



Faculty of Arts Strategic Plan: Listening Phase Appendices

September 24, 2024



THE UNIVERSITY OF BRITISH COLUMBIA
Faculty of Arts

arts.ubc.ca

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Appendix A: Faculty of Arts Strategic Plan 2019–2024

Progress to Date

CORE AREA 1: RESEARCH EXCELLENCE

- **Strategy 1 | Research Culture:** Strengthen our position as Canada’s leading social science research university and build on the strong foundation of our research in the humanities and creative and performing arts.
- **Strategy 2 | Collaborative Research:** Invest in and support collaborative research practices across the Faculty of Arts, the university, and with local and global partners.
- **Strategy 3 | Knowledge Mobilization:** Create and mobilize knowledge exchange beyond the academy.

Areas of Achievement

- Congress 2019 to promote the strengths of UBC Arts research.
- Dean of Arts Research Awards for research projects.
- Increased number and quality of grant applications.
- Increased support for centres and institutes that further Arts collaborations and support interdisciplinary connections.
- 14 PAEI chairs; 19 CRCs, CERC Chair, Canada 150 Chair, President’s Excellence Chair.
- Creation of Public Humanities Hub for external-facing humanities research and growth of SPPGA, Centre for Climate Justice, Centre for Migration Studies, Centre for Computational Social Sciences, among others, for knowledge dissemination beyond the academy.
- Ongoing support for research and creative activity across the spectrum of Arts, humanities, social science, creative and performing arts, and science.

CORE AREA 2: TRANSFORMATIVE LEARNING

- **Strategy 4 | Educational Excellence and Renewal:** Facilitate innovative, student-focused teaching practices.
- **Strategy 5 | Program Design:** Renew our academic offerings, find areas of niche strength and emerging societal need, and foster a culture of innovation and flexibility in teaching and educational design.
- **Strategy 6 | Experiential and Practical Learning:** Provide transformative and high-impact education guided by learning outcomes.
- **Strategy 7 | Student Experience:** Create a personalized, responsive, structured, and supportive student experience.

Areas of Achievement

- Reform of FoA breadth requirements “Ways of Knowing”, including “Place and Power”.
- Support for curriculum renewal across many departments.

- Writing Studies program moved to expanded School of Journalism, Writing and Media; creation of School of Creative Writing.
- New programs: Masters of Data Science in Computational Linguistics; Programs in Neuroscience, Study of Religion; Minors in Middle East Studies and Jewish Studies.
- Expansion of advising staff, additional resources to Arts Indigenous advising unit.
- Creation of Compass (Arts student engagement hub) and Arts Student Centre.
- Growth of Arts Co-Op program and Arts Amplifier for graduate students.
- 10+ years our Alumni Engagement Survey (2022).
- Implementation of Place and Power and the Ways of Knowing breadth requirement (2024W).
- Ongoing prioritization of improvements to the classroom environment, accessibility, and student retention, especially for Indigenous, historically marginalized and under-represented, and international students.
- Ongoing efforts to include Indigenous ways of knowing, culture, histories, experiences, and worldviews in curriculum delivered across the Faculty (ISP Goal 4).
- Ongoing efforts to leverage and explore and impacts of generative AI – from pedagogical tool and curriculum development to issues around academic integrity.
- Ongoing support for interdisciplinary programs and pathways for students.

CORE AREA 3: LOCAL AND GLOBAL ENGAGEMENT

- **Strategy 8 | Public Relevance:** Exchange knowledge and expertise widely and engage in reciprocal partnerships with the community.
- **Strategy 9 | Indigenous Engagement:** Expand and enhance Indigenous research and teaching initiatives, increase understanding of First Nations and Indigenous cultures and histories, and supportively and respectfully engage with Indigenous peoples, advancing the recommendations of the UBC Indigenous Strategic Plan and the Truth and Reconciliation Commission.
- **Strategy 10 | Intercultural, Diverse, and Inclusive Understanding:** Cultivate diversity and inclusion among students through study, reflection, debate, and action across cultural differences.
- **Strategy 11 | International Engagement:** Further internationalize our curriculum allowing students to explore the global dimensions of their areas of study, excel in international work, and engage with communities around the world.
- **Strategy 12 | Community Engagement:** Foster meaningful relationships with alumni, emeriti, donors, and the external community by improving communications, outreach, and engaging others as partners to achieve shared aspirations.

Areas of Achievement

- Arts commitment to ISP self-assessment process, variable progress across Faculty units.
- New major and minor in First Nations and Endangered Languages.
- Arts Indigenous Advisory Council.
- Renovation of space for Laboratory of Archeology in Iona Building.
- Arts centres strongly committed to public engagement, including ACRE, Centre for Climate Justice, Centre for Migration Studies, PHH, and others.
- Exceeded 2022 goal of 19,000 Arts alumni engaged and \$15 million raised by Arts development.

- Enhanced communications support through increase of communicator roles at Faculty and unit level.
- Ongoing process of ISP implementation and assessment.
- Ongoing implementation of StEAR framework.
- International community-engaged learning and co-op programs.
- Continued support for Arts centres for public engagement, including ACRE.
- Ongoing support for newer areas of local/global engagement, ie. Persian Studies, Himalayan Studies.
- Possible presence at Surrey; relationship with UBCO.

CORE AREA 4: PEOPLE AND PLACES

- **Strategy 13 | Inclusive Excellence:** Invest in faculty and staff resources to increase excellence, enhance research and teaching, build a diverse and inclusive community, and nurture a culture of respect.
- **Strategy 14 | Student Support:** Make degrees affordable for all who qualify for and desire a university education, and support the academic experience and the health and wellbeing of our students.
- **Strategy 15 | Inspiring Spaces:** Increase space for expanded programs and a growing student body, and transform current spaces into inspiring facilities to learn, teach and research.
- **Strategy 16 | Systems Renewal:** Demonstrate national leadership in administrative design to provide the highest level of operational and service delivery.

Areas of Achievement

- Substantial expansion of full-time tenure track faculty and staff.
- Increased recruitment and retention of faculty members from historically marginalized and under-represented groups; participation in Black Faculty Cohort Hiring Initiative.
- Increased equity training for search committees.
- Participated in 2019 UBC pilot study on gender and faculty workload.
- Increased Arts funding for graduate students from \$2 to \$2.5 million/year.
- Arts Student Centre built; Buchanan Tower, Psychology and Music renovations.
- Brock South in 2024 for Co-Op, Arts Advising, Compass and CEDaR.
- Museum of Anthropology (MOA) seismic upgrade.
- Creation and implementation of Arts Service Centre for Finance and HR.
- Ongoing efforts to increase support for graduate students.
- Ongoing efforts to support Indigenous Faculty hiring initiative.
- Ongoing implementation of Workday Student; support for students, instructors and staff in transition to Workday Student.
- Ongoing renovations for Social Work and Anthropology/Sociology.
- Remaining building priorities: Armoury Commons, Theatre and Film, Belkin, School of Music, Buchanan D, etc.
- Ongoing efforts to recruit and retain faculty from historically marginalized and under-represented groups.

Appendix B: Peer Review

Insights from Peer Review

- Plan themes are centered around research and global impact, comprehensive education and global citizenship, social responsibility and impactful learning and are aligned with University level strategic plans.
- Social, economic, and environmental sustainability are identified in the plans with goals of increasing enrolment, diversifying recruitment, developing strategies to build the Faculty's reputation, emphasizing identity, impact and relevance.
- Peer institutions are committed to promoting social responsibility and social impact through scholarship and learning, enhancing international experiences, and developing social entrepreneurship in scholarly activities.
- Research priorities include fostering collegial environments that support research excellence and collaboration while enhancing international reputations and maximizing impact on global research themes.
- Attention to infrastructure development at most peer institutions, including maximizing the use of available resources, advancing data-informed decision-making, and reimagining physical spaces to foster Indigenous and culturally-diverse communities and pedagogies.

Patterns in Peer Review

Key Themes	Strategic Goals	Peer Institution
Priorities in Research and Education		
Interdisciplinary Research Impact and Relevance	Facilitate interdisciplinary research, undergraduate and graduate opportunities; Provide a vibrant, collegial environment that supports research excellence; Establish the Faculty of Arts as a hub for transformational research; Build reputation by promoting the Faculty's relevance and impact; Maximize the vision and input of the Faculty in joint research on global themes.	Waterloo, Calgary, Toronto, Queen's, Dalhousie, Manchester, Leiden
Transformative Learning and Career Development	Offer a wide and dynamic range of educational tracks; Expand the number, type and flexibility, of work-integrated, project and problem-based learning; Provide students with learning experiences that will develop critical skills, equip them as global citizens, and prepare them for employment; Equip students to shape their own future as critical citizens and professionals in society; Provide support for non-academic pathways/ career opportunities; Encourage career development	Waterloo, Toronto, Manchester, Leiden

Inspiring Scholarship and Social Impact	Embed social responsibility in our research and learning activities; Engage in scholarship and learning that emphasizes social impact; Commit to scholarship founded on principles of social justice; Enable students to have direct social impact through their research, curriculum, and work- and volunteer-integrated learning	Waterloo, Manchester, Toronto
Digital Scholarship and Literacy	Enhance awareness and skills in Digital Humanities across all study programs; Embed a focus in our programs on students' personal and professional development, including an emphasis on digital literacy; Extend the impact of our research, including through digital scholarship	Leiden, Melbourne, Calgary
Priorities in Wellbeing and Community Engagement		
Indigenous Peoples, Perspectives & Ways of Knowing	Support equitable and mutually beneficial collaborations between staff, students, and Indigenous communities; Support Indigenous-related research partnerships, language instruction, and land-based learning; Increase Indigenous recruitment and retention at all levels; Weave Indigenous ways of knowing through teaching and learning; Value, support and promote Indigenous research; Re-imagine spaces that foster Indigenous and culturally-diverse communities and pedagogies	Toronto, Queen's, Melbourne
Equitable, Diverse, Inclusive and Accessible Communities	Support initiatives to enhance EDIA in research and creative activities; Promote EDI through leadership, faculty and staff complement, and student body; Actively recruit and support graduate students, post-doctoral fellows and faculty from historically-excluded groups; Engage culturally diverse practices of wellness with empathy and respect; Address structural inequities and barriers to wellbeing.	Toronto, Queen's, Calgary
Healthy and Resilient Spaces	Build and sustain a healthy community by accommodating the needs of students, staff and faculty; Support student health and wellbeing; Focus on wellness (including workload), collegiality and collegial governance; Promote an inclusive and supportive learning and working environment; Foster a healthy work-life balance.	Dalhousie, Calgary, Waterloo, Toronto, Leiden

* Distilled from a review of peer university plans: University of Waterloo (2023-30), University of Toronto (2020-25), University of Calgary (2023-28), Queen's University (2019-24), Dalhousie University (2020-25), University of Manchester (2020), Leiden University (2022-27), and University of Melbourne (2019-25)

Areas of Differentiation

- The University of Calgary focuses on **exploring and promoting advancements in the digital domain** through scholarly research and creative endeavors. The emphasis is on understanding and contributing to the evolving landscape of the digital world, including challenges related to privacy invasion, algorithmic bias, and the dissemination of misinformation and hate speech.
- The University of Manchester has identified social responsibility as a distinctive feature of their faculty identity and operations. This commitment encompasses addressing global challenges, promoting environmental sustainability, and emphasizing equality and diversity. The faculty has **identified KPIs and targets** to track their progress and impact.
- The University of Melbourne identifies "enablers" for its strategic plan, ensuring that their strategic priorities are supported by **environmental/financial sustainability** and **operational effectiveness**. These enablers collectively aim to ensure the sustainability, efficiency and inclusivity of the Faculty's operations, while also emphasizing a commitment to academic excellence.
- The Dalhousie University Plan **identifies the leads/champions from across the institution, and key benchmarks** that will drive their strategic priorities forward. The approach speaks to the need for a collaborative, consultative, and cross-disciplinary effort to advancing strategic priorities and objectives identified by the Faculty of Arts and Sciences.

