



# EQUITY ACTION PLAN

[uvic.ca/eap](http://uvic.ca/eap)



UJVIC



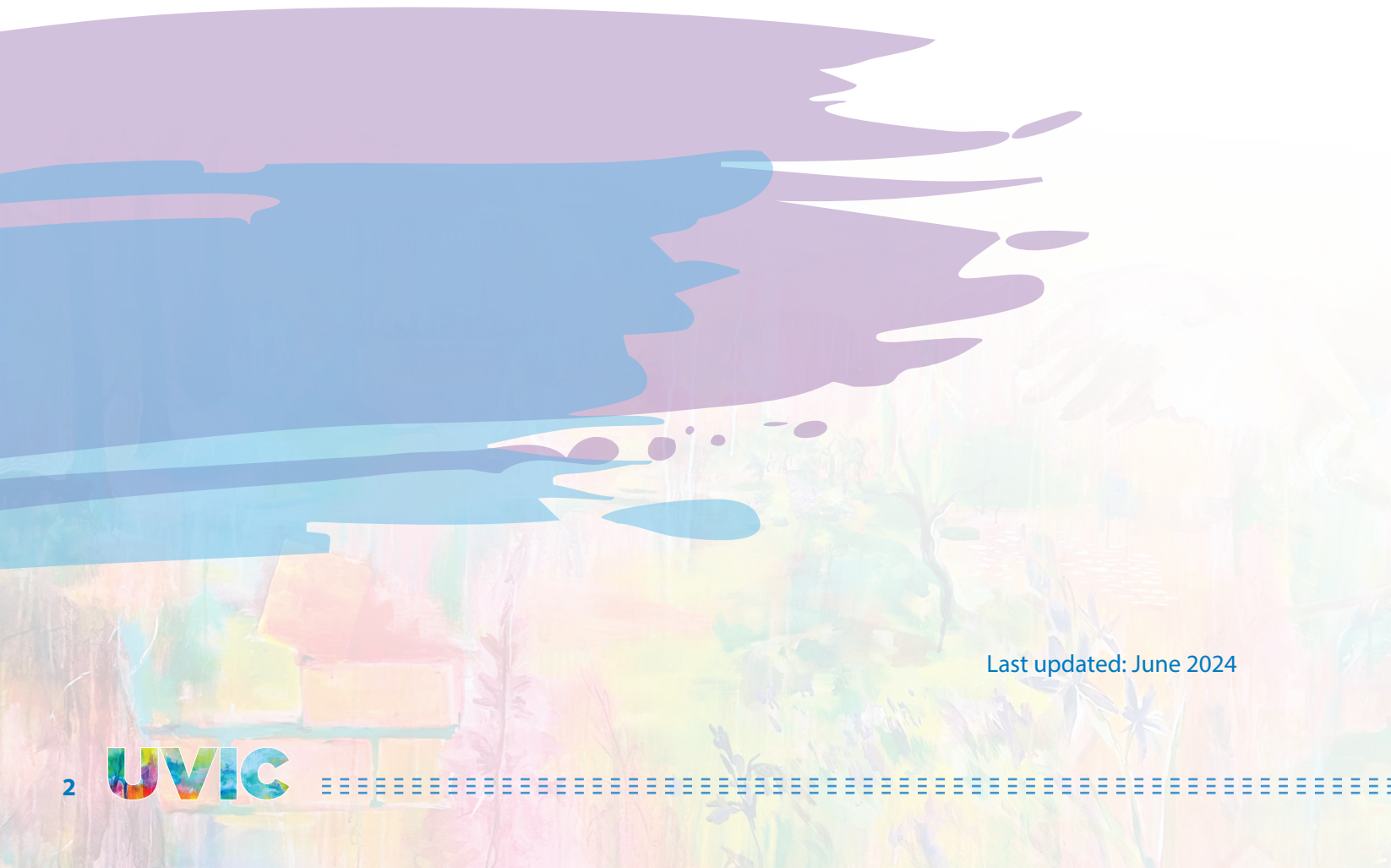
# Advancing equity action

The Equity Action Plan’s goals provide UVic with strategic direction to advance equity, diversity and inclusion, and to create the conditions in which everyone feels a sense of belonging: as connected and respected parts of the university community.

