC's values and its communities' commitment to addressing gender-based violence and the trivialization of, and violence against, Aboriginal peoples to be consistently communicated in employment contracts, statements of job expectations, and offer letters (for leadership, faculty, staff, student, and contract appointments).

CONSULTATION FEEDBACK – IN PERSON SESSIONS & SUBMISSIONS

No comments received regarding wording or intent of the recommendation.

CONSULTATION FEEDBACK – WIDER COMMUNITY CONSULTATION

Further clarification is needed on how the policy will be implemented and how to ensure its effectiveness. To compare, there is a tendency to overlook students in violation of the academic honesty policy unless the case is extremely blatant. How can the University make certain that this disregard does not also occur for this policy?

REVISED RECOMMENDATION

No substantive revisions made by the Task Force.

STRATEGIC INITIATIVES

Locating Leadership and Responsibility

ORIGINAL RECOMMENDATION

3. Identify a central body to be endowed with appropriate resources, authority, and responsibility to oversee, coordinate, and support Faculties, academic and non-academic units in enhancing the Culture of Equality and Accountability goals.
 - 3.1 Given the natural alignment of mandate and portfolio, the Task Force recommends the AVP Equity and Inclusion the Equity and Inclusion Office lead efforts in developing and implementing a culture of equality and carrying out accountability measures.
 - 3.2 The ongoing reorganization of UBC's equity and inclusion structure be informed by the recommendations of the Task Force to incorporate focused education, support, and assessment activities

- 3.3 The Equity and Inclusion Office focus should include developing existing departmental, unit, and program strengths, and assisting units in building competencies that prevent and address intersectional violence and promote the safety of all members of our community. To support and assess progress, methods for assessment in Faculties and Units should be developed.

CONSULTATION FEEDBACK – IN-PERSON SESSIONS & SUBMISSIONS

It was noted that the Equity and Inclusion Office is a newly restructured unit and that the AVP Equity and Inclusion will be taking on a newly revised leadership position, as such the Task Force should recognize the material and structural capacity that will be needed for this unit to carry out the activities outlined in the recommendation.

CONSULTATION FEEDBACK – WIDER COMMUNITY CONSULTATION

No comments received regarding wording or intent of the recommendation.

REVISED RECOMMENDATION

3. Identify a central body to be endowed with appropriate resources, authority, and responsibility to oversee, coordinate, and support Faculties, and academic and non-academic units in enhancing the culture of equality and accountability goals.
 - 3.1 Given the necessary alignment of mandate and portfolio, the Task Force recommends the AVP Equity and Inclusion and the Equity and Inclusion Office lead the efforts in developing and implementing a culture of equality and carrying out accountability practices in collaboration with Faculty and unit administration.
 - 3.2 The recommendations of the Task Force to incorporate focused education, support, and assessment activities should inform the ongoing reorganization of UBC's equity and inclusion structures. *[no substantive change, rewording for clarity]*
 - 3.3 The Equity and Inclusion Office be charged with working closely with leadership in identifying and further developing existing departmental, unit, and program strengths, and assisting units and Faculties wherever necessary in building competencies that prevent and address intersectional violence and promote the safety of all members of our community. The portfolio of the Equity and Inclusion Office should include supporting and assessing the progress of Faculties and Units in developing self-evaluation methods. *[no substantive change, rewording for clarity]*

Equity Action Plan

ORIGINAL RECOMMENDATION

4. Develop an "Equity Action Plan" that provides a clear framework for UBC and its community, outlining the values, responsibilities and expectations that direct our commitment to diversity, equity, and safety and that serves as a reference point for the development of other policies. The restructured Equity and Inclusion office and Associate Vice President – Equity and Inclusion could play a leading role in this work, partnering with the broader UBC community.

CONSULTATION FEEDBACK – IN PERSON SESSIONS & SUBMISSIONS

No comments received regarding wording or intent of the recommendation.

CONSULTATION FEEDBACK – WIDER COMMUNITY CONSULTATION

It was suggested that the recommendations do not provide details on how the Equity Action Plan will be implemented and how the Equity and Inclusion Office, and those working with the unit, will be impacted. It was also noted that further details are absent about how changes in the Equity and Inclusion Office mandate and services will be communicated.