Opportunities for Alignment Across UBC

- Several themes align with UBC's Strategic Plan: People and Places, Excellence in Research, Transformative Learning, and Local & Global Engagement .
- There are two plans at UBC: Wellbeing Strategic Framework and the 20-Year Sustainability Strategy which drive UBC's focus on human wellbeing and the natural environment and put sustainability at the core. These plans encourage units to consider how to accomplish broad goals through supporting strategies.
- UBC's Global Engagement Strategic Plan may be another opportunity for alignment with respect to catalyzing transformative learning experiences and enhancing scholarly activities and service capacity to advance global learning opportunities and build global citizenship.
- There are several connections with the vision of the Strategic Equity and Anti-Racism Framework (StEAR Roadmap) and Indigenous Strategic Plan (ISP): advancing priorities related to **Indigenous rights, decolonization, and reconciliation** and **fostering equitable and inclusive learning and working environments** across the University throughout teaching, learning, research, partnerships, operations and infrastructure, and the UBC community.
- There are also emerging strategic plans, including the UBC Accessibility Plan and potential for a digital strategy, that can further inform faculty-level priority initiatives and directions.

Appendix C: Glossary of Key Terms

Accessibility/Accessible: According to [Article 9 \(Accessibility\)](#) of the United Nations' Convention on the Rights of Persons with Disabilities, accessibility enables disabled people to participate fully in all aspects of life, on an equal basis with others, and to access services, employment, information and communications, physical environments, and transportation. For more information on terms and resources related to this topic, see the [disability resources](#) listed on the UBC Equity and Inclusion Office website.

Decolonization: The active resistance against colonial powers, and a shifting of power towards political, economic, educational, and cultural independence and power that originate from a colonized nation own indigenous culture. This process occurs politically and applies to personal and societal, cultural, political, agricultural, and educational deconstruction of colonial oppression.

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

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

Historically, persistently, or systemically marginalized (HPSM) groups: In Canada, and in the current UBC context, disadvantaged groups are commonly understood to include Indigenous Peoples, women, racialized people, disabled people/people with disabilities, members of the 2SLGBTQIA+ communities (Two-Spirit, lesbian, gay, bisexual, transgender, queer and/or questioning, intersex, asexual, plus countless ways people choose to identify) and TGNB people (transgender and non-binary) who experience barriers on the basis of sexual orientation, gender identity and gender expression. The use of "HPSM" is intended to reference these groups.

Inclusion: Inclusion is an active, intentional, and continuous process to address inequities in power and privilege, and to build a respectful and diverse community that ensures welcoming spaces and opportunities to flourish for all.

Indigenous Resurgence: Resurgence is a term that is invoked less by university administrators and institutional planners. However, this word is frequently used by many Indigenous scholars and activists. For this reason alone, resurgence is an important word to learn about. Broadly put, resurgence involves the "flourishment" of Indigenous knowledges, laws, languages, and practices as integral elements of Indigenous self-determination. (Simpson, 2017, p 17) Imagining resurgence as a multivalent project, Michi Saagiig Nishnaabeg scholar Leanne Simpson avers: "We need to rebuild our culturally inherent philosophical contexts for governance, education, healthcare, and economy. We need to be able to articulate in a clear manner our visions for the future, for living as Indigenous Peoples in contemporary times. To do so, we need to engage in Indigenous processes, since according to our traditions, the processes of engagement highly influence the outcome of the engagement itself [...] We need our Elders, our languages, and our lands, along with vision, intent, commitment, community, and ultimately, action. We must move ourselves beyond resistance and survival, to flourishing." (2017, pp. 16-17)

Reconciliation: This term came into use in the post-WWII period to mark socio-political processes of healing and transformation in the wake of gross human rights violations and major political conflicts. In Canada, reconciliation has come to signify a process of grappling with colonialism and forging better relationships between the Government of Canada (as well as society more broadly) and Indigenous Peoples. The TRC “defines reconciliation as an ongoing process of establishing and maintaining respectful relationships. A critical part of this process involves repairing damaged trust by making apologies, providing individual and collective reparations, and following through with concrete actions that demonstrate real societal change.”

Social Justice: Social justice is fairness as it manifests in society. That includes fairness in healthcare, employment, housing, and more. Discrimination and social justice are not compatible. Social justice applies to all aspects of society, including race and gender, and it is closely tied to human rights. Social justice depends on four essential goals: human rights, access, participation, and equity.

Sources:

Human Rights Careers. (2022, September 13). *What does social justice mean?* Retrieved from <https://www.humanrightscareers.com/issues/what-does-social-justice-mean/>

Simpson, L. B. (2011). *As We Have Always Done: Indigenous Freedom through Radical Resistance*. University of Minnesota Press **as cited in** Western University Indigenous Initiatives. (n.d.). *Key terms: Reconciliation, Indigenization, Decolonization, and Resurgence*. Western University. <https://indigenous.uwo.ca/assets/docs/pdfs/Indigenous-Initiatives-Key-Terms.pdf>

Truth and Reconciliation Commission of Canada. (2015). *Honouring the Truth, Reconciling for the Future: summary of the final report of the Truth and Reconciliation Commission of Canada*. Retrieved from https://irsi.ubc.ca/sites/default/files/inline-files/Executive_Summary_English_Web.pdf

UBC Equity & Inclusion Office. (n.d.). *Equity & inclusion glossary of terms*. University of British Columbia. <https://equity.ubc.ca/resources/equity-inclusion-glossary-of-terms/#resources>

UBC Vice-President Finance & Operations. (n.d.). *Equity, diversity & inclusion glossary*. University of British Columbia. <https://vpfo.ubc.ca/edi/edi-resources/edi-glossary/>

Appendix D: Faculty of Arts Strategic Plan Focus Group Sessions Presentation



Re-Envisioning Arts: Building the New Faculty of Arts Strategic Plan 2025-2030

Facilitator Presentation for Focus Groups



THE UNIVERSITY OF BRITISH COLUMBIA
Faculty of Arts



Land Acknowledgement

The UBC Vancouver-Point Grey campus is located on the traditional, ancestral and unceded territory of the xʷməθkʷəy̓ əm (Musqueam) people. Unceded means that these lands were never sold, traded, or given up through treaty or other agreement.

We honour, celebrate and thank the xʷməθkʷəy̓ əm (Musqueam) peoples on whose territory the campus has the privilege to be situated. The xʷməθkʷəy̓ əm (Musqueam) peoples have been stewards and caretakers of this territory since time immemorial. To acknowledge and support this important role, UBC strives toward building meaningful, reciprocal and mutually beneficial partnerships with the xʷməθkʷəy̓ əm (Musqueam) peoples.

Welcome & Introductions

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Focus Group Session Agenda

Item	Lead	Timeline
<ul style="list-style-type: none">• Introductions• Process Overview & Session Objectives• Principles of Engagement	Session Facilitators	15 minutes
<ul style="list-style-type: none">• Group Discussion & Report Back	All	1 hour 40 minutes (including 5 min break)
<ul style="list-style-type: none">• Close	Session Facilitators	5 minute

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Strategic Planning Process



*Includes mission, vision, values and pillars

Focus Group Session Objectives

- Facilitate respectful dialogue and equitable engagement through 20+ focus group sessions that focus on three key questions.
- Gather valuable insights and diverse perspectives from Arts communities that will help shape the Faculty of Arts' vision, mission and values, and identify emerging themes/pillars for the strategic plan.

Principles of Engagement

- Listen actively without interrupting others. Seek a full understanding of the other person's point of view. Speak for yourself, and let others speak for themselves.
- Approach conversations with curiosity, rather than the need to be right. There are no right or wrong answers.
- We aim to create a space of safety where you do not have to know everything, you can ask clarifying questions, and provide and receive respectful feedback.
- Encourage all to contribute and be heard. Be mindful of allowing space for others to speak. Recognize communication styles are not uniform. Seek to make connections between diverse ideas.
- We commit to fostering respectful dialogue by being mindful of our contributions within the space. As we engage in conversation, it is our collective responsibility to create a culture of care, requiring heightened awareness and understanding. Visit: <https://hr.ubc.ca/working-ubc/respectful-environment>
- The discussion may activate different emotions. Please know there are resources available to support you, across the UBC community. Visit: <https://equity.ubc.ca/resources/connection-support/>

Group Exercise – Roles & Responsibilities

Session Facilitators

- Manage the overall flow and pace of the session, setting the tone for conversations and holding space for respectful discussion.
- Provide context to discussion questions.
- Float around the tables and provide support as necessary, ensuring conversations remain dynamic and focused.
- Take notes of the discussion, ensuring anonymity

Participants

- Take turns to share experiences and ideas, and observe the group discussion.
- If you need support or have any questions during the discussion, simply raise your hand, and a facilitator will assist you.
- You are welcome to move to another group at the beginning of the session, and at any time during the conversation.

Questions for Table Discussion

- Q1: Reflecting on what makes your work in the FoA meaningful to you, what **core values** should guide the Faculty at this unique moment in time and on this unceded Musqueam land? What **fundamental purpose** do you believe the FoA should serve in society?
- Q2: According to our Arts Justice, Equity and Inclusion statement, “Arts is committed to decolonize our research, teaching, and organizational systems. We aspire to uphold the ethics and principles of social justice, equity, and inclusion at every stage in the work we do. This necessitates listening and learning but also unlearning.” What do you think FoA needs to do in order to **achieve its Justice, Equity and Inclusion statement and goals**?
- Q3: Thinking five to ten years out, what does a **thriving future for the FoA** look like to you? What are **top things the FoA should be known for, and why?** (e.g. in the areas of research, teaching & learning, engagement, etc.)

Table Discussion Format

- Participants will receive printouts for discussion support.
- Session facilitator will introduce the question, offering context.
- Follow this format at the table (25 mins):
 - Individually reflect on the question (3 mins)
 - In a roundtable format, take turns to share your thoughts (22 mins)
- Facilitators will take notes of the discussion, ensuring anonymity
- Hold space for open discussion/reporting as a group on the key highlights after each question (5 min per question).
- Repeat this process for the subsequent questions.

Close

- Expect a post-session survey for voluntary evaluation via email.
- The input from the focus group sessions will be distilled and synthesized to inform the development of the Faculty of Arts strategic plan framework (vision, mission, values, and pillars)
- An online survey featuring the same discussion questions will launch in March as an alternative engagement opportunity. All community members are welcome to submit new or additional written responses through that survey.
- The plan development core team will seek input from the Arts community on the emerging strategic plan framework.



Appendix: Key Guidelines for Facilitators

How to Ensure Diverse Perspectives



- Ensure that no one feels pressured to conform. Probe for different experiences and thoughts about the issue at hand.
- Authentic curiosity can go a long way in inviting diverse opinions. Encourage curiosity and validate diverse opinions.
- If the conversation is getting abstract, probe for concrete examples of when something shows up in the day-to-day.
- People can disagree; disagreements can lead to teachable moments. If tensions are observed, reinforce the principles of engagement and refer to Slide 21 for helpful scripts.
- Actively building on ideas in a dialogue can foster deeper discussions. Sometimes simply repeating core ideas back to the speaker with genuine interest can prompt further exploration.
- Be mindful of the language you use. Avoid jargon or terms that might exclude certain individuals.
- If no one is talking that's ok, let empty space sit for a while to allow for reflections.

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How to Manage Dominant Participants



- Encourage ongoing discussion by saying how important it is to hear everyone's voice and to make space for everyone to be heard.
- Create a collective space for inclusive discussion by encouraging participation from those who typically sit back and encouraging those who are verbose to allow space for others.
- Keep the discussion moving by reminding participants to stay within the specified time frame.
- Express gratitude for their input and then redirect the conversation to include others.
- Emphasizes the importance of diverse perspectives and the value of hearing from everyone in the group.

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How to Intervene in Disrespectful Comments



- Respect all points of view, instructing others to do the same.
- Pay attention to participants' verbal/non-verbal cues indicating discomfort. For example, eye contact with quiet participants can help invite them to feel included and invite speaking.
- Address disrespectful comments immediately, using assertive and calm language.
- Redirect the conversation, reinforcing principles of engagement and the group's purpose.

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How to Encourage Engagement from Quiet Participants



- Address quiet participants subtly, avoiding direct call outs.
- After asking a question, suggest hearing from those who have not spoken.
- Demonstrate active listening by summarizing or building on the points made by quieter participants.
- Remind participants that they will also have a chance to provide written comments in a survey featuring the same discovery questions.
- Keep the conversation going by briefly repeating the comment, asking participants to expand, clarify or give an example, and/or ask if others have had similar or different experiences.
- If the split between loud and quiet is quite pronounced, reinforce the round table format with 2-minute speaking turns to ensure equal opportunity for all voices without the need to fight for attention.