## About

After months of community engagement in 2022, five overarching goals emerged as the focus of the Equity Action Plan (EAP). Drawing on the experiences, advice and recommendations from students, staff, faculty and other UVic community members, each goal includes a list of identified barriers and measurable actions to further that goal and address those barriers.

The EAP is an integral part of UVic’s institutional planning. We commit to ongoing adjustments as our dynamic planning environment continues to evolve as informed by UVic’s Strategic Plan and Indigenous Plan.



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*Find more information and implementation toolkit at [uvic.ca/eap](http://uvic.ca/eap)*



# HOW TO READ THE PLAN

**The Equity Action Plan (EAP) is organized by 5 goals:**

1. Equity-centred culture
2. Relationality and belonging
3. Recruitment and retention
4. Access and support
5. Institutional accountability

These overarching goals provide strategic direction to advance equity, diversity and inclusion, and to create the conditions in which everyone feels a sense of belonging: as connected and respected parts of the university community. These goals are aspirational and will provide direction for the university for the next 5 years. Each goal includes the following sections.

## Why

Provides background information on the development of each goal, drawing on what we heard during community engagement.

## Committed actions

A list of activities that UVic is committed to undertaking as we work towards each goal. These actions include input from community engagement, adapted [Scarborough Charter](#) commitments and leadership priorities.

## Lead

Listed senior leaders are accountable for ensuring progress on the committed actions. Units and faculties within their portfolios will develop activities to advance these actions. Other leaders and portfolios may have related responsibilities.

## Barriers

Barriers to equity, diversity, inclusion and belonging that have been identified through community engagement. While these lists do not include all individual barriers that were shared throughout the engagement phases, they reflect the barriers that were most consistently identified across the community.

## Targeted actions

Actions drawn from the list of committed actions that address each of the identified barriers. Targeted actions are not meant to be solutions but rather starting places to address complex issues.





# EQUITY-CENTRED CULTURE

**Create an inclusive campus community that values diversity and challenges dominant systems of power, including colonization, white supremacy and heteropatriarchy, through research, teaching, curriculum, policy and practice.**

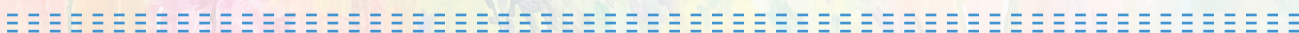
## Why?

During the plan's creation, UVic community members noted that dominant systems of power continue to prevent the success of the equity work underway at UVic. In response, we must work to dismantle all forms of oppression, including colonization, white supremacy and heteropatriarchy. Addressing the ongoing and historical impacts of these systems of power will help build an inclusive culture on campus.

## Committed actions

1. Senior administration will champion equity by diversifying its own representation through mentorship, encouragement and sponsorship of faculty and staff from systemically and historically marginalized groups.\*  
**Lead: Executive Council**
2. Develop communications plans, strategies and resources that focus on diversity and a commitment to social justice and societal change. Communications should be transparent and acknowledge the dominant systems of power. UVic should be authentic and honest about the barriers and challenges systemically and historically marginalized communities face.  
**Lead: All portfolios**
3. Continue to advance the principles of the [Canada Research Chairs Program](#), the [Scarborough Charter](#) and future national and/or government initiatives related to equity, diversity, inclusion and belonging.  
**Lead: All portfolios**
4. Update UVic's [Policy on Human Rights, Equity and Fairness](#) to communicate the university's responsibilities related to equity, diversity and inclusion.  
**Leads: Executive Council, Equity & Human Rights**
5. Provide equity, diversity, inclusion, anti-oppression and [cultural safety](#) education for all members of the university. Include specific opportunities to develop Indigenous cultural competencies by learning about Indigenous histories, current realities, rights to self-determination and anti-Indigenous racism.  
**Leads: VP Academic & Provost, VP Finance & Operations, VP Indigenous, Equity & Human Rights**