The Task Force should consider the intentional inclusion of people with “ancestral experience historically and contemporarily as racialized (Indigenous, Metis, Inuit, First Nations, People of Colour, and of Mixed Race ancestry) AND [who] have had community organizing or work experience providing racialized-specific and intersectional services and/or advocacy” in the development of the plan.

Concern was voiced about the inclusion of LGBT individuals in developing the Equity Action Plan and making certain that their voices and opinions were included.

REVISED RECOMMENDATION

No substantive revisions made by the Task Force.

Faculty/Unit Equity Goals

ORIGINAL RECOMMENDATION

5. Require all Faculties and units on campus to develop equity goals that clearly link back to the central UBC Equity Action Plan (Recommendation #4).
 - 5.1. Assessable data and progress relative to targets on representation, hiring, tenure/promotion, and curriculum renewal be reported to the AVP Equity and Inclusion and made available to all members of the Faculty or unit.
 - 5.2. Strategic equity goals and reporting to be made an integrated, mandatory part of Faculty reviews with Provost and VP Academic, and external reviews of units.
 - 5.3. Implementation will require both short and long term funding. All Faculties and departments should be given the necessary support and resources to integrate these goals into core processes.

CONSULTATION FEEDBACK – IN-PERSON SESSIONS & SUBMISSIONS

In relation to #5.3, the question was raised about whether there would in fact be funding made available to units to integrate and meet their equity goals. The wording of this recommendation should be revised to reflect the Task Force’s intention of having equity be incorporated into core unit processes and acknowledge that resources should be provided to support this.

It was also noted that the wording focuses on developing equity goals in relation to faculty and staff processes. The recommendation should also make reference to the need for equity goals to also address the student experience.

CONSULTATION FEEDBACK – WIDER COMMUNITY CONSULTATION

It is suggested that those Faculties that are more prone to problems should be prioritized for review.

REVISED RECOMMENDATION

5. Require all Faculties and units on campus to develop equity goals that clearly link back to UBC's Equity Action Plan (*Recommendation #4*).
 - 5.1. Measurable data and progress updates relative to targets on representation, hiring, tenure/promotion, curriculum renewal and the student experience be reported to the AVP, Equity and Inclusion and made available to all members of the Faculty or unit.
 - 5.2. Strategic equity goals and reporting to be made an integrated, mandatory part of Faculty reviews with the Provost and VP Academic, and external reviews of units.
 - 5.3. Implementation will require both short-term and long-term funding. Necessary resources and supports should be made available to Faculties and departments to build equity goals into core Faculty and unit processes.

Intersectional Transgender and Gender Diversity Task Force

ORIGINAL RECOMMENDATION

6. Establish an Intersectional Transgender and Gender Diversity Task Force that will take a lead role in the development and oversight of a new 'Intersectional Gender and Sexual Diversity Strategic Plan.'

CONSULTATION FEEDBACK – IN PERSON SESSIONS & SUBMISSIONS

It was noted that it seems odd for a Task Force to recommend another Task Force.

CONSULTATION FEEDBACK – WIDER COMMUNITY CONSULTATION

No comments received regarding wording or intent of the recommendation.

REVISED RECOMMENDATION

6. Establish an Intersectional, Transgender and Gender Diversity Task Force that will provide expertise and take a lead role in the development and oversight of a new 'Intersectional Gender and Sexual Diversity Strategic Plan.'

Leadership in BC on Culture of Equality and Accountability

ORIGINAL RECOMMENDATION

7. Recognizing that there are issues beyond our control as an institution, UBC should take a leadership role in promoting equality and accountability in higher education at the Provincial level to reduce widespread institutional inequities around the intersectionality of gender/gender identity, Indigeneity, race/ethnicity, and sexuality. As part of this initiative UBC should work with experts across the Province to make recommendations for Province-wide policies, resource allocation, accountability and institutional equity goals.

CONSULTATION FEEDBACK – IN PERSON SESSIONS & SUBMISSIONS

It was recommended that UBC take bolder action and extend its commitment to influencing change not only on the provincial level, but also on the national level through its influence on non-

government groups that have accountability and strategic functions for higher education across Canada, such as the Association of Universities and Colleges of Canada (AUCC).