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Examples of Helpful Scripts for Facilitators



- "In our discussions, it's crucial that we respect and appreciate the variety of perspectives present. I understand not everyone may agree with this, but let's keep our discussions respectful. If you have specific concerns, please share them constructively."
- "I appreciate the insights shared by some of you. Now, I'd like to hear from those who haven't had a chance to speak. What are your perspectives on this?"
- "I've noticed a shift in our discussion. Can we all agree to refocus on [main topic/question] for now?"
- "Thank you for sharing your perspective; it's valuable. I would be curious to hear from others in the group. What are some additional thoughts on this topic?"
- "I appreciate the insights we've heard so far. It's essential that we gather a range of perspectives. Who else would like to share their thoughts on this? Are there different experiences or viewpoints that you would like to bring into this discussion?"



Additional Resources

UBC Respectful Dialogues Guide

<https://equity.ubc.ca/resources/respectful-dialogues/>

UBC Respectful Dialogue and Debate: Principles and Practices

<https://equity2.sites.olt.ubc.ca/files/2015/01/Respectful-Dialogue-and-Debate-Principles-and-Practices.pdf>

UBC Inclusive Language Resources

<https://equity.ubc.ca/resources/inclusive-language-resources/>

Musqueam-UBC teaching kit

<https://www2.moa.ubc.ca/musqueamteachingkit/>

Placenamemap

<https://placenamemap.musqueam.bc.ca/>

UBC Indigenous Peoples Language Guide

<https://brand.ubc.ca/indigenous-peoples-language-guide-now-available/>

UBC Equity and Inclusion Glossary and Terms

<https://equity.ubc.ca/resources/equity-inclusion-glossary-of-terms/>

UBC Accessible and Inclusive Event Planning

<https://equity.ubc.ca/resources/accessible-and-inclusive-event-planning/>

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Appendix E: Summary of Community Engagement During the Listening Phase

Table 1: Total number of participants in General and HPSM Focus Groups, by affiliation

Type of Focus Group Session	Affiliation				
	Faculty	Staff	Students	Community Members	TOTAL
General focus group sessions	55	92	15	1	163
People with Disabilities	7	5	7	0	19
Members of the Black Community	2	2	0	0	4
Members of the Indigenous Community	6	1	2	0	9
Members of the LGBTQ2SIA+ community	2	3	0	0	5
Racialized Community Members	1	6	1		8
Musqueam Community Members	0	0	1	8	9
Staff Only	0	17	0		17
Faculty Council	23	2	3		28
Heads and Directors	27				27
TOTAL	123	128	29	9	289

Table 2: Total number of respondents to Faculty of Arts Listening Phase Survey, by affiliation

#	Answer	%	Count
1	UBC Research Stream (full/associate/assistant professor)	35.9%	102
2	UBC Undergraduate Student	14.8%	42
3	UBC Staff Member	13.7%	39
4	Not Specified	11.3%	32
5	UBC lecturers/sessional lecturer	7.0%	20
6	UBC Graduate Student	6.0%	17
7	Prefer not to say	6.0%	17
8	UBC Educational Leadership (professor of teaching, associate/assistant professor of teaching)	4.2%	12
9	Other	1.0%	3

	Total	100%	284
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* Includes UBC research stream (full/associate/assistant professor) (35.9%); UBC lecturers/sessional lecturer (7.0%), and UBC Educational Leadership (professor of teaching, associate/assistant professor of teaching) (4.2%).

** Includes UBC Undergraduate Students (14.8%) and graduate students (6.0%)

Table 3: Post-Session Evaluation Survey: Level of Agreement by Question (Overall Experience)

#	Answer	%	Count
1	Very positive	33.9%	19
2	Positive	51.8%	29
3	Neither positive nor negative	12.5%	7
4	Negative*	1.8%	1
5	Very negative	0.0%	0
	Total	100%	56

* The respondent who indicated their overall experience in the session to be “negative” attended a virtual session, but did not provide additional affiliation or demographic information, and did not answer any of the questions designed to gather feedback about their experience.

Appendix F: Methodology of Analysis

The qualitative analysis employed an inductive coding approach to thematically analyze focus group notes and open-ended survey responses. Inductive coding involves examining the data without predetermined categories or hypotheses. Instead, themes and patterns emerge naturally from the data itself. This method enabled a thorough exploration of the information collected during consultations, leading to a detailed understanding of the core themes and ideas shared by the community. By using this inductive approach, the analysis uncovered detailed subthemes within broader thematic categories. This process provided a more nuanced understanding of the issues and priorities emphasized by participants during the consultations.

We understood priority areas by considering the frequency with which ideas were repeated, which ideas were agreed upon by multiple stakeholders, and which ideas helped provide traction to UBC-wide strategic plans (e.g., ISP, etc.). This approach underscores the value of qualitative research in capturing those ideas which occurred repeatedly, as well as those that were expressed only once or twice, allowing for a textured and nuanced understanding of broad topics.

Data Collection and Initial Review

Focus group notes were transcribed and broken down into discrete ideas and segments for detailed analysis. To enhance the reliability of the analysis, four SDS team members independently reviewed and coded the transcripts. This collaborative approach provided a diverse range of interpretations and contributed to a more robust and detailed analysis. Each coder began by familiarizing themselves with the entire dataset, reading through all focus group notes to gain an overall understanding. This initial review helped in developing a preliminary codebook of major themes, which was used during subsequent readings (see Appendices E-G). The coding process was iterative, involving multiple rounds of synthesis and adjustments to ensure that all significant themes were accurately identified.

Coding and Content Analysis

Two levels of coding were employed:

- **Initial review and identifying major themes.** Coders first familiarized themselves with the entire data set by reading through all focus group notes before beginning the coding process. These recurring elements were noted as major themes. This process was iterative and involved multiple rounds of synthesizing and re-calibrating the data to ensure that all significant themes were captured.
- **Second level coding and subthemes.** Building on the initial review, SDS categorized comments according to these major themes. Additional codes and sub-themes were applied to capture nuanced aspects within each theme. Each comment was tagged with its respective sub-themes and codes to facilitate detailed analysis and interpretation.

Review and Validation Process

As part of ensuring the integrity and reliability of the content analysis, an internal review process was implemented:

- **Internal review by UBC Strategy Decision Support:** a team of four from SDS conducted an internal review across major thematic categories to maintain consistency and ensure quality assurance. This ongoing process involved verifying the accuracy and completeness of coding, checking for any discrepancies or inconsistencies, and refining thematic interpretations where necessary.
- **Review by Core Project Team:** The core project team was comprised of 11 people responsible for overseeing the strategic planning process reviewed and provided feedback on the methodology and overall content analysis process. Their input ensured alignment with project objectives.
- **Validation by facilitators and notetakers:** Facilitators and notetakers involved in conducting focus group sessions and collecting data reviewed and provided clarification on the notes, as needed. This step was crucial for clarifying ambiguous aspects and ensuring that themes accurately reflected the discussions and sentiments expressed during the sessions.
- **Consultation with EDI Advisor and Musqueam Engagement Advisor:** To incorporate diverse perspectives and insights, the analysis sought review and validation from the Faculty of Arts' EDI Advisor and Musqueam Engagement Advisor. Their expertise provided critical insights into how themes related to EDI principles and Musqueam community engagement were represented and prioritized in the analysis.
- **Iterative process of review and calibration:** Throughout these review stages, an iterative process was employed to recalibrate themes and subthemes based on feedback received. This iterative approach ensured that the final thematic framework accurately reflected the breadth and depth of participant feedback, while also aligning with the strategic goals outlined for the Faculty of Arts.

Appendix G: Themes and Codes – Values

Prepared by SDS, updated on May 29, 2024

Theme 1: Inclusive Excellence

- **Inclusion:** an environment where diverse perspectives, beliefs, and identities are accepted, embraced, and understood.
- **Equity:** actively opposing all forms of discrimination and oppression and ensuring equitable treatment and opportunities for all members of the community.
- **Diversity:** an environment that promotes diversity of people, cultures, ideas and disciplines.
- **Respect:** upholding the dignity and worth of every individual, valuing their unique contributions and perspectives within the academic community.
- **Accessibility:** ensuring accessibility in education; removing barriers to access.
- **Justice:** a commitment to social justice, encompassing anti-racism, gender equality, decolonization, disability justice, etc.
- **Belonging:** fostering mutual respect and creating a sense of place/belonging, rooted in human rights and dignity of all.
- **Critical Reflection:** engaging in deep introspection and questioning of one's role and contributions within structures that perpetuate oppression.
- **Disability Inclusion:** standing against ableism, celebrating diversity in disability and prioritizing disability inclusion in all aspects of our work.
- **Fairness:** ensuring that all individuals have equal opportunities and are treated fairly.
- **Anti-Racism:** transforming policies, practices, systems, and structures to be more racially equitable; recognizing the intersectionality of various forms of power and oppression in society.
- **Tolerance:** valuing tolerance, acceptance, and the absence of judgment.
- **Solidarity:** standing together with others in mutual support and allyship, particularly with members of HPSM communities; recognizing shared struggles and advocating for collective action to address systemic injustices.

Theme 2: Academic Excellence

- **Excellence:** the quality of striving to be, and being, outstanding in teaching and research for the purpose of advancing and preserving knowledge.
- **Academic Freedom:** unrestricted pursuit of academic inquiry, research and teaching, allowing individuals to explore diverse interests without constraint.
- **Critical Thinking:** critical examination and analysis of societal structures and power dynamics, challenging preconceived ideas/traditional expectations and being open to new perspectives, ways of thinking and doing.
- **Curiosity:** a thirst for knowledge, inquiry and exploration and their essential role in scholarly work and creative activity.
- **Freedom of Expression:** freedom to express ideas through respectful discourse and debate.
- **Truth:** committed to uncovering truth through teaching, learning, and research, emphasizing understanding of land, history, and diverse perspectives.

- **Uniqueness:** recognizing the distinctive qualities and contributions that distinguish academic programs, research initiatives, and communities.

Theme 3: Community Connection

- **Connectivity:** building relationships/partnerships and creating an environment where individuals feel connected both digitally and in person.
- **Respectful Engagement:** an environment where individuals feel safe to speak up and where individuals listen attentively and respectfully, even in passionate disagreement.
- **Community:** fostering a sense of belonging and shared purpose among all members of the Faculty, where individuals feel connected, supported, and engaged.
- **Communication:** the exchange of information, ideas, and perspectives within the Faculty.
- **Reciprocity:** mutually beneficial cooperation and learning in both directions; ensuring that knowledge exchange is reciprocal, respectful, and beneficial for all involved.
- **Relationality:** recognizing and prioritizing the significance of relationships between individuals, communities, and the environment; understanding and valuing relational dynamics (built on respect and trust) in all facets of our work and interactions.

Theme 4: Accountability and Integrity

- **Integrity:** committing to the highest standards of moral and ethical conduct, which includes conducting honest and open research and instruction.
- **Accountability:** demonstrating responsibility and accountability, including a commitment to fulfilling responsibilities and obligations.
- **Authenticity:** embracing sincerity, genuineness and humility in all interactions and endeavors.
- **Transparency:** demonstrating transparency in decision-making processes.
- **Objectivity:** the ability to approach issues, decisions, and research without bias or personal influence, relying on facts and evidence; contributing to credibility and trustworthiness.
- **Intentionality:** being deliberate, purposeful, and mindful in one's actions and decisions - aligning efforts with desired outcomes.

Theme 5: Innovation

- **Innovation:** allowing faculty, staff and students the freedom to experiment and learn from failure while promoting a culture where innovation is central to the academic mission.
- **Creativity:** creative thought and expression, providing opportunities for entrepreneurial thinking and creative exploration to solve complex problems. This includes creating outlets for students to express themselves and explore their creative ideas.
- **Adaptability:** flexibility and nimbleness in responding to challenges and opportunities; fostering a culture of risk-taking and forward thinking, and reframing uncertainty as an opportunity for new possibilities rather than a return to the status quo.
- **Openness to Change:** challenging fixed narratives and embracing the dynamic nature of society; promoting open-mindedness, unlearning/relearning, and adapt to new perspectives and ideas.

