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

DRAFT RECOMMENDATIONS FOR COMMUNITY CONSULTATION

FEBRUARY 18, 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.
BACKGROUND

The Intersectional Gender-Based Violence and Aboriginal Stereotypes Task Force was struck by President Toope in November 2013. The Task Force’s mandate is to develop a set of actionable recommendations that will result in transformative and robust changes directed at combating systemic attitudes and lack of understanding related to gender-based violence and the trivialization of, and violence against, Aboriginal peoples which were rendered visible through chants that took place during student-led FROSH events in September 2013.

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. Correspondingly, 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

The issues 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 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 building 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.

Since November 2013, the Task Force has met a number of times to both discuss and draft actionable steps for the institution and to develop a process to arrive at final recommendations. This document signals a critical point in the process to engage the wider UBC community in the mandate of the Task Force.

ABOUT THIS DOCUMENT AND PROCESS

This document presents a set of draft recommendations developed by the Task Force members over the last 3 months across 4 themes – (1) policy; (2) strategic initiatives; (3) curriculum and education; and (4) community. These draft recommendations aim to build an open conversation across the UBC Vancouver and Okanagan campuses toward programs and policies that will lead to visible and transformative change.

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 processes 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 with the issues at hand.

The Task Force emphasizes that this set of recommendations is a work in progress, and an invitation for engaged dialogue on both campuses. The purpose of this document is to communicate the Task Force’s preliminary insights and suggested actions based on the information and expertise gathered thus far. The Task Force is seeking comments and input from UBC stakeholders’ specific areas of interest and expertise to further inform the recommendations and the development of next steps. This consultation process will involve an online space where community members may access supporting documents and submit comments.

The consultation across UBC communities for which this document has been produced is a critical component of the process. These initial recommendations, along with the results of the community consultation, will be delivered to President Toope to inform the University’s approach to addressing these issues.

Within the following 14 draft recommendation for your review, 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 and intended outcome for each recommendation. A summary of the draft recommendations can be accessed at the end of this document.
TASK FORCE MEMBERSHIP

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INTRODUCTION

The University of British Columbia is a public university and, as such, the Task Force recognizes that UBC should reflect a commitment to Canadian Charter of Rights and Freedoms, and as essential to education, research and public service. 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 Task Force’s mandate requires a 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. Beyond simply naming these facts, UBC is committed to ongoing, respectful, and reciprocal relationships with its Indigenous hosts. In realizing the full potential of these relationships, UBC’s aspirations for itself will include more extensive recognition and incorporation of Musqueam, Coast Salish, and Okanagan histories, cultural values, and knowledge practices and protocols into relevant university practice and curriculum, determined through consultation with the host nations.

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 UBC5 and Implementing Inclusion6, 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 describes

5 Equity and diversity strategy for UBC students, faculty and staff at UBC Vancouver and UBC Okanagan
6 Report of a review process undertaken by UBC in January 2013 to consider the structure of existing equity and diversity activities across UBC
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.).

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, if 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, 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. Members of our community have taken up issues of equality, gender, Indigeneity, and sexuality. We acknowledge that the recommendations that follow herein stand firmly upon groundwork laid previously and alongside those who continue to work in the interests on 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 awareness must be championed by all members of the community, from the newest student to

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8 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.
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.

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 draft 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** – process 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.

## DRAFT 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 UBC Student Code of Conduct[^9], UBC Discrimination and Harassment Policy (Policy #3)[^10], UBC Safety Policy (Policy #7)[^11], UBC Employment Equity Policy (Policy #2)[^12], and UBC Response to at Risk Behaviour Policy (Policy #14)[^13], 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.

Goal: That UBC’s policies support a commitment to a culture of equality and attention to Indigenous laws and values, and that policies are regularly reviewed to ensure that commitment is explicitly and consistently incorporated in policy.

### 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 through employment equity surveys of applications 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 supports for tracking and reporting all faculty, staff, and administrative appointments in both academic and non-academic units.

[^9]: http://vpstudents.ubc.ca/student-code-of-conduct/
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.

Respectful Environmental Statement
Context: The Task Force feels that it is important to transform the current UBC Respectful Environment Statement, which is 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 as identified.

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

Goal: Develop a policy statement that clearly establishes UBC’s position on being responsive to and accountable for intersectional violence and safety issues, ensuring that UBC is a supportive and respectful environment for everyone.