It was noted, generally, that class was markedly absent as an issue of concern throughout the document.

CONSULTATION FEEDBACK – WIDER COMMUNITY CONSULTATION

No comments received regarding wording or intent of the recommendation.

REVISED RECOMMENDATION

7. UBC should take a leadership role in promoting equality and accountability in higher education at the Provincial and National level (through organizations such as the Research Universities' Council of BC and the Association of Universities and Colleges of Canada) to reduce widespread institutional inequities in relation to the intersectionality of gender/gender identity, Indigeneity, race/ethnicity, socio-economic location and sexuality. As part of this initiative, UBC can take a leadership role in working with experts across the country to make recommendations for Provincial and National level policies, resource allocation, accountability and institutional equity goals.

CURRICULUM AND EDUCATION

Community-Led Activities and Initiatives

ORIGINAL RECOMMENDATION

8. Fund and reward UBC community-led and community-based activities that specifically enhance student and faculty competencies and understandings of intersectional equality. Such a fund would build on and partner with existing funding opportunities (e.g. the Equity Enhancement Fund), ensuring that particular attention is given to areas of gender/gender identity, Indigeneity, race/ethnicity, and sexuality.

CONSULTATION FEEDBACK – IN PERSON SESSIONS & SUBMISSIONS

No comments received regarding wording or intent of the recommendation.

Socio-economic location added to address general concern regarding the absence of class as an issue

CONSULTATION FEEDBACK – WIDER COMMUNITY CONSULTATION

This recommendation is too broad in scope and does not explicitly place attention on all aspects of diversity; nor does it address which communities or organisations will be targeted to ensure that such events and activities will actually happen.

It was also suggested that this recommendation needs to have a stronger connection to the Intercultural Understanding Strategic Plan.

REVISED RECOMMENDATION

8. Fund and reward UBC community-led and community-engaged activities that specifically enhance student, faculty, and staff competencies and understandings of intersectional equality. Such a fund would build on and partner with existing funding opportunities (e.g. the

Equity Enhancement Fund), ensuring that particular attention is given to areas of gender/gender identity, Indigeneity, race/ethnicity, socio-economic location and sexuality.

Curriculum Development and Review

ORIGINAL RECOMMENDATION

9. Develop, fund and implement a robust curricular assessment tool that includes changes to the curriculum development process and documentation to ensure curricular inclusion of diverse perspectives, including intersecting areas of gender/gender identity, race, sexuality and Indigeneity in new and existing courses.
 - 9.1. Develop a culture of equity course requirement to be met as part of all undergraduate and professional degree completion. The requirement will include a coherent cross-list of all existing courses that deal substantively with intersectional gender-based violence and Aboriginal peoples. Each unit will provide a comprehensive list of courses clearly identifying the qualifying subject matter from which students can choose to meet this graduation requirement (see 9.2).
 - 9.2. Include an updated curriculum form requiring the course developer/reviewer to specify what materials, activities, sources and/or projects are to be included in the course relevant to gender/gender identity, Indigeneity race/ethnicity, and sexuality. Courses that include such materials in a substantive way will be cross-listed for an equity culture requirement (see 9.1).
 - 9.3. Conduct an assessment of all existing courses over a 5-year period, with a priority 1-year review window for all required 100-level courses, to meet the guidelines set in 9.2.
 - 9.4. UBC's Centre for Teaching, Learning and Technology (CTLT) to create and maintain a clearinghouse to share teaching ideas, assessments and resources to encourage curriculum development and evaluation in order to support a campus culture of equality and accountability. CTLT to host workshops and training with clearinghouse materials and liaise with Faculties and departments to develop Unit and/or Faculty specific resources.

CONSULTATION FEEDBACK – IN PERSON SESSIONS & SUBMISSIONS

In relation to #9.1, community member expressed that the wording was unclear, and as a result many misinterpreted the intent of the recommendation. It was emphasized by many groups that the requirement should be operationalized into curriculum on a program level to ensure that it becomes a core part of student's education in their discipline. Students, faculty members, and administration in the Faculty of Applied Science specifically raised the issue of accreditation and workload in professional programs and suggested that the wording be "modified to make it clear that such a requirement...would not have to be satisfied by a single course, and would not be in addition to requirements otherwise specified in a professional program."