- **Transformative Thinking:** recognizing ambiguity as a productive force and an opportunity for growth and change; fostering an environment where disruption and discomfort are embraced as catalysts for transformation.
- **Complexity:** understanding and analyzing complex systems as a whole, recognizing the need to consider the broader context and the interactions between different components when addressing problems or making decisions.
- **Continuous Improvement:** ongoing enhancement and refinement; pursuing ambition and progress into better outcomes and a more effective academic environment.

Theme 6: Reconciliation and Decolonization

- **Decolonization:** challenging the dominance of Western cultural perspectives and practices; promoting the inclusion and prioritization of non-Western approaches to address systemic issues deeply rooted in historical injustices and colonial legacies.
- **Land-Based Learning:** acknowledging the relationship to the land and Indigenous territories.
- **Reconciliation:** recognizing the responsibility of colonial institutions and taking meaningful action with Indigenous communities to address colonial legacies.
- **Engagement with Indigenous Communities:** active and respectful engagement with Indigenous communities that are based on trust, compassion and respect.
- **Indigenization:** respecting and promoting Indigenous experiences and perspectives, including integrating Indigenous curriculum and pedagogy, hiring more Indigenous faculty, and uplifting Indigenous voices and cultures.
- **Indigenous Sovereignty:** recognizing and respecting the inherent rights of Indigenous peoples to self-governance, self-determination, and stewardship over their lands, cultures, and communities.

Theme 7: Engaged Learning

- **Student-Centered:** fostering a student-centered learning environment.
- **Knowledge:** to advance and preserve knowledge and the education of students for the betterment of society.
- **Continuous Learning:** recognizing that learning is a continuous process; valuing ongoing personal and professional development; promoting ongoing growth and learning
- **Passion:** encouraging individuals to explore and pursue their passions and interests freely, fostering a sense of ownership and personal investment in learning and growth.
- **Storytelling:** celebrate storytelling as a powerful means of conveying knowledge, and fostering empathy, understanding, and connection within our community and beyond.

Theme 8: Collaboration

- **Interdisciplinary Exchange:** encouraging collaborations across diverse disciplines; creating platforms for interdisciplinary dialogue, networking, and knowledge exchange.
- **Collaboration:** a culture of cooperation and breaking down disciplinary silos, recognizing that publishing, teaching, and knowledge production are collaborative processes.
- **Cross-Disciplinary Exchange:** facilitating interactions and partnerships that transcend traditional disciplinary boundaries; integration of diverse perspectives, methods, and approaches.

- **Collegiality:** a culture where all community members contribute to shaping the educational experience; a sense of shared ownership, responsibility and collaborative decision-making among faculty members define the delivery of quality education.

Theme 9: Transformative Impact

- **Public Engagement/Relevance:** ensuring that its research, teaching, and outreach activities are relevant to societal needs and challenges.
- **Service to Community:** commitment to contributing positively to society and ensuring the well-being of future generations by finding solutions to important social, cultural, economic and environmental issues; discovering and disseminating useful knowledge to our community.
- **Courageous Action:** taking bold steps and initiative to lead from where you are, regardless of title or position.
- **Advocacy:** advocating for social/global justice and promoting social change.
- **Responsible Citizenship:** emphasizing personal responsibility and the preparation of citizens to engage thoughtfully and ethically in society; cultivating a sense of accountability for one's actions and their impact on others.

Theme 10: Humanity

- **Care:** fostering a sense of humanity, care, and concern for others; embracing a community-centered approach to learning and supporting one another, where individuals feel cared for.
- **Empathy:** understanding of others' perspectives, emotions, and experiences, and using this understanding to inform compassionate and inclusive decision-making within the faculty.
- **Kindness:** creating a warm and compassionate learning environment through kindness.
- **Beauty:** recognizing and appreciating the beauty the planet offers is a fundamental aspect of human existence, with beauty being a central value that enriches our lives and surroundings.
- **Compassion:** showing compassion for students, faculty, and staff, recognizing the complexity of human experiences and emotions; approaching conversations with compassion to address their needs effectively.
- **Hope:** nurturing and encouraging students' optimism and excitement; inspiring students to pursue their dreams and contribute meaningfully to their academic and personal development.

Theme 11: Wellness and Well-being

- **Well-being:** ensuring that all individuals are holistically cared for; all are safe and healthy (physically, intellectually, emotionally, socially, spiritually, vocationally, financially, and environmentally) and are comfortable and being their authentic selves.
- **Joy:** cultivating a sense of fulfillment, purpose, and satisfaction in the work.

Theme 12: Sustainability

- **Environmental Sustainability:** environmental sustainability and responsible stewardship of physical resources.

- **Social Sustainability:** healthy, respectful thriving communities; ensuring that the needs of the Faculty are met without compromising personal well-being or opportunities.
- **Financial Sustainability:** long-term financial sustainability by managing resources efficiently, minimizing waste, and supporting growth that is inclusive and equitable.
- **Future-Focused:** forward-thinking approaches to decision-making and planning that consider long-term impacts and consequences.
- **Preservation:** sustaining what we already; rather than embracing the need to keep growing

Appendix H: Themes and Codes – Justice, Equity, and Inclusion

Prepared by SDS, updated on May 29, 2024

Theme: Support Faculty/Staff Success and Wellbeing

- **Manage faculty/staff workloads:**
 - Prioritize faculty and staff well-being by reducing workloads to allow for meaningful engagement with JEI initiatives.
 - Allocate dedicated time to engage meaningfully in JEI initiatives and decolonizing practices, ensuring staff and faculty have energy left at the end of the day.
- **Attract and retain diverse faculty/staff:**
 - Prioritize retention efforts for faculty and staff from HPSM communities.
 - Attract a range of talent, with a focus on representation at all levels of the Faculty.
 - Implement mentorship, coaching, and/or career development to promote retention and advancement.
- **Support faculty/staff wellbeing:**
 - Prioritize the health and wellbeing of faculty and staff, offering resources and support to foster their growth and success.
 - Distribute workload equitably, recognizing and addressing the disproportionate burden placed on HPSM individuals for JEI-related work.
- **Value staff:**
 - Value and include staff alongside faculty, addressing power dynamics.
 - Promote collaboration and cooperation between faculty and staff, recognizing their complementary roles in achieving institutional goals.
- **Provide job security:**
 - Address teaching and research inequities, particularly the burden on adjuncts and lecturers, ensuring all faculty are treated equitably and provided with job security.
- **Provide equitable compensation:**
 - Provide equitable compensation for all workers, including HPSM faculty, contract staff, and Indigenous and community partners.
 - Implement Faculty-wide pay and benefit equity measures, considering factors such as race, gender, and disability.

Theme: Organizational Culture and Commitment

- **Translate values into actions:**
 - Emphasize actionable steps to advance JEI and decolonization, ensuring meaningful actions beyond symbolic gestures, seeking financial gain, or fulfilling checkboxes.
 - Support members of HPSM communities through concrete actions and changes, integrating JEI principles into daily practices so that the work is normalized.

- **Engage in critical self-reflection and evaluation of past practices:**
 - Conduct introspection to identify past shortcomings and areas where inclusion was lacking, acknowledging biases and systemic inequalities.
 - Engage in ongoing learning, unlearning, and questioning of ingrained biases and systemic inequalities to truly embody the values of social justice and equity.
 - Highlight the importance of individuals acknowledging their own positioning and approach to their work, promoting self-awareness and cultural sensitivity.
- **Encourage experimentation and risk-taking:**
 - Encourage bold initiatives and creative thinking, challenging the status quo to advance JEI goals, allowing room for failure and learning without fear of penalties.
 - Moving beyond static identities, disciplines, and knowledge boundaries, fostering a culture of exploration and allowing for innovation.
- **Create a safe and caring environment:**
 - Foster unity and recognize the humanity in everyone, avoiding divisive rhetoric.
 - Create safe spaces for calling out racism and support for individuals who have experienced racism, harassment and discrimination prioritizing psychological safety and collective care.
- **Lead on JEI:**
 - Consistently champion JEI without exception.
 - Be unafraid to take a stand on issues of diversity, equity, and inclusion, demonstrating strategic leadership in enacting change within existing structures.
- **Demonstrate empathy and humility:**
 - Approach the process of unlearning with humility.
 - Foster a culture of active listening, empathy, and curiosity.
 - Emphasize the importance of love and compassion in interactions.
- **Apply evidence-informed practices:**
 - Emphasize unbiased learning and evidence-based decision-making to address pressing issues effectively.
 - Implement known research-based initiatives into practice to enhance work and teaching environments, fostering tangible improvements based on established knowledge.
- **Focus on justice and equity:**
 - Emphasize importance of justice and equity, especially in relation to First Nations' requests for fair treatment.

Theme: Challenge Existing Structures

- **Identify/address structural barriers:**
 - Advocate for systemic change to confront colonial legacies and integrate JEI across all areas of work within the Faculty of Arts.
 - Critique institutional and societal structures, reevaluating and potentially reforming existing systems and practices to align Faculty and University practices with principles of decolonization and social justice.
- **Rethink tenure and promotion:**
 - Implement multiple ways of recognizing expertise and academic contributions for recruiting faculty and for promotion and tenure.

- Reevaluate the tenure system to address its inherent power imbalances and exclusivity, considering alternatives to promote equity and accountability within the Faculty.
- **Dismantle hierarchies:**
 - Challenge and dismantle entrenched hierarchies to foster collaboration and inclusivity.
 - Implement structural changes within the institution to promote non-hierarchical systems and ensure equitable treatment for all members of the community.
- **Facilitate incremental change:**
 - Implement JEI efforts with a realistic timeline understanding that meaningful change takes time and may not always follow a linear trajectory.
 - Conduct an assessment, report, or inquiry as a starting point, indicating a commitment to gathering evidence and hearing from community members.
 - Avoid rushing equity initiatives to prevent potential harm to communities, emphasizing the need for thoughtful, sustainable progress.
- **Review hiring practices:**
 - Utilize JEI-focused hiring practices as the primary tool to address historical and systemic inequalities in faculty recruitment.
 - Develop and implement procedures for faculty/staff recruitment that actively promote equity and inclusion, with the goal of reflecting diversity in terms of gender, race, ability, and other factors.
- **Redefine scholarly contributions and evaluation:**
 - Challenge traditional notions of academic work and broaden the scope of what can be considered valuable and peer-reviewed, including modalities such as podcasts, murals, dances, and compositions.
 - Reevaluate metrics of academic success to incorporate the value of community-based work and service, acknowledging the contributions beyond traditional research outputs and promoting a more inclusive evaluation of scholarly contributions.
- **Review admissions procedures:**
 - Implement JEI-focused admission practices to reduce barriers for HPSM students.
 - Review and revise university auditioning processes to ensure equity and inclusion, fostering accessibility while maintaining rigor.
- **Review ceremonial practices:**
 - Assess the tradition of academics wearing regalia at graduation for its relevance and inclusivity.

Theme: Inclusive Academic Excellence

- **Redefine merit and excellence:**
 - Reassess traditional measures of academic excellence to be more inclusive and anti-ableist.
 - Explore alternative ways to evaluate merit and expertise beyond narrow definitions, considering diverse backgrounds and styles of learning.
- **Diversify course content/materials:**
 - Offer courses that challenge thinking and broaden perspectives, updating the curriculum with diverse readings and perspectives.
 - Ensure inclusion of HPSM perspectives in all courses, not just those specifically focused on certain groups or topics.