6. Develop an education strategy so that all students learn about equity, diversity, inclusion, anti-oppression, Indigenous rights to self-determination and colonization within academic programming prior to graduation.  
**Leads: VP Academic & Provost, Equity & Human Rights**
7. Provide experiential learning opportunities that reflect and contribute to the pressing issues of our time related to equity and human rights (e.g., Indigenous self-determination, climate change, social justice, etc.).  
**Lead: VP Academic & Provost**
8. Adopt policies, educational sessions and practices of inclusion that support harassment-free classrooms and other learning environments.\*  
**Leads: VP Academic & Provost, VP Finance & Operations**
9. Incentivize faculty and staff to prioritize building an inclusive and equitable campus including developing performance evaluation tools that incorporate and assess equity, diversity and inclusion skills, competencies and achievements.\*  
**Leads: VP Academic & Provost, VP Finance & Operations**
10. Create a strategy that supports the development of unit-level equity committees and encourages their engagement with each other and the Equity Action Plan (EAP).  
**Leads: VP Academic & Provost, VP Finance & Operations, Equity & Human Rights**
11. Engage with external research organizations to redress under-representation and build equitable practices into the research grant selection and research recognition processes.\*  
**Lead: VP Research & Innovation**
12. Continue to develop pathways for Indigenous graduate students and Indigenous-led research through relational knowledge grants and other supports. Expand the existing programs for other systemically and historically marginalized groups.  
**Lead: VP Research & Innovation**
13. Provide tailored training to key university governance bodies, starting with the Board of Governors and specific senate committees (Senate Committee on Academic Standards, Senate Committee on Learning and Teaching, Senate Committee on Planning), so their decisions are well informed to advance equity and build an inclusive campus.  
**Lead: University Secretary**



## Barriers and targeted actions

Barriers	Targeted actions
<p>There is a lack of acknowledgement of and commitment to addressing the oppressive and inequitable systems of power that UVic was built on (e.g., colonialism, <a href="#">white supremacy</a>, etc.) by senior academic and administrative leadership. This recreates inequitable systems of power.</p>	<p><b>Action 2:</b> Develop communications plans, strategies and resources that focus on diversity and a commitment to social justice and societal change. Communications should be transparent and acknowledge the dominant systems of power. UVic should be authentic and honest about the barriers and challenges systemically and historically marginalized communities face.</p> <p><b>Lead: All portfolios</b></p>
<p>Many decision makers have not experienced systemic oppression or inequity. They may lack the skills and knowledge to consider how their decisions impact systemically and historically marginalized groups. This results in uninformed, unclear work that reinforces barriers to equity.</p>	<p><b>Action 1:</b> Senior administration will champion equity by diversifying its own representation through mentorship, encouragement and sponsorship of faculty and staff from systemically and historically marginalized groups.*</p> <p><b>Lead: Executive Council</b></p>
<p><a href="#">Intercultural competency</a> and <a href="#">cultural safety</a> are not prioritized or evaluated within individual units, departments or faculties. Training is inconsistent and/or voluntary.</p>	<p><b>Action 5:</b> Provide equity, diversity, inclusion, anti-oppression and <a href="#">cultural safety</a> education for all members of the university. Include specific opportunities to develop Indigenous cultural competencies by learning about Indigenous histories, current realities, rights to self-determination and anti-Indigenous racism.</p> <p><b>Leads: VP Academic &amp; Provost, VP Finance &amp; Operations, VP Indigenous, Equity &amp; Human Rights</b></p> <p><b>Action 9:</b> Incentivize faculty and staff to prioritize building an inclusive and equitable campus including developing performance evaluation tools that incorporate and assess equity, diversity and inclusion skills, competencies and achievements.*</p> <p><b>Leads: VP Academic &amp; Provost, VP Finance &amp; Operations</b></p>
<p>Without a shared understanding of UVic's core equity goals, values and definitions, equity work across campus lacks cohesion and collective action.</p>	<p><b>Action 10:</b> Create a strategy that supports the development of unit-level equity committees and encourages their engagement with each other and the Equity Action Plan (EAP).</p> <p><b>Leads: VP Academic &amp; Provost, VP Finance &amp; Operations, Equity &amp; Human Rights</b></p>