For #9.4, it was noted that CTLT or other responsible units would need to function as more than a 'clearinghouse' to be successful. It was also suggested that non-academic units be added to the groups for CTLT, or other responsible units, to liaise with.

Socio-economic location was added to address general concern regarding the absence of class as an area of focus.

The concern was raised several times about the overburdening of existing specialized programs such as courses offered by the Institute for Gender, Race, Sexuality and Social Justice, or the First Nations Studies Program. It was also noted that the potential overburdening of classes could disadvantage students who have chosen to specialize or major in those subject areas.

There was also concern regarding the breadth of faculty expertise to teach in these highly specialized topics, and the ability of each instructors (particularly those outside of these discipline areas) to deal with the complexities that can arise while discussing these topics and the need to maintain a safe and respectful environment, particularly for aboriginal and sexual and gender minority students.

CONSULTATION FEEDBACK – WIDER COMMUNITY CONSULTATION

It was suggested that the requirement be implemented in a way that would not require students to have to pay for additional credits above and beyond the general standard for degree programs at their level. As such, it was suggested that it should be integrated into existing requirements (for example, arts or breadth elective requirements for undergraduate degrees). It was also suggested that there should be provisions to allow students to meet the requirement through alternatives to formal courses, such as workshops, community engagement activities, etc.

It was suggested that business students should be required to take a mandatory business ethics course or an ethical framework for business students should be created.

CTLT (or another unit) should take an active role in working with departments to provide training and support to faculty members. CTLT's role as clearinghouse should be coordinated with library's role for supporting the information needs for campus research, instructional and policy development endeavors.

There is a need for the Task Force to be more transparent and strategic in how they foresee curriculums changing to align with the recommendations. It appears that it will be difficult to structure courses around "pillars of equity". Further clarification is needed on whether this will be a breadth requirement similar to writing, statistics, science for Arts students, etc.

Sections #9.2 and #9.3 are not explicit to whether or not professors can decide not to include substantial material regarding intersectional violence, gender identity, Indigeneity. It was noted that there must be a degree of autonomy for faculty members in the classroom to allow for the freedom to promote respect, dignity and well-being in their own unique manner, even if it is done in an unconventional way.

A question was raised regarding whether it would be possible to recommend a working group of community members and key faculty to come up with a robust curriculum assessment tool or strategy for implementation.

It was noted that the term "experts" needs to be further clarified to outline who could be considered a leader as it relates to experience, such as those with lived experience or those with academic or employment experience. There was a question of engagement with the Musqueam and Okanagan First Nations or other indigenous groups in determining those who are best equipped to support UBC in these endeavours.

REVISED RECOMMENDATION

9. Develop, fund and implement a robust curricular assessment tool that includes changes to the curriculum development process and documentation to ensure curricular inclusion of diverse perspectives, including intersecting areas of gender/gender identity, race, sexuality and Indigeneity in new and existing courses.

9.1 Develop a culture of equality requirement to be met as part of all degree completion to ensure students graduate with the competencies necessary to analyze issues of equality relevant to areas of gender/gender identity, Indigeneity, race/ethnicity, socio-economic location and sexuality. Each Faculty or unit will provide a comprehensive list of courses or program-specific alternatives for students, clearly identifying the subject matter covered (see #9.2).

- Content should include, but not be limited to, issues of intersectional gender-based violence and Aboriginal stereotypes
- Content should meet criteria established by subject area experts. However, the mode of delivery may vary by program, possible examples are: online course modules, a content focused elective, or a relevant experiential learning placement.

9.2. Update Curriculum Proposal Forms to require developers/reviewers to specify how materials, activities, sources and/or projects will include course materials relevant to gender/gender identity, Indigeneity race/ethnicity, socio-economic location and sexuality. Courses that include such materials in a substantive way will be cross-listed as suitable for the fulfillment of a culture of equality degree requirement (see #9.1).

9.3. Over a 5-year period, conduct an assessment of all existing courses to ascertain the inclusion of the guidelines set in #9.2, with a priority 1-year review window for all required 100-level courses.