- Embrace opportunities to educate, facilitate learning and improve understanding of justice, equity and inclusion.
- **Promote excellence in research and teaching:**
 - Advocate for academic excellence and diversity in research and teaching, contributing to social justice and equity and creating a supportive learning environment for questioning established norms.
- **Adopt inclusive assessment practices:**
 - Reevaluate and overhaul grading systems to promote fairness and inclusivity.
 - Explore alternative assessment approaches aligned with decolonizing efforts.
 - Consider the diverse backgrounds, needs, and circumstances of students when designing syllabi, ensuring that all learners are able to engage with course materials.
- **Protect academic freedom and expression:**
 - Ensure a balance between freedom of expression and initiatives for JEl.
 - Safeguard academic freedom to allow for open dialogue and debate without prejudice, while also promoting respectful discourse and inclusive action.
- **Diversify course offerings:**
 - Expand course offerings focusing on Black and Indigenous peoples across various disciplines such as literature, history, philosophy, and more.
 - Enhance the multilingual curriculum by offering courses in "peripheral" languages and prioritize decolonizing the curriculum through additional classes.
- **Value lived experience as expertise:**
 - Recognize the power of lived experiences and diverse perspectives, particularly among marginalized groups, as valuable forms of knowledge.
 - Emphasize the importance of listening to and understanding various viewpoints, utilizing human experience and empathy as essential components of knowledge acquisition.
- **Address contemporary social issues:**
 - Address contemporary social issues within academic settings by examining historical contexts and legacies.
 - Promote critical engagement with history, fostering awareness and understanding of past events and their implications for contemporary society.
- **Evaluate existing teaching methods:**
 - Actively reevaluate teaching practices to address barriers related to student demographics, curriculum content, and faculty/staff biases.
 - Reflect on and reform teaching methodologies to confront biases and colonial legacies within academic practices.
- **Encourage critical thinking:**
 - Provide space for students to form their own opinions and perspectives, emphasizing the importance of independent thought and critical analysis in the learning process.

Theme: Foster Collaboration and Connection

- **Create space for conversations:**
 - Provide spaces for diverse groups to talk freely and address challenging topics.
 - Create opportunities for faculty, staff, and students to gather, share experiences, and discuss important issues, fostering a culture of open dialogue in the Faculty of Arts.

- **Facilitate interdisciplinary collaboration/knowledge exchange:**
 - Promote dialogue and collaboration across faculties to foster interdisciplinary learning.
 - Break down departmental barriers, encourage partnerships, and share insights for continuous improvement.
- **Create community:**
 - Foster a sense of community and belonging for students, faculty and staff through campus-wide events and initiatives.
 - Promote inclusion for all identity groups, recognizing the importance of maintaining social relationships and ensuring support is inclusive.
 - Create opportunities for members of HPSM communities to connect, receive support, and navigate workplace challenges, emphasizing community-building beyond discipline-based identities.
- **Improve communication and coordination:**
 - Improve communications to ensure events and opportunities are easily found; stories are shared.
 - Ensure communications and events are impartial and respectful of diverse perspectives.
 - Create full-time roles to improve engagement, coordination, and collaboration within the academic community.
- **Engage with communities:**
 - Enhance engagement and inclusivity by actively listening to diverse non-academic communities and members of HPSM communities within the Faculty of Arts.
 - Invest in community partnerships and prioritize learning from communities rather than imposing academic perspectives.
 - Support knowledge exchange and outreach initiatives, including partnerships with educators and high schools, to center communities in academic endeavors.

Theme: Clarify Commitment to JEI

- **Define decolonize:**
 - Define the concept of "decolonization" more clearly to avoid ambiguity and confusion.
 - Ensure that goals related to decolonizing research, teaching, and organizational systems are specific and tangible, rather than vague and open to interpretation.
- **Define terms:**
 - Clearly define key terms such as justice, equity, and inclusion to avoid ambiguity and ensure shared understanding.
 - Ensure that the statement acknowledges and respects the diversity of perspectives on these concepts, recognizing that there are multiple competing conceptions of justice.
- **Emphasize practical application:**
 - Provide concrete examples of decolonized research and teaching approaches to provide practical understanding and guidance.
 - Emphasize the practical aspect of understanding equity, suggesting that it's not just about theoretical concepts but also about applying it in real-world situations.
- **Recognize diverse identities:**
 - Acknowledge the diverse experiences, challenges, and perspectives of individuals.

- Ensure the statement reflects a comprehensive understanding of diversity, including gender, sexual diversity, socioeconomic status, disability, and intersectionality.
- **Address specific forms of racism and oppression:**
 - Acknowledge and name issues related to JEl, including systemic biases and inequities.
 - Address specific issues like anti-racism, anti-Black racism, and antisemitism explicitly within the statement.
 - Articulate tangible commitments aimed at addressing specific forms of racism, oppression, and harm within the university community.
- **Remove jargon:**
 - Rewrite the commitment statement using everyday language that everyone can easily understand.
 - Remove technical jargon and academic terms like "unlearning" that may confuse or alienate people, focusing instead on clear and authentic communication.
- **Clarify goals:**
 - Focus on setting realistic and achievable objectives that can be implemented within the given timeframe, considering the capacity and resources available.
 - Manage expectations and avoid overpromising, especially when it comes to complex and far-reaching initiatives like decolonizing organizational systems.
- **Leverage strengths in humanities:**
 - Ensure that the statement reflects the Faculty's strengths in humanities and articulates how these strengths will be utilized to advance JEl initiatives.
- **Provide consistent messaging:**
 - Keep the JEl Statement front and center in all events and committee work.
- **JEl as a shared value:**
 - Uphold shared values of equity and inclusion across the Faculty of Arts.

Theme: Advance Reconciliation and Decolonization

- **Engage with Indigenous communities/build trust:**
 - Seek opportunities for genuine engagement to build trust
 - Engage with Indigenous students, faculty/staff, elders and community members to understand their perspectives on UBC's relationship with the land and foster collaboration on decolonization efforts.
 - Facilitate face-to-face dialogue and collaboration with Musqueam and other Indigenous communities, ensuring respectful engagement and avoiding burdening the community.
- **Incorporate Indigenous content/ways of knowing:**
 - Prioritize Indigenous perspectives in education by integrating diverse voices and teachings into curriculum and classroom environments.
 - Encourage faculty to incorporate Indigenous ways of knowing into teaching practices, fostering understanding and action against systemic racism and colonial violence.
- **Support Indigenous students:**
 - Advocate for full scholarships for Musqueam and all Indigenous students in British Columbia to eliminate tuition fees.

- Implement a comprehensive support system for Indigenous students, including cultural safety plans, trauma-informed practices, and full support for interns, addressing institutional barriers to ensure their success.
- **Attract and retain Indigenous faculty/staff:**
 - Prioritize the hiring of Indigenous faculty members to address deficits in skills and relationships necessary for Indigenous representation.
 - Ensure retention of Indigenous scholars by fostering a supportive community on campus, providing professional development opportunities, and avoiding burdening Indigenous faculty/staff with the sole responsibility of representing Indigeneity.
- **Provide Indigenous education/training**
 - Implement education initiatives on Canada's colonial history and the treatment of Indigenous peoples, supporting courses, programs and activities that reflect Indigenous experiences and perspectives.
 - Develop resources such as onboarding courses and self-paced learning guides, inspired by existing programs like Weaving Relations, to promote understanding and reflection on Indigenous histories.
- **Advocate and enable Land Repatriation:**
 - Need to acknowledge the Faculty is located on stolen Indigenous land and take concrete actions to support decolonization, such as advocating for the return of land to the Musqueam.
 - Recognize that decolonization requires more than symbolic gestures, and actively work towards material reparations, such as providing housing programs on campus for Indigenous communities.
- **Support Indigenous Studies:**
 - Increase investment in Critical Indigenous Studies and the Indian Residential School History and Dialogue Centre to enhance understanding and dialogue around Indigenous issues.
 - Consider establishing a dedicated First Nations Studies department, requiring Arts students to take courses from its offerings, to promote intellectual inclusion and deepen knowledge of historically excluded groups on campus.
 - Create more opportunities for Indigenous-led research
- **Advance ISP goals:**
 - Maintain and expand upon initiatives aimed at Indigenizing and decolonizing the Faculty and its departments, building upon the groundwork laid by the Indigenous Strategic Plan (ISP).
 - Address any challenges or stalled progress in implementing the ISP across UBC by encouraging colleagues to remain committed to the path outlined in the plan and recognizing the ISP as a prominent goal for the university's positive transformation.
 - Concerns exist about conflating Indigenous Strategic Plans (ISP) with Equity, Diversity, and Inclusion (EDI) efforts, leading to inconsistent application of ISP.
- **Promote truth and reconciliation:**
 - Take guidance from Musqueam hosts to reconcile colonial history as an institution, moving beyond symbolic gestures like land acknowledgments to meaningful actions.
 - Prioritize reconciliation within a contemporary context, fostering meaningful change and promoting reconciliation efforts among people from diverse backgrounds.
- **Decolonize spaces/new developments:**

- Support decolonization efforts by physically breaking down barriers and creating more inclusive spaces within the university environment.
- **Recognize all Host Nations:**
 - Recognize that Indigenous individuals do not represent a single voice and increase the representation of BC First Nations communities at UBC to reflect the diverse societies and communities involved.
 - Acknowledge and honor all Host Nations to fully respect the diverse Indigenous territories connected to UBC.
- **Do not conflate Indigenous Rights & EDI:**
 - Indigenous peoples are often incorrectly grouped with BIPOC, ignoring their unique status and distinct laws and territories.

Theme: Build Capacity

- **Provide staff/faculty training:**
 - Establish in-house workshops, orientations, and continuous learning opportunities to educate faculty, staff, and administrators on social justice, equity, and inclusion.
 - Offer ongoing training on unconscious bias, de-escalation, and actioning JEI initiatives.
- **Meet individuals/departments where they are at:**
 - Recognize the diversity of perspectives within the faculty and meet individuals where they are in their understanding and progress towards justice, equity, and inclusion.
 - Acknowledge that progress in decolonization and JEI is an ongoing journey that requires time, patience, and sensitivity to individuals' readiness and priorities.
 - Tailor approaches to each department's needs and context, recognizing the ways in which decolonization manifests differently in different contexts and providing guidance and resources for disseminating information and implementing JEI initiatives.
- **Provide tools and resources:**
 - Empower faculty, staff, and students with accessible tools and resources to advance justice, equity, diversity, and inclusion in their work and apply decolonization principles.
 - Revitalize or activate existing resources within the Faculty to maximize their impact.
- **Create mandatory courses:**
 - Implement mandatory courses on topics like indigenization, disabilities, and racism for both students and staff/faculty to promote awareness and understanding.
 - Introduce mandatory unlearning courses for new UBC employees to address biases and promote inclusivity from the start of their employment.
- **Address lack of awareness:**
 - Recognize the lack of awareness among international and newcomer students regarding the historical context and value of relationships with Indigenous communities.

Theme: Accountability

- **Ensure accountability:**
 - Establish clear systems of accountability within the Faculty to ensure commitment to JEI and decolonization efforts, balancing between encouragement and mandates, and holding individuals responsible for their actions or inactions.

- **Establish metrics/collect data:**
 - Implement regular surveys, such as the Arts 10+ year out survey for alumni and student surveys, to gather data on experiences and outcomes, including feelings of preparedness.
 - Invest in outstanding data analysts to evaluate the effects of policies and assess unit performance, ensuring data collection includes qualitative measures and addresses issues of diversity and intersectionality.
- **Listen and address feedback:**
 - Prioritize active listening to marginalized voices and communities, including students, faculty, and staff.
 - Implement mechanisms for anonymous feedback, conduct exit interviews, and facilitate open conversations to understand and address the needs and concerns of all stakeholders within the Faculty of Arts.
- **Establish goals/expectations:**
 - Implement accountability measures at the department level, requiring them to develop plans and goals for decolonization efforts and report regularly, balancing frequency to avoid excessive bureaucracy.
 - Set realistic and specific goals with clear deadlines to track progress and hold the Faculty accountable for achieving them, transitioning from mere awareness to tangible action.
- **Address complaints and follow-up:**
 - Ensure thorough investigation and resolution of complaints from students regarding hostile environments or misconduct within departments, with clear consequences for those found responsible.
 - Conduct an internal audit of procedures and administration to address past mishandling of complaints and ensure accountability and support for victims of misconduct.
- **Ensure transparency:**
 - Prioritize transparency and openness in decision-making processes, ensuring staff concerns are addressed openly and promptly.
 - Evaluate reliance on for-profit corporations for university operations, promoting ethical practices and transparency in procurement and decision-making.
- **Track/communicate progress:**
 - Implement measurable progress markers to track achievements and ensure accountability.
 - Establish regular communication channels to report on both successes and failures in implementing initiatives related to JEl.
 - Conduct annual reporting on the impacts and accountability of the JEl statement, including its effects on the community and progress toward stated goals.