\*Adapted from the [Scarborough Charter](#)

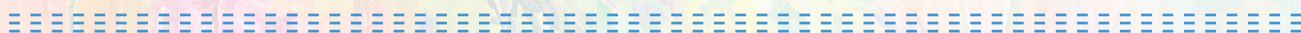


# RELATIONALITY & BELONGING

**Transform university structures and practices to show value for diverse lived experiences and ways of knowing to build relationships across and beyond UVic.**

## **Why?**

During the plan's creation, university community members noted that UVic's academic environment is based on rigid and colonial measures of success. As a result, efforts to build meaningful relationships with those outside the academic 'tradition' are affected by strict ideas of what type of knowledge belongs at UVic. By expanding the meaning of success and valuing all forms of knowledge and lived experiences, we will broaden the UVic community.





# Committed actions

1. Review and update UVic’s [Policy on University Policies and Procedures](#) to include a requirement to evaluate policies through an equity lens and in accordance with the [Declaration on the Rights of Indigenous Peoples Act \(DRIPA\)](#).  
**Lead: University Secretary**
2. Create an institutional anti-racism framework that provides clear direction for curriculum and course development, training and other strategies.  
**Lead: Executive Council**
3. Reflect the historic and present-day Indigenous communities at UVic in campus signage and other naming practices.  
**Lead: Executive Council**
4. Promote and support professional development opportunities and events that build an inclusive campus and culture.  
**Lead: All portfolios**
5. Expand and enhance opportunities for scholarship rooted in different worldviews that advance equity, diversity and inclusion.  
**Leads: VP Academic & Provost, VP Indigenous, VP Research & Innovation**
6. Create transparent processes that value, recognize and reward scholarship rooted in differences in worldviews that advances equity, diversity, and inclusion.  
**Leads: VP Academic & Provost, VP Indigenous, VP Research & Innovation**
7. Encourage and support instructors and teaching assistants to implement inclusive course design, teaching practices and assessments.  
**Lead: VP Academic & Provost**
8. Honour student perspectives on belonging and inclusion and engage with students to improve teaching and program development.  
**Leads: VP Academic & Provost, Equity & Human Rights**
9. Develop an implementation plan that responds to the findings of the Rick Hansen Accessibility Audit and other feedback on creating affirming and physically accessible spaces.  
**Leads: VP Academic & Provost, VP Finance & Operations**
10. Support mentorship, peer support and affinity group community-building initiatives for students, staff and faculty.  
**Leads: VP Academic & Provost, VP Finance & Operations, Equity & Human Rights**

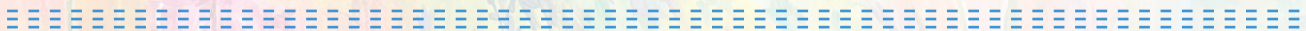


11. Require, within the limits of academic freedom, that research about communities that is based on identity or that is likely to affect specific communities, respects the principles of **co-construction**, including ongoing outreach to relevant communities on inputs, interpretation and use of research results.\*

**Lead: VP Research & Innovation**

12. Build robust community partnerships with organizations to increase relationships with systemically and historically marginalized communities.\*