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 responsibility 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 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 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 Indigenous protocols 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 is 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 of UBC’s community members.

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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 know the policies and values of the institution and recognize and understand their individual and collective responsibility 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 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 depends upon well-positioned and consistent oversight and support from a dedicated office that works in partnership across UBC.

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

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 and the Equity and Inclusion Office lead efforts in developing and implementing a culture of equality and carrying out accountability measures, in collaboration with Faculties, departments, and units system-wide.

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.

Goal: To facilitate the implementation of recommendations and reinforce a more transparent and supportive process for initiating change and ensuring accountability across all levels of the university.

15 http://equity.ubc.ca/about/implementing-inclusion-report/
Recommended for Immediate Implementation: Phase 2 – Informing the restructuring of the AVP Equity 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 building upon Valuing Difference, informed by the work of this Task Force, and 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 around responsibility for action with regard to diversity, equality, and safety with specific consideration given to gender/gender identity, sexuality, Aboriginal culture, 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 progress on these goals, the Task Force feels that annual reporting and inclusion of progress on equity goals 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. 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 will be given the necessary support and resources to integrate these goals into core 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 in initiatives, 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.¹⁶

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 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 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 culture are systemic and engrained in popular culture. The Task Force would like UBC to commit to championing change across the higher education sector.

7. Recognizing that there are issues beyond our control as an institution, UBC will 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 will work with experts across the Province to make recommendations for Province-wide policies, resource allocation, accountability and institutional equality 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, 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-based initiatives are essential for promoting wider understanding and 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-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.

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 experience 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 in significance 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 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 a culture of equality 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.

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 course developers to formulate links between their 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 colonialisit violence by setting in place policies, educational paths, and support services that would make it possible to increase safety and to transform values, expectations and outcomes. Community building and orientation activities must be reflective of the policies and plans that are put in place 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 orientation and transition activities that take place at UBC Vancouver. The Task Force supports the re-establishment of this 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. 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.

10.2. 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.

Goal: Develop clear goals and policies on university 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 to University 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. 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.

Goal: To develop an orientation curriculum that will create a foundation of knowledge that all students will build on 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 a common understanding and compliance. The Task Force recommends that these build on existing university policies and enforcement mechanisms, to enable identification and accountability on 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 AMS.

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

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 leaders are well supported in implementing and modeling the institutions values, structures should be put in place to provide 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 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.

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 important 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 regard 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 academic 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 hires, TA orientations, teaching workshops, leadership support programs, and staff professional development will require orientation modules on topics of gender-based and anti-Indigenous violence. These processes will also support the development of competencies and awareness in the areas of gender/gender identity, Indigeneity, race/ethnicity, and sexuality.

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.
SUMMARY OF DRAFT RECOMMENDATIONS

POLICY

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\textsuperscript{17}, UBC Discrimination and Harassment Policy (Policy #3)\textsuperscript{18}, UBC Safety Policy (Policy #7)\textsuperscript{19}, UBC Employment Equity Policy (Policy #2)\textsuperscript{20}, and UBC Response to at Risk Behaviour Policy (Policy #14)\textsuperscript{21}, 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.

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 supports for tracking and reporting all faculty, staff, and administrative appointments in both academic and non-academic units.

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

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 leadership practices.

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).

\textsuperscript{17} http://vpstudents.ubc.ca/student-code-of-conduct/
\textsuperscript{18} http://universitycounsel.ubc.ca/files/2013/08/policy3.pdf
\textsuperscript{19} http://universitycounsel.ubc.ca/files/2010/08/policy7.pdf
\textsuperscript{20} http://universitycounsel.ubc.ca/files/2010/09/policy2.pdf
\textsuperscript{21} http://universitycounsel.ubc.ca/files/2011/06/policy14.pdf
STRATEGIC INITIATIVES

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 and the Equity and Inclusion Office lead efforts in developing and implementing a culture of equality and carrying out accountability measures, in collaboration with Faculties, departments, and units system-wide.

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.

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.

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 will be given the necessary support and resources to integrate these goals into core processes.

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.'

7. Recognizing that there are issues beyond our control as an institution, UBC will 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 will work with experts across the Province to make recommendations for Province-wide policies, resource allocation, accountability and institutional equality goals.

CURRICULUM AND EDUCATION

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.

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 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 a culture of equality 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.
COMMUNITY

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. 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.

10.2. 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.

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.

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

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.

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