Theme: Effective Leadership and Governance

- **Strong and diverse leadership:**
 - Provide clear guidance and support from leadership to implement JEl goals effectively.
 - Encourage all organizational leaders (as role models) embody JEl principles in their behavior and interactions.
 - Increase the representation of diverse individuals in leadership positions such as directors, associate directors, and members of administration.
- **Inclusive decision-making:**

- Explore alternative governance models focused on social justice and inclusivity.
- Create inclusive spaces for diverse voices to actively participate and contribute to decision-making, embodying JEl values at all levels of leadership.
- Ensure that communication channels remain open and that perspectives are heard, even in situations where there may be disagreement.
- **Create equitable policies and procedures:**
 - Review policies, practices, procedures and forms through a JEl lens to ensure alignment with social justice goals and values, establishing equitable policies and procedures that reflect the Faculty's commitment to social justice and inclusion.
 - Implement evidence-based policies and practices to support JEl initiatives effectively.
 - Create a good policy on identity for members of Indigenous communities.
- **Reduce bureaucratic red tape:**
 - Streamline bureaucratic processes to foster creativity, inclusivity, effectively connect students to resources and facilitate staff collaboration.
 - Address institutional barriers and red tape to facilitate equity and diversity initiatives.
- **Establish a clear long-term vision:**
 - Communicate a new, inclusive vision for the Faculty of Arts, extending beyond the current Dean's term
 - Establish a unified, long-term plan that ensures consistency across departments and clarifies the overarching values and mission of UBC for faculty, staff, and students.

Theme: Support Student Success and Wellbeing

- **Support student needs/initiatives:**
 - Support student-led initiatives like community gardens.
 - Support student advocacy through faculty engagement.
 - Provide a broad range of support services to assist students in financial aid, grant-writing, health, counseling, fitness, and accessibility needs.
- **Support graduate students:**
 - Enhance support for IBPOC grad students.
 - Increase funding and resources for all graduate students.
 - Foster a supportive graduate environment.
- **Support student mental health and wellbeing:**
 - Recognize and support the diverse needs of students, including those related to mental health and well-being.
 - Recognize the potential impact of discussing sensitive topics on students, particularly Indigenous students who may have familial connections to historical traumas such as residential schools.
- **Increase scholarships and bursaries:**
 - Increase scholarships and bursaries, especially for Indigenous and IBPOC students.
 - Improve communication on accessing funding, making criteria and processes clearer.
 - Provide support resources to help students access and succeed in obtaining scholarships and bursaries.
- **Attract and retain diverse students:**
 - Attract and retain diverse students.

- Provide ample funding for student recruitment to attract diverse backgrounds.
- **Provide paid employment opportunities:**
 - Increase funding for paid research positions to support students financially and reduce the need for multiple jobs.
 - Enhance support for student employment programs like Work Learn to ensure equitable access to paid opportunities for all students.
 - Collaborate with employers to expand co-op opportunities and advocate for fair compensation for student work.
- **Support international students:**
 - Provide tailored counseling and support services for international students to address their unique needs.
 - Improve access to resources and enhance support systems for international students
- **Support first-generation students:**
 - Prioritize support for first-generation students within the Faculty of Arts.
 - Develop tailored programs and resources specifically designed to assist first-generation students in navigating the university environment.
 - Address the unique challenges faced by first-generation students to create a more inclusive and supportive learning environment.
- **Provide students with practical skills:**
 - Develop a more holistic approach to student education, focusing on soft skills such as work-integrated learning and co-ops.
 - Provide students with opportunities to articulate and apply their skills in real-world work environments to better prepare them for the professional world.

Theme: Address Resource Constraints

- **Increase funding and resources:**
 - Allocate funding to support units, programs, and individuals actively engaged in JEl.
 - Provide sufficient resources within departments and schools to implement initiatives.
- **Ensure equitable resource distribution:**
 - Combat colonial approaches by ensuring equitable redistribution of resources.
 - Evaluate the allocation of scarce resources to ensure equity and justice in distribution.
- **Support smaller academic programs/departments:**
 - Advocate for the inclusion of underrepresented programs like African Studies by providing necessary resources and support.
- **Identify priorities:**
 - Prioritize actions that demonstrate commitment to JEl values.
 - Establish clear priorities to manage multiple initiatives effectively, including the positioning of the JEl statement within these priorities.

Theme: Expand JEl Initiatives

- **Address areas of unaddressed racism and discrimination:**
 - Address ongoing prejudices against various identity groups.
 - Mitigate inequities based on social identities and socioeconomic status.

- Recognize and combat instances of anti-racism discrimination, including antisemitism, on campus.
- **Amplify Indigenous & HPSM voices:**
 - Emphasize the importance of supporting and amplifying voices that have historically and systematically been marginalized and excluded.
 - Commit to uplifting individuals and communities whose perspectives have not been adequately represented or acknowledged.
 - Promote equity by providing support to marginalized or underrepresented groups, ensuring they have access to resources and opportunities for success.
- **Recognize diversity of opinions:**
 - Acknowledge and respect a diversity of opinions within JEl efforts.
 - Ensure that all viewpoints are considered and respected, fostering an environment of balanced and reasoned discourse that embraces varied perspectives.
- **Promote linguistic diversity:**
 - Foster an environment where linguistic diversity is celebrated within the Faculty.
- **Apply human rights perspective:**
 - Inclusion initiatives should be guided by a human rights perspective, prioritizing equality, dignity, and respect for all individuals.
- **Advance climate justice:**
 - Develop comprehensive initiatives within the framework of Justice, Equity, and Inclusion to address climate change and its impact on marginalized communities.

Theme: Reasons for Resistance

- **Focus on education vs. activism:**
 - Some participants object to terms like "decolonization," believing they are antithetical to the core mission of the university, which is knowledge creation and dissemination.
 - Concerns are raised about the potential for administrative evaluation based on political positions, which could impede academic freedom and the pursuit of knowledge.
 - Suggestions are made for the Faculty to focus on excellence in research and teaching rather than ideological activism, emphasizing the importance of intellectual achievement and open inquiry.
- **Concerns with practice of unlearning:**
 - Some participants challenge the use of the term "unlearning," which can have negative connotations and imply a binary, exclusionary approach.
 - Advocate for rephrasing terms like "unlearning" to "re-education", "learn new" or similar, to foster a more inclusive and accurate representation of integrating diverse perspectives in academia.
- **Desire to maintain the status quo:**
 - Some individuals believe that the Faculty of Arts should maintain the current status quo
 - There is a sentiment that Arts should not even pursue JEl) goals, suggesting that the current approach is satisfactory.
- **Disillusionment with strategic planning processes:**

- The institution appears to prioritize its own interests over genuinely addressing Indigenous issues, as seen in the lack of tangible outcomes from the Indigenous caucus and ISP processes.
- There is a perceived disconnect between UBC's stated commitment to Indigenous support and the actual experiences of Indigenous faculty, with efforts often seeming more focused on institutional goals than on meaningful support.
- **Already making progress:**
 - Some individuals believe that the Faculty of Arts has already made significant progress in JEl efforts and is an inclusive environment where all voices are heard.
 - There is a perception that Arts is already on the path to achieving JEl goals, with examples cited such as inclusive hiring practices and discussions on diverse epistemologies during Place & Power sessions.
- **Address community resistance:**
 - Acknowledge and address the resistance and discomfort that the term "decolonization" may evoke within units.
 - Recognize the importance of navigating resistance within units and promoting active engagement, even in the face of explicit resistance, to foster meaningful progress.
- **Focus on decolonizing in certain contexts:**
 - Clarify that while it is valuable to educate about colonialism, land, and power, the term "decolonizing" should be reserved for contexts where colonial practices are being actively undone (land and cultures).

Theme: Improve Accessibility

- **Improve accessibility of the built environment:**
 - Ensure all UBC buildings, including those in the Faculty of Arts, are fully accessible.
 - Address physical accessibility issues in older buildings, such as installing universal washrooms and ramps to accommodate mobility challenges.
- **Provide accommodations:**
 - Advocate for greater flexibility in accommodating students, faculty and staff with disabilities, providing necessary support for successful implementation.
 - Address the burden of arranging accommodations, emphasizing the Faculty's responsibility to provide support and resources for accessibility.
- **Support persons with disabilities:**
 - Provide better support for faculty and staff, in addition to students, with disabilities (such as mentorship programs).
 - Create a conscious and aware environment to destigmatize disabilities among faculty and staff, ensuring they feel supported and comfortable disclosing their disabilities.
- **Increase representation and visibility:**
 - Prioritize accessibility, disability, and combatting ableism across all facets of work within the Faculty of Arts to ensure inclusivity.
 - Destigmatize disability and neurodiversity, placing a higher emphasis on access as a crucial component of inclusion efforts.

- Commit to making disability visible by integrating stories into the narratives of the Faculty of Arts, its departments, faculty, students, and staff, acknowledging the presence and experiences of individuals with disabilities.
- **Provide hybrid work/learn options:**
 - Provide virtual options for on-campus activities to ensure accessibility.
 - Recognize hybrid access as beneficial for all, not just as a disability accommodation, extending to faculty and staff as well.
- **Consult disability resources:**
 - Utilize available resources to support people with disabilities.
- **Advance Disability Studies:**
 - Explore alignment between economic justice programs and disability justice, as well as broader intersectionality justice, is a central focus.

Theme: Recognize Achievements

- **Recognize staff/faculty contributions:**
 - Emphasize the importance of acknowledging and celebrating achievements related to equity, diversity, and inclusion among faculty/staff.
 - Motivate individuals to participate in JEl initiatives by providing validation and acknowledgment for their efforts.
 - Promote a culture of recognition and appreciation for EDI work, which can contribute to fostering greater engagement and commitment across the institution.
- **Identify and share work underway:**
 - Recognize and showcase ongoing initiatives and successes within the Faculty of Arts, particularly in advancing social justice, inclusion, and decolonization efforts.
 - Educate the Arts community about the meaning of these initiatives and provide examples of successful implementations to encourage broader engagement and support.
- **Recognize student contributions:**
 - Establish an institutional memory to recognize and acknowledge the impactful contributions made by students, particularly in leading conversations and driving real institutional change during climate emergencies.
 - Increase awareness of existing awards for exceptional contributions by IBPOC students and ensure broader recognition of their achievements within the university community.
- **Recognize departmental efforts/achievements:**
 - Highlight Department's proactive actions as a potential model for other units to emulate in advancing JEl initiatives.
 - Acknowledge and showcase the Indigenous initiatives already underway in different units across the university to inspire broader adoption and collaboration.
- **Amplify Indigenous efforts and achievements:**
 - Focus on highlighting Indigenous achievements and contributions beyond narratives of historical trauma, emphasizing the positive and empowering aspects of Indigenous communities and individuals.

Theme: Increase Access to Education

- **Enable access to education:**
 - Make educational programs accessible to all, focusing on talent and interest rather than social identity.
 - Open learning opportunities to all interested individuals, including community members.
- **Reduce financial barriers:**
 - Recognize that economic hardship affects all students, and solutions should go beyond asking alumni to donate to the student foodbank
 - Ensure that studying Indigenous subjects is free for those passionate about it, removing financial barriers to this field of study.
- **Identify and eliminate barriers:**
 - Understand and address the barriers that prevent marginalized students from accessing education.
 - Provide targeted support to ensure all students have equitable access to educational opportunities.
- **Reduce transportation barriers:**
 - Advocate for increased funding and support from the university to improve transit services.
 - Push for the provision of free transit passes for students, faculty, and staff to promote accessibility and reduce transportation barriers.
- **Provide open access resources:**
 - Embrace open access as a strategy to decolonize the discipline, the Faculty, and the university by making knowledge freely available.

Theme: Support Members of the Black Community

- **Provide mentorship to members of the Black community:**
 - Increase the availability of mentors for Black individuals.
- **Support authentic self-expression and communication:**
 - Minimize the necessity for code-switching.
 - Foster environments where individuals feel safe to express their true identities.
 - Acknowledge and reduce pressures that compel people to alter their behavior or speech in different contexts.
 - Promote inclusivity by valuing diverse forms of self-presentation and communication.
- **Increase representation and visibility:**
 - Increase the presence of Black students in historical archives, art shows, and galleries to foster a more inclusive and representative environment.