**Lead: VP External Relations**



## Barriers and targeted actions

Barriers	Targeted actions
<p>Increasing tuition costs combined with the housing crisis excludes people with a lower socioeconomic status. The lack of commitment to building relationships with this community reinforces barriers to their inclusion on campus.</p> <p>UVic lacks meaningful engagement and connection across and beyond the campus community. This means that students, staff, faculty and librarian recruitment efforts are narrow, repetitive and reinforce inequitable ideas about who is included within the campus environment.</p>	<p><b>Action 12:</b> Build robust community partnerships with organizations to increase relationships with systemically and historically marginalized communities.*</p> <p><b>Lead: VP External Relations</b></p>
<p>The siloed and divided nature of UVic – across students, staff, faculty, librarians, leadership as well as positions, units, offices and faculties – impacts individuals’ ability to feel like a valued part of UVic’s community.</p>	<p><b>Action 10:</b> Support mentorship, peer support and affinity group community-building initiatives for students, staff and faculty.</p> <p><b>Leads: VP Academic &amp; Provost, VP Finance &amp; Operations, Equity &amp; Human Rights</b></p>
<p>Prioritizing colonial academic knowledge in assessments and evaluations of students and employees reproduces the dominant structures of power. This limits the meaningful involvement of systemically and historically marginalized groups in higher education.</p>	<p><b>Action 5:</b> Expand and enhance opportunities for scholarship rooted in different worldviews that advance equity, diversity and inclusion.</p> <p><b>Leads: VP Academic &amp; Provost, VP Indigenous, VP Research &amp; Innovation</b></p>
<p>Strict and narrow measures of academic knowledge and/or success silences creativity and non-colonial, diverse forms of knowledge and experience. As a result, traditional and narrow ideas of who belongs at UVic and who doesn’t, are reinforced.</p>	<p><b>Action 6:</b> Create transparent processes that value, recognize and reward scholarship rooted in differences in worldviews that advances equity, diversity, and inclusion.</p> <p><b>Leads: VP Academic &amp; Provost, VP Indigenous, VP Research &amp; Innovation</b></p>

\*Adapted from the [Scarborough Charter](#)



# RECRUITMENT & RETENTION

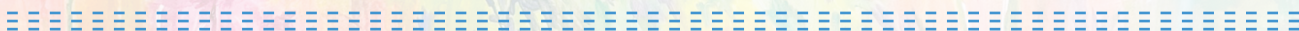
**Attract, advance, and retain students, staff, faculty, librarians and senior leadership from systemically and historically marginalized communities.**

## Why?

During the plan's creation, UVic community members confirmed that diversity must be a priority. Their feedback suggests that current efforts are not enough to increase representation in all campus populations and positions. New strategies are needed to ensure everyone has opportunities to advance and thrive at UVic.

## Committed actions

1. Establish comprehensive employee recruitment, hiring and retention strategies at all levels that include: demographic targets, timelines, advancement processes, transparency mechanisms and ongoing commitments and resources.\*  
**Lead: All portfolios**
2. Establish a comprehensive student recruitment strategy that includes: demographic targets, timelines, transparency mechanisms and ongoing commitments and resources to recruit and retain.\*  
**Lead: All portfolios**
3. Build mentorship and sponsorship programs to support employees and students from systemically and historically marginalized communities to advance into positions of leadership.\*  
**Lead: All portfolios**
4. Build grade school (K-12) through university outreach programs and strengthen pathways programs to encourage systemically and historically marginalized groups to consider and thrive in post-secondary education.\*  
**Lead: VP Academic & Provost**
5. Expand opportunities to provide priority admissions to Indigenous and other systemically and historically marginalized students by reviewing student admission requirements.  
**Lead: VP Academic & Provost**
6. Develop guidelines, under the terms of the Faculty Collective Agreement, to recognize the student support work done by faculty from systemically and historically marginalized communities as university service.  
**Lead: VP Academic & Provost**