9.4. The Office of the Provost and Vice President Academic create and maintain a central resource centre to share teaching ideas, assessments and resources to encourage curriculum development and evaluation supportive of a culture of equality and accountability. Such a Centre would be charged with hosting workshops, developing curricular models, offering expert advice and education. The Centre would also liaise with Faculties, departments, and non-academic units to develop Unit and/or Faculty specific resources. To be successful, this recommendation should be carried out in tandem with Recommendation #14.

COMMUNITY

Student Orientation Programming and Events

ORIGINAL RECOMMENDATION

10. Charge the Orientation and Transition Steering Committee (formerly the Jump Start Steering Committee) with oversight and annual reporting to the executive for all Vancouver and Okanagan campus undergraduate orientation activities.

10.2. Student-led orientation and welcome activities must reflect UBC values, as outlined in the new Respectful Environment Policy; goals of all student-led activities must

complement official university welcome events and such events must be scheduled to take place after official welcoming events.

- 10.3. Identify clear expectations of student leader conduct and responsibility, communicated through mandatory training for all student orientation and transition leaders (both student-led and University-led) and consistent with institutional expectations, practices, guidelines and policies.

CONSULTATION FEEDBACK – IN PERSON SESSIONS & SUBMISSIONS

It was suggested by student leaders and student groups that the training requirements specified in #10.2 should be expanded to include all student leaders. It was also noted that recommendations should differentiate between FROSH/orientation events that are 100% student led, and ones that already involve substantial collaboration and partnership with the University (example Science FROSH).

Student leaders in the Okanagan also expressed a need for the establishment of an Orientation and Transition Steering Committee on the Okanagan campus.

CONSULTATION FEEDBACK – WIDER COMMUNITY CONSULTATION

One individual suggested that students be removed entirely from organizing orientation events or that orientation leaders work closely in cooperation with recognized student bodies.

Aboriginal awareness should be included in orientation for all students. The associated content should encompass more than cultural issues but also extend to legal status as well as an explanation of their position within Canadian society.

REVISED RECOMMENDATION

10. Charge the Orientation and Transition Steering Committee (formerly the Jump Start Steering Committee) with oversight and annual reporting to the Executive for all Vancouver and Okanagan campus undergraduate orientation activities.

- 10.1. Require student-led orientation and welcome activities to reflect UBC values, as outlined in the new Respectful Environment Policy. The goals of all student-led activities must complement official university welcome events and such events must be scheduled to take place after official university welcoming events. *[no substantive change, re-worded for clarity]*

- 10.2. Identify clear expectations of student leader conduct and responsibility, communicated through mandatory education for all student orientation and transition leaders (both student-led and University-led) and consistent with institutional expectations, practices, guidelines and policies. This education program should be initiated first with orientation leaders, with a view of expanding the program to be available to all student leaders on campus.

Pre-Arrival Student Orientation

ORIGINAL RECOMMENDATION

11. Fund and develop a mandatory, online pre-arrival orientation module for all new students consistent with UBC policies and values to a respectful, inclusive, and safe environment that includes topics of intersectional gender-based violence, sexual assault, consent, Aboriginal

histories and cultures, racism, homophobia, colonialism and ableism and introduces the concept of bystander awareness.

CONSULTATION FEEDBACK – IN PERSON SESSIONS & SUBMISSIONS

Many community members emphasized that any online orientation content should be developed in consultation with subject matter experts and the Musqueam and Okanagan First Nations, and that the orientation should include a robust knowledge of both the past and current histories of the Musqueam and Okanagan First Nations.

There was concern that orientation modules would not reach graduate students and students transferring from other universities, and that it is important to ensure both these groups are included.

CONSULTATION FEEDBACK – WIDER COMMUNITY CONSULTATION

One individual suggested that orientation for students should include information on privilege and responsibility, particularly in the case of student "leaders", including TAs and elected representatives.

The recommendation should include an expectation that the online module be developed by expert educators in collaboration with the individuals who are working on the programs outlined in Recommendation #10.

REVISED RECOMMENDATION

11. In close consultation with subject area experts and leaders from the Musqueam and Okanagan First Nations communities, fund and develop a mandatory online pre-arrival orientation module for all new students, including graduate and transfer students. The module is to be consistent with UBC policies and values for a respectful, inclusive, and safe environment that includes topics of intersectional gender-based violence, sexual assault, consent, Aboriginal histories and cultures, socio-economic location, racism, homophobia, colonialism and ableism and which introduces the concept of bystander awareness.