Appendix I: Themes and Codes – Vision and Pillars

Prepared by SDS, updated on Jul 9, 2024

Theme 1: Academic Excellence

- **Promoting research excellence:**
 - Supporting innovative research endeavors.
 - Encouraging impactful research outcomes.
 - Supporting student research initiatives and endeavors.
- **Promoting teaching excellence:**
 - Prioritizing excellence in undergraduate education and teaching.
 - Supporting innovative pedagogy and maintaining high standards in teaching.
- **Promoting academic excellence:**
 - Providing top-quality education.
 - Ensuring depth of scholarship and academic excellence.
 - Maintaining integrity in academic standards and professionalism.
- **Upholding academic freedom and expression:**
 - Upholding academic freedom and open discourse.
 - Creating an environment where freedom of expression and thought are protected.
- **Building recognition and reputation:**
 - Striving for international influence and recognition through academic achievements.
 - Gaining recognition and respect from other academic disciplines at UBC.
- **Redefining merit and excellence:**
 - Redefining merit and excellence to include diverse forms of output and expertise, such as non-traditional publications and equity-focused practices.
 - Implementing new assessment strategies and methods, moving away from reliance on grades and traditional final exams.
 - Developing new metrics for evaluating excellence, including contributions such as community partnerships, decolonization efforts, and emotional labor
- **Enhancing learning environments:**
 - Improving classroom and library infrastructure to support diverse learning needs.
 - Investing in innovative building designs and renovations to meet evolving needs.
- **Supporting learning:**
 - Fostering a culture where teaching and learning are seen as exciting privileges and pleasures for both students and faculty.
 - Encouraging a passion for learning for its own sake.

Theme 2: Fostering Collaboration and Connection

- **Facilitating connection and communication:**
 - Encouraging real exchange of diverse opinions and rich dialogue.
 - Creating spaces and opportunities for meaningful interactions, fostering collegiality.
- **Facilitating interdisciplinary collaboration:**
 - Emphasizing interdisciplinary collaboration and integration over disciplinary silos.
 - Fostering strong networks and relationships across departments.
- **Creating community:**

- Cultivating a strong sense of community within and across all departments.
- **Facilitating cross-disciplinary collaboration:**
 - Fostering collaboration and partnership with other disciplines across UBC.
 - Leading initiatives to integrate arts and sciences, breaking down traditional silos.
- **Engaging alumni:**
 - Building a strong and supportive alumni network.
 - Establishing programs/events with alumni to foster ongoing support and community.

Theme 3: Advancing Justice, Equity and Inclusion

- **Valuing diversity:**
 - Attracting/retaining individuals with diverse backgrounds, identities and talents.
 - Prioritizing diverse perspectives, ideas and viewpoints.
- **Creating inclusive environments:**
 - Fostering an inclusive academic environment that promotes mutual respect.
 - Ensuring that all students and faculty feel supported and welcome in the community.
 - Promoting cross-cultural understanding.
- **Ensuring equity:**
 - Advocating for justice and equity in all aspects of the faculty's operations.
 - Dedicating resources (time, investment, capacity) to advance equity initiatives.
- **Supporting members of HPSM communities:**
 - Supporting first generation students.
 - Supporting religious diversity.
 - Supporting members of 2SLGBTQIA+ communities.
- **Providing social justice education:**
 - Offering education beyond specific disciplines to ensure a comprehensive understanding of equity and marginalization.
- **Lead in JEl:**
 - Leading rather than playing catch-up in JEl initiatives, recognizing the importance of these issues.
- **Solidarity:**
 - Emphasizing solidarity as a key component of a thriving future, especially in uncertain times.
- **Supporting HPSM individuals in leadership roles:**
 - Empowering members from HPSM communities to take on leadership positions, providing support and fostering an environment for their success.
- **Collecting equity data:**
 - Collecting equity data to address disparities in hiring, retention, and promotion.
 - Encouraging faculty members to self-identify, to increase transparency.

Theme 4: Community Engagement and Impact

- **Engaging with communities:**
 - Prioritizing public engagement and community contributions.
 - Fostering connections with local communities and external partners to address societal needs, enriching cultural and intellectual life.
- **Addressing social issues:**

- Prioritizing addressing complex social challenges like climate change and social justice, through informed, nuanced, and critical perspectives.
- Fostering research and teaching that leads to creative solutions for societal problems, ensuring relevance and impact on local, national, and international levels.
- **Cultivating changemakers:**
 - Training future leaders and respectful, action-taking global citizens.
 - Fostering confidence and courage among students to contribute positively to society.
 - Empowering graduates to be changemakers and leaders in their fields, equipped with the skills and mindset to effect positive change.
- **Facilitating knowledge translation and exchange:**
 - Emphasizing knowledge translation and mobilization to ensure research reaches a broader audience outside the university.
- **Engaging in advocacy:**
 - Encouraging student activism and leadership within the Faculty.
 - Advocating for the rights and well-being of all members of the Faculty community.
- **Transforming the University:**
 - Leading transformative changes within the university.

Theme 5: Preparing Students for Life & Career

- **Providing students with practical skills:**
 - Ensuring students have the skills and knowledge to succeed in their chosen careers.
 - Providing with “life skills” needed in society, business, and community (i.e., communication).
- **Providing practical learning experiences:**
 - Creating opportunities for hands-on learning and skill development.
 - Offering experiential learning programs, co-op, work-learn and others.
- **Producing successful graduates:**
 - Preparing outstanding graduates who are equipped for the needs of the labor market and can succeed in life after graduation (thriving)
- **Cultivating artists:**
 - Promoting creativity in thought and expression.
 - Providing opportunities for artistic expression and experimentation.
 - Supporting the development of a diverse range of artistic skills and talents.
- **Providing career education/guidance:**
 - Providing resources and support for students to explore career paths and degree planning processes
 - Offering resources and support to ease the transition for students post-graduation.
- **Promoting lifelong learning:**
 - Emphasizing adaptability and lifelong learning as essential skills.
 - Promoting a love for learning and integrating it into the educational experience.
 - Offering opportunities for lifelong learning for non-degree students or alumni, recognizing the importance of continuous growth and development.
- **Preparing students for advanced degrees:**
 - Providing guidance for future endeavors, such as ongoing study or pursuing advanced degrees.

- **Preparing students for careers outside academia:**
 - Encouraging students to consider their career goals beyond academia, especially those who do not pursue graduate school.

Theme 6: Supporting Faculty/Staff Success and Wellbeing

- **Supporting faculty/staff mental health and wellbeing:**
 - Prioritizing the physical and mental well-being of faculty and staff to prevent burnout.
 - Managing faculty/staff workloads to help ensure a healthy work-life balance.
- **Attracting and retaining staff/faculty:**
 - Prioritizing the attraction and retention of leading researchers and scholars who are experts in their fields.
- **Valuing staff/faculty:**
 - Cultivating a highly valued Faculty where all members feel appreciated.
 - Ensuring fair compensation and benefits.
 - Supporting professional development/career advancement/training.
 - Celebrating individual and collective achievements.
- **Providing job security:**
 - Ensuring stability and equitable conditions for all faculty and staff, including contract faculty and graduate students.
 - Ending reliance on exploitative academic labor and providing secure employment for all teaching faculty.

Theme 7: Amplifying the Value of the Arts

- **Supporting diversity of Arts disciplines:**
 - Embracing a diversity of arts disciplines, including language learning, performing and visual arts, Indigenous studies, and media studies, among others.
 - Offering vibrant undergraduate and graduate programs across all FoA disciplines, ensuring opportunities for students to explore a wide range of interests and fields.
- **Emphasizing value of an Arts degree:**
 - Highlighting the benefits and potential of pursuing an arts degree as a gateway to diverse opportunities and career paths.
 - Ensuring students feel pride in receiving an arts degree from UBC.
- **Supporting artistic activity/creative output:**
 - Cultivating a vibrant arts community by supporting creative output, including performances, exhibitions, publications, and collaborations with cultural institutions.
 - Promoting cultural spaces and venues that promote artistic expression within UBC FoA.
- **Elevating arts contributions:**
 - Increasing visibility and awareness of the value of arts education at UBC and in society.
- **Balancing social sciences and humanities:**
 - Long-lasting commitment and balanced support between in the humanities, fine arts, and social sciences within the Faculty of Arts.
- **Redefining educational paradigms:**
 - Challenging the conventional four-year model of education.

- Introducing new approaches to arts education.

Theme 8: Supporting Student Success and Wellbeing

- **Supporting student mental health and wellbeing:**
 - Prioritizing holistic student wellbeing, ensuring their mental and physical wellbeing.
 - Providing excellent support services for students, including mental health resources, academic supports, counseling, and holistic development initiatives.
- **Attracting and retaining outstanding students:**
 - Attracting and retaining outstanding students, making the Faculty a destination for the world's most talented undergraduates and graduates.
- **Providing student-centered education:**
 - Emphasizing student-centered education, moving away from traditional lecture-style teaching.
 - Adapting courses to incorporate both faculty expertise and student interests, allowing for student input into curriculum and course outcomes.
- **Creating a vibrant student experience:**
 - Providing a positive student experience with a cornucopia of opportunities for students
 - Fostering an environment where students are engaged and inspired.
- **Supporting graduate students:**
 - Prioritizing support for graduate students to ensure they thrive academically and professionally.
 - Providing excellence in supervision and mentoring of graduate students.
- **Empowering student autonomy:**
 - Encouraging students to explore unconventional paths and find their own way.
 - Empowering students to take ownership of their educational journey and make decisions aligned with their interests, goals, and values.
 - Fostering independence, self-discovery, and personal and professional growth among students.

Theme 9: Cultivating Thought Leadership

- **Exercising critical thinking:**
 - Cultivating intellectual curiosity by encouraging compelling questions.
 - Instilling curiosity in students and encouraging independent thought.
 - Engaging with critical discourse and produce graduates capable of sharp criticism and deep analytical thinking.
- **Challenging dominant discourses:**
 - Fostering debate on important issues, encouraging students to challenge established norms and bring innovative, provocative ideas to societal conversations.
 - Encouraging students to speak truth to power, expanding their worldviews.
- **Cultivating intellectual humility and curiosity:**
 - Promoting open inquiry in the face of society's challenges.
 - Encouraging humility as a pillar of intellectual growth, emphasizing the importance of staying humble when challenged and operating through curiosity rather than expertise.

- **Promoting human perspectives:**
 - Making other disciplines relevant to humans and fostering a people-centric approach to education.
 - Equipping students to produce work grounded in humanistic values (empathy, understanding).
- **Generating ideas:**
 - Emphasizing the contribution of new ideas and solutions.
 - Promoting a diverse landscape of ideas and learning within the Faculty of Arts.
- **Navigating difficult conversations:**
 - Providing support for faculty and staff in bringing difficult conversations into the classroom and helping students learn in uncomfortable situations.
 - Promoting a culture of "calling in" rather than calling out, encouraging respectful dialogue and growth in challenging situations.

Theme 10: Fostering Creativity and Innovation

- **Encouraging creativity and innovation:**
 - Providing space and resources for experimentation.
 - Supporting innovative projects and initiatives.
- **Being proactive and responsive to change:**
 - Shifting from reactive to proactive planning and adaptation.
 - Encouraging openness and agility to respond to a changing environment.
- **Promoting resilience and adaptability:**
 - Recognizing and promoting resilience in Arts and Humanities despite challenges.
 - Developing nimbleness and flexibility in decision-making and operations.
- **Encouraging risk-taking:**
 - Fostering an environment where failure is seen as a part of the learning process.
 - Encouraging risk-taking and fearlessness in exploring new ideas.
 - Creating support systems for staff and students to feel comfortable taking risks.
- **Navigating complexity and uncertainty:**
 - Navigating complexity and uncertainty with impartiality.
 - Addressing complicated issues with impartiality and tolerance for ambiguity.

Theme 11: Inclusive and Adaptable Organizational Culture

- **Supportive working/learning environment:**
 - Prioritizing a healthy, non-toxic environment on campus, where students, faculty, and staff feel respected, supported, and safe.
- **Engaged students, staff and faculty:**
 - Cultivating a faculty with instructors who are present, involved, and passionate.
 - Fostering an empowered, educated, and motivated student body that feels proud, engaged, and passionate about their faculty and education at UBC.
- **Committed to continuous improvement:**
 - Listening and responsively addressing feedback and support needs to foster a thriving environment.