7. Design and implement committee chair training as part of the [Equity in Decision-Making Processes](#) online training.  
**Leads: VP Academic & Provost, Equity & Human Rights**
8. Develop and integrate criteria within all staff and faculty hiring processes that includes relevant expectations related to skills and commitment to advancing equity on campus.  
**Leads: VP Academic & Provost, VP Finance & Operations**
9. Ensure UVic’s commitments to and resources (accommodations and supports) for students and employees with disabilities are featured in all academic and hiring recruitment materials.  
**Leads: VP Academic & Provost, VP Finance & Operations**
10. Develop a collection of job description templates that are written in plain language, equity-centred and focused on skills.  
**Lead: VP Finance & Operations**
11. Undertake a survey on faculty and staff housing needs and use this information to develop appropriate housing strategies.  
**Lead: VP Finance & Operations**
12. Work with local municipalities to find creative housing opportunities including the potential of an on-campus housing strategy for employees and students.  
**Leads: VP Finance & Operations, VP External Relations**
13. Embed equity, diversity and inclusion into research practices through diverse research teams, valuing research outcomes and mentoring early-career researchers.  
**Lead: VP Research and Innovation**



## Barriers and targeted actions

Barriers	Targeted actions
<p>Hiring and advancement practices do not adequately account for inherent biases of individuals in positions of power (e.g., department chairs) or the power dynamics of the committee structure. As a result, policies concerning equitable hiring processes are undermined.</p>	<p><b>Action 7:</b> Design and implement committee chair training as part of the <a href="#">Equity in Decision-Making Processes</a> online training. <b>Leads:</b> <b>VP Academic &amp; Provost, Equity &amp; Human Rights</b></p>
<p>Employment practices do not adequately consider retention of faculty, librarians and/or staff from systemically and historically marginalized groups. As a result, UVic continues to struggle with increasing representation across all units and employee classifications.</p> <p>Follow up with unsuccessful job applicants to provide feedback is inconsistent or non-existent. This reinforces expectations of the ideal professional fit and limits opportunities for future applications/success.</p>	<p><b>Action 1:</b> Establish comprehensive employee recruitment, hiring and retention strategies at all levels that include: demographic targets, timelines, transparency mechanisms and ongoing commitments and resources.* <b>Lead:</b> <b>All portfolios</b></p>
<p>The lack of affordable housing for students and employees is affecting recruitment and retention efforts. As a result, targeted student recruitment or limited/preferential hiring strategies may not be successful.</p>	<p><b>Action 11:</b> Undertake a survey on faculty and staff housing needs and use this information to develop appropriate housing strategies. <b>Lead:</b> <b>VP Finance &amp; Operations</b></p> <p><b>Action 12:</b> Work with local municipalities to find creative housing opportunities including the potential of an on-campus housing strategy for employees and students. <b>Lead:</b> <b>VP Finance &amp; Operations, VP External Relations</b></p>
<p>Staff job descriptions are often difficult to read, emphasize credentials and years of experience over skills and adaptability and include inconsistent details. This limits who may be considered “qualified” for the position.</p> <p>Faculty job recruitment processes prioritize a traditional (and colonial) academic resume (e.g., publications, conference presentations, grants, etc.). This limits who may be considered “qualified” for the position.</p>	<p><b>Action 10:</b> Develop a collection of job description templates that are written in plain language, equity-centred and focussed on skills. <b>Lead:</b> <b>VP Finance &amp; Operations</b></p>

\*Adapted from the [Scarborough Charter](#)



# ACCESS & SUPPORT

**Create equitable support structures that address the diverse access needs of the campus community.**

## Why?

During the plan's creation, we heard that UVic must better support students, staff, faculty and librarians. Robust support structures that are flexible, easy-to-access and targeted are needed to promote wellbeing for all. Financial and cultural accessibility, as well as accessibility for people with visible and invisible disabilities and mental health needs should be prioritized. These gaps prevent some community members – particularly those from systemically and historically marginalized groups – from fully participating and feeling like they belong at UVic.