UBC Event Guidelines

ORIGINAL RECOMMENDATION

12. Develop jointly held (Alma Mater Society, UBC Students' Union Okanagan, and UBC) guidelines for all UBC events (whether hosted on or off campus) with clear enforcement mechanisms.

CONSULTATION FEEDBACK – IN PERSON SESSIONS & SUBMISSIONS

It was suggested that the definition of an 'event' that would fall under these guidelines be specified further.

It was noted that some successful guidelines already exist and these should be consulted in the development of new guidelines.

CONSULTATION FEEDBACK – WIDER COMMUNITY CONSULTATION

No comments received regarding wording or intent of the recommendation.

REVISED RECOMMENDATION

12. The Alma Mater Society of UBC Vancouver, UBC Students' Union Okanagan, and UBC jointly develop guidelines for all formal UBC events, including all athletic events, (whether hosted on or off campus) with clear support structures for communication, and well-defined implementation and enforcement mechanisms for new and existing guidelines.

Support and Accountability for Student-Led Organizations

ORIGINAL RECOMMENDATION

13. Establish consistent support and accountability structures for student led organizations at the Faculty-level, stewarded and facilitated by the VP Students Office. These structures will facilitate ongoing support and resources, and ensure clear communication of institutional policies and expectations of student organizations.

CONSULTATION FEEDBACK – IN PERSON SESSIONS & SUBMISSIONS

The AMS expressed concern that this recommendation has the potential to impact the autonomy of student organizations. They recognized that the intent of the Task Force was to foster positive relationships, however this is not reflected in the wording of 'accountability'. The AMS felt that the wording of accountability implied that student led organizations are under the control of the Faculties and the University.

CONSULTATION FEEDBACK – WIDER COMMUNITY CONSULTATION

No comments received regarding wording or intent of the recommendation.

REVISED RECOMMENDATION

13. Establish consistent support and accountability structures for student-led organizations at the Faculty-level, stewarded and facilitated by the VP Students Office. These structures will facilitate ongoing support and resources, and ensure clear communication of institutional policies and expectations of student organizations. This process should be conducted in collaboration and consultation with the student led organizations.

Faculty, Staff, and Leadership Orientation and Professional Development

ORIGINAL RECOMMENDATION

14. Key Faculty processes, such as new instructor hires, TA orientations, teaching workshops, leadership support programs, and staff professional development should require orientation modules on topics of gender-based and anti-Indigenous violence. These processes should also support the development of competencies and awareness in the areas of gender/gender identity, Indigeneity, race/ethnicity, and sexuality.

CONSULTATION FEEDBACK – IN PERSON SESSIONS & SUBMISSIONS

It was noted by a number of groups that the capacity and ability of faculty members to practically address topics of equity and gender-based violence is equally as important as building a common base of understanding and the necessary expertise. As such, faculty orientation and professional development should emphasize skill building and content focus. Specifically, how to safely and respectfully facilitate complex and, often times, difficult conversations with a diversity of students and respond to issues that may arise in the classroom or with individual students as a result.

Socio-economic location was added to address general concern regarding the absence of class.

CONSULTATION FEEDBACK – WIDER COMMUNITY CONSULTATION

It was suggested that all new faculty and staff hires, and faculty members taking on administrative roles (e.g. department chair/associate chair; dean/associate dean; up to Chancellor) should take the orientation modules.

One suggestion related to bringing back the International Teaching Assistants program or providing more offerings of the Instructional Skills Workshops including the Intercultural module in order for TA's to have an understanding of UBC's culture of equality.

REVISED RECOMMENDATION

14. Key faculty processes, such as new instructor orientations, TA orientations, teaching workshops, leadership support programs, and staff professional development should require orientation modules on topics of gender-based and anti-Indigenous violence, as well as a familiarity with Musqueam and Okanagan First Nations protocols, histories and traditions. These processes should also support the development of the competencies and awareness necessary to successfully facilitate learning in the areas of gender/gender identity, Indigeneity, race/ethnicity, socio-economic location, and sexuality. Processes should support all teaching faculty to build their ability to foster and support respectful pedagogical engagement across these issues.