- Maintaining a commitment to constantly improving.
- **Offering flexible work arrangements:**
 - Implementing modified work schedules to create flexibility, including adaptive work schedules and remote work options to reduce travel burdens for staff and increase improve access for persons with disabilities.
- **Values-based:**
 - Ensuring that core values are funded to be possible and sustainable.
 - Incorporating values into all processes, interactions, and day-to-day operations.
- **Future-focused:**
 - Embracing forward-thinking approaches for the future of the faculty.
 - Focusing on growth rather than just survival for the future.
- **Dynamic and engaging working/learning environment:**
 - Engaging in diverse projects to foster growth and innovation.
 - Providing interesting and challenging work opportunities for faculty and staff.

Theme 12: Reconciliation and Decolonization

- **Commitment to reconciliation and decolonization:**
 - Actively engaging in reconciliation and decolonization efforts, moving from theory to practice.
- **Attracting and retaining Indigenous students:**
 - Recruiting, supporting and retaining Indigenous students.
 - Providing support for Indigenous students with embedded assistance integrated into the strategic plan.
- **Engaging with Indigenous communities:**
 - Deepening partnerships with Musqueam and other Coast Salish communities.
 - Increased focus on cultural respect, community life, in dialogue and engagement with Indigenous communities.
- **Incorporating Indigenous content/ways of knowing:**
 - Incorporating Indigenous knowledge and perspectives, particularly Coast Salish and Musqueam, into curriculum and practices across departments.
 - Emphasizing Indigenous ways of knowing, living, and art as central components of education and research.
 - Fostering meaningful integration of Indigenous knowledge into student experiences, promoting land-based education and sustainability practices.
- **Responsibility among settlers to engage in Indigenous education:**
 - Promoting Faculty-wide knowledge of Indigenous perspectives and approaches, including the integration of Indigenous content into curricula.
 - Encouraging more faculty, staff, and students to engage with Indigenous courses and programs, potentially through the creation of a cultural certificate program.
- **Attracting and retaining Indigenous faculty/staff:**
 - Prioritizing Indigenous perspectives in tenure and promotion processes.
 - Recruiting, supporting, and retaining outstanding Indigenous faculty and staff.
- **Advancing Indigenous Studies:**
 - Focusing on Indigenous studies, with a strong emphasis on the Pacific and West Coast.
- **Supporting Indigenous rights:**

- Embracing global indigeneity and recognizing the rights and perspectives of Indigenous peoples worldwide.
- **Supporting Indigenous leadership:**
 - Strong orientation towards Indigenous leadership in various domains.
 - Strong emphasis on Indigenous leadership.
- **Supporting Indigenous languages:**
 - Increasing focus on the study and preservation of BC's Indigenous languages.
 - Actively preserving Indigenous languages, recognizing the urgency of the situation.
- **Advancing ISP goals:**
 - Deep support among programs, departments, and curricula for the Indigenous Strategic Plan (ISP)
- **Building institutional memory:**
 - Strengthen institutional memory to sustain Indigenous support initiatives like ISP and prevent setbacks.

Theme 13: Financial Support and Sustainability

- **Increasing funding and resources:**
 - Prioritizing funding to support core values and initiatives.
 - Advocating for increased funding and reduced budget cuts.
 - Developing robust fundraising strategies and diversify revenue sources.
- **Funding graduate students:**
 - Ensuring graduate students are adequately funded.
 - Providing full funding packages competitive with leading departments in North America.
 - Prioritizing funding support for graduate students to attract top scholars and sustain thriving educational programs.
- **Strategic resource allocation and prioritization:**
 - Embedding prioritization into organizational processes to manage resources effectively.
 - Implementing long-term projects with significant impacts.
- **Equitable resource distribution:**
 - Ensuring fair and equitable allocation of resources.
- **Funding research activity:**
 - Provide academic support for research and allocate funding to sustain and enhance existing research initiatives and improve UBC's reputation, such as research centers and clusters.
- **Increasing enrollments:**
 - Increasing recruitment efforts to boost student enrollment.
 - Finding sustainable ways to bring in more students without exploiting international students.
- **Being fiscally responsible and sustainable:**
 - Prioritizing fiscal stability and financial viability.
 - Aiming for fiscal responsibility and sustainability, aligning financial decisions with core values.

Theme 14: Effective Leadership and Governance

- **Inclusive governance:**
 - Increasing visibility of diverse leadership across the ranks

- Emphasizing transparency in decision-making processes.
- Creating a culture of engagement and participation for staff/students, with opportunities for active involvement in decision-making and communication.
- **Reducing bureaucratic red tape:**
 - Streamlining processes and reduced bureaucracy to support the academic mission and goals.
 - Simplifying systems and policies to foster efficiency and reduce administrative barriers.
- **Strong leadership/governance:**
 - Providing visionary and motivating leadership that inspires confidence, credibility, trust.
 - Providing leadership continuity to maintain stability and support teamwork.
- **Fostering a culture of accountability and integrity:**
 - Upholding honesty, transparency, and ethical behavior in all actions and decisions.
 - Taking responsibility for actions and decisions, especially in challenging circumstances.
- **Clearly defined purpose/mission:**
 - Fostering a clear sense of identity and purpose within the Faculty of Arts.
 - Cultivating a shared sense of mission among faculty, staff, and students and recognizing the roles of faculty, staff, and students in achieving that mission.
- **Establishing clear and equitable policies and procedures:**
 - Zero tolerance for racist and bigoted attitudes and behaviors within the Faculty of Arts.
 - Clear guidelines and processes for addressing instances of discrimination or misconduct, taking transformative steps to address oppressive or racist behavior.
- **Data-driven/evidence-informed:**
 - Implementing policies grounded in factual evidence rather than ideological beliefs.
 - Making decisions based on empirical data and analysis rather than assumptions or preconceived notions.
- **Increased autonomy for departments:**
 - Granting academic departments greater authority and control over their programs, research, and resources.

Theme 14: Accessibility

- **Supporting persons with disabilities:**
 - Prioritize equity for persons with disabilities to create a thriving and inclusive environment.
- **Implementing UDL principles and practices:**
 - Implementing curriculum development strategies such as longer course times and blended teaching to accommodate disabled students effectively.
 - Transitioning from individual accommodations to universal accessibility in course material formatting and teaching methods, aiming for the FOA to lead in fully inclusive education.
 - Integrating inclusive design principles into educational practices.
- **Providing accommodations:**
 - Address resistance to accommodations by implementing standardized policies and mechanisms within the strategic plan to prioritize accessibility.
 - Establish proactive approaches to meet access needs beforehand rather than relying solely on ad hoc requests, ensuring universal implementation of commonly requested accommodations and remote learning options.

- **Advancing Disability Studies:**
 - Establish a Disability Studies program and a Centre/Office for Disability Studies within the Faculty of Arts to foster community and advance accessibility research.
- **Funding disability research and initiatives:**
 - Increasing funding and support for education and research in disability studies.
 - Providing support for faculty engaged in disability research through course release, funding, or other incentives.
 - Offering opportunities for students to participate in funded research projects.
- **Providing accessibility support services:**
 - Providing comprehensive support services for disabled persons/persons with disabilities.
 - Address the inadequacies of existing support systems for persons with disabilities, emphasizing the need for smoother processes and improved supports.
 - Implement structural changes such as permanent positions focused on Disability Justice, Inclusion, and Accessibility in every department.
- **Providing accessibility education and training:**
 - Implementing training for faculty and staff on accessibility needs and inclusive language to foster a supportive community.
 - Providing new hires with education on disability awareness and access needs to ensure they understand and respect diverse identities and experiences.
- **Advancing a proactive approach to disability inclusion:**
 - Make disability inclusion a key part of the strategic plan, aiming to remove obstacles and fight academic ableism quickly.
- **Increasing representation:**
 - Advocating for equal participation of disabled persons/persons with disabilities and recognizing their contributions.
 - Ensuring representation and celebration of faculty, staff, and students with disabilities.
- **Creating a disability task force:**
 - Advocate for and actively support the establishment of a disability taskforce within the Faculty of Arts to address accessibility concerns and foster inclusivity.
- **Compensating for additional labour:**
 - Ensure fair compensation for efforts to address institutional harm and improve accessibility.

Theme 16: Facilitating Access to Education

- **Reducing financial barriers:**
 - Ensuring that education remains accessible by addressing financial challenges faced by students, including high tuition fees and the cost of living in Vancouver.
 - Implementing income-linked and scaled fees, with zero fees for as many students as possible, and providing financial access for Indigenous students and others facing financial barriers.
- **Reducing housing barriers:**
 - Implementing affordable campus housing and expanding housing support, especially considering the high cost of living in Vancouver.
 - Providing accommodation for all registered students and their dependents, subsidized and linked to the cost of living, to ensure dignified, independent living.

- **Addressing food insecurity:**
 - Implementing subsidized food on campus with varied options to accommodate students' needs.
 - Increasing the availability of substantial meal options in Faculty of Arts buildings, beyond cafes with limited snack choices, to meet the needs of students and staff for nutritious meals.
- **Reducing barriers:**
 - Leading initiatives to make education more accessible to all students, regardless of background or circumstances.
 - Fostering an environment where all individuals who wish to participate and contribute to the improvement of human knowledge can do so.
- **Reducing transportation barriers:**
 - Providing support for commuter students, faculty and staff to ensure their needs are met.
- **Providing accessible modes of course delivery:**
 - Developing and offering courses with low barriers to entry and accessible formats.

Theme 17: Digital Futures

- **Leading in technology:**
 - Implementing cutting-edge digital tools and strategies, utilizing technologies like AI and data analysis platforms.
 - Becoming a leader in leveraging technology for teaching and learning.
 - Developing best practices for teaching in digital environments.
- **Integrating humanities perspective on technology:**
 - Uniting the arts and humanities with technology to bring a human element to technological advancements.
 - Developing digital technologies and knowledge that are informed by humanistic and social science perspectives, ensuring a holistic approach that considers the broader societal and community implications.
- **Fostering digital literacy:**
 - Ensure all students have digital literacy skills across departments, including broad knowledge and technical skills for success in today's digital world.
- **Facilitating hybrid teaching/remote learning:**
 - Developing flexible teaching models and online learning platforms.
 - Ensuring access to digital resources and support for remote learners.
- **Improving digital infrastructure:**
 - Provide tech support for better teaching conditions, whether virtual or in person.
 - Ensure support staff have funding and access to the latest software and equipment.
 - Invest in innovative technology and resources.

Theme 18: Environmental & Ethical Stewardship

- **Promoting sustainability and climate action:**
 - Leader in addressing climate change and ecological responsibility.
 - Integrating sustainability into all aspects of the Faculty's operations, teaching, and research.
 - Promoting awareness of climate issues and fostering an ethical position on sustainability.

- **Ethical treatment/standards:**
 - Upholding high ethical standards for all faculty members.
 - Commitment to ethical research and contributions to a just, courageous, and humane world, valuing people over profit.
- **Protecting campus environment:**
 - Recognizing the value of being in a beautiful environment and protecting it to enhance staff experiences and quality of life.

Theme 19: Internationalization

- **Increasing global engagement:**
 - Enhance international engagement and diversity through virtual academic exchange, global-local connections, and expanding opportunities for international collaboration.
- **Supporting international students:**
 - Providing comprehensive support for international students, including assistance with housing, food, mental health, and academic needs.

Theme 20: Supporting Members of the Black Community

- **Compensating for additional labour:**
 - Eliminating tokenism and the assumption that Black individuals will take on additional labor without proper recognition or compensation.
- **Attracting and retaining Black faculty/staff:**
 - Focusing on hiring and keeping Black faculty/staff, promoting them, and engaging with the challenges faced by Black staff and students at UBC.
- **Increasing Representation:**
 - Ensuring proportional representation of Black people as cultural assets, with a commitment to equitable presence across all levels of the institution.
- **Normalizing Black identity/possibility:**
 - Promoting the normalization and support of Black identity, fostering an environment where Black possibility is embraced and celebrated.