## Committed actions

1. Design and implement fundraising initiatives to increase financial accessibility and expand funding opportunities for systemically and historically marginalized groups, including students from lower socioeconomic backgrounds.  
**Leads: VP Academic & Provost, VP External Relations**
2. Increase access to experiential learning for systemically and historically marginalized groups and strengthen university and student connections with the wider community.  
**Lead: VP Academic & Provost**
3. Continue to increase on-campus childcare options for students and employees with children, prioritizing those with the greatest need and/or those facing financial and systemic barriers (e.g., single parents, low-income, historically marginalized groups).  
**Lead: VP Academic & Provost**
4. Undertake an assessment of the Division of Student Affairs to identify and address gaps in understanding, as well as the capacity of leadership and management to implement Equity Action Plan (EAP) initiatives.  
**Lead: VP Academic & Provost**
5. Develop and implement accessibility training for all managers, directors and instructors to increase their capacity to support university community members with disabilities.  
**Leads: VP Academic & Provost, VP Finance & Operations**
6. Conduct a campus-wide gap analysis/needs assessment to further understand where accessibility and wellness supports (e.g., accommodations, counselling, etc.) for systemically and historically marginalized members are falling short.  
**Leads: VP Academic & Provost, VP Finance & Operations**
7. Develop and release an inclusive washroom plan with timelines, locations and regular progress reports.  
**Lead: VP Finance & Operations**
8. Review and reassess existing procedures and processes related to campus safety. Prioritize protecting human rights and equity while maintaining a trauma-informed approach.  
**Lead: VP Finance & Operations**
9. Continue to review, evaluate and offer remote and flexible work options.  
**Lead: VP Finance & Operations**



## Barriers and targeted actions

Barriers	Targeted actions
<p>Financial barriers to student success create inequities across campus (e.g., having to work a full-time job to afford tuition/rent/living expenses).</p>	<p><b>Action 1:</b> Design and implement fundraising initiatives to increase financial accessibility and expand funding opportunities for systemically and historically marginalized groups, including students from lower socioeconomic backgrounds.  <b>Leads: VP Academic &amp; Provost, VP External Relations</b></p>
<p>UVic’s lack of commitment to consistent hybrid learning and flexible work opportunities creates accessibility barriers.</p>	<p><b>Action 9:</b> Continue to review, evaluate and offer remote and flexible work options.  <b>Lead: VP Finance &amp; Operations</b></p>
<p>The availability of gender-neutral washrooms is inconsistent and/or poorly advertised. As a result, members of the UVic community are forced to plan their day around accessing these facilities.</p>	<p><b>Action 7:</b> Develop and release an inclusive washroom plan with timelines, locations and regular progress reports.  <b>Lead: VP Finance &amp; Operations</b></p>



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Academic accommodations for students with disabilities (including visible and invisible) are inconsistent and not specific to individual needs. This excludes members of the campus community and makes them feel like they don't belong.

**Cultural safety** is not consistently integrated within campus support systems. This leaves some students feeling like they cannot access services. For example, students from systemically and historically marginalized communities may not have access to counselors who share or understand their experiences.

Mental health supports – such as leave options and/or counselling – for students/staff/faculty/librarians are inconsistent, inaccessible, non-representative and unreliable. As a result, members of the UVic community do not feel as though they can thrive on/off campus.

Mature students and students with dependents are not adequately supported. Their responsibilities beyond academia are not respected or acknowledged. As a result, they face inequitable barriers to success on campus.

The availability of and access to support services for students participating in experiential learning (i.e., co-ops, field schools or placements) is inconsistent. As a result, students who require additional support (e.g., students with disabilities) face inequitable challenges participating in experience-based learning.

**Action 5:** Develop and implement accessibility training for all managers, directors and instructors to increase their capacity to support university community members with disabilities.

**Leads:** VP Academic & Provost, VP Finance & Operations

**Action 6:** Conduct a campus-wide gap analysis/needs assessment to further understand where accessibility and wellness supports (e.g., accommodations, counselling, etc.) for systemically and historically marginalized members are falling short.

**Leads:** VP Academic & Provost, VP Finance & Operations

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\*Adapted from the *Scarborough Charter*

# INSTITUTIONAL ACCOUNTABILITY

**Conduct ongoing, transparent evaluations of this action plan with continued opportunities for meaningful engagement and feedback with/ from the community.**

## Why?

Like other post-secondary institutions, UVic has been criticized for inconsistent follow-through and reporting on institutional plan outcomes. During the creation of this plan, we heard a lack of trust from community members and a concern that an Equity Action Plan won't lead to meaningful action. In response, community members relayed the importance of clear responsibilities for action and transparent evaluations of this plan.



## Committed actions

1. Evaluate, assess and report on senior leadership's activities that champion equity and advance the goals of the EAP.  
**Lead: President**
2. Widely communicate the shared responsibility of implementing and reporting on the EAP.  
**Lead: All portfolios**
3. Review new institutional and unit-level plans as well as reporting structures with an equity lens and ensure alignment with the EAP.  
**Lead: All portfolios**
4. Implement and report on regular [Equity Reviews](#) with support from Equity and Human Rights to assess and guide initiatives to build an inclusive campus that is responsive to the needs of systemically and historically marginalized groups.\*  
**Leads: All portfolios, Equity & Human Rights**
5. Review and revise dispute resolution policies and procedures, including disciplinary measures and protections against retaliation. Revisions should improve responsiveness to redress racism and oppression and promote inclusion and belonging.\*  
**Leads: VP Academic & Provost, VP Finance & Operations, University Secretary**
6. Carry out the [Better Data Project](#) to establish clear guidelines and governance concerning the collection of self-identification data to evaluate and inform the actions associated with the EAP.  
**Leads: VP Academic & Provost, VP Finance & Operations, Equity & Human Rights**
7. Collect baseline data to identify the extent of (under)representation of all systemically and historically marginalized student and employee groups—starting with recruitment through retention.\*  
**Leads: VP Academic & Provost, VP Finance & Operations, Equity & Human Rights**
8. Conduct an equity review of UVic graduate student experiences.  
**Lead: VP Academic & Provost**
9. Respond to the Vice President Finance and Operations portfolio assessments to identify and address gaps in understanding, and the capacity of leadership and management to implement EAP initiatives.  
**Lead: VP Finance & Operations**
10. Design an ongoing reporting mechanism for the campus community that involves sharing progress on the EAP, consulting on reprioritization and emerging issues, and communicating actions from across the university.  
**Lead: Equity & Human Rights**
11. Develop tools and strategies to support the UVic community in addressing resistance to the change required to achieve the goals the EAP.  
**Lead: Equity & Human Rights**



## Barriers and targeted actions

Barriers	Targeted actions
<p>The hierarchical and complex nature of the power structures at UVic make true accountability difficult to achieve, especially the advancement of equity initiatives.</p> <p>Past evaluations of equity initiatives are perceived as performative and insincere. As a result, there is a lack of trust from across the community, especially within systemically and historically marginalized populations.</p>	<p><b>Action 4:</b> Implement and report on regular <a href="#">Equity Reviews</a> with support from Equity and Human Rights to assess and guide initiatives to build an inclusive campus that is responsive to the needs of systemically and historically marginalized groups.*</p> <p><b>Leads:</b> All portfolios, Equity &amp; Human Rights</p>
<p>The collection, management and use of equity data (e.g., data on racialization, ability, gender or sexual orientation) lacks organization and consistency. As a result, the data is not being used effectively.</p>	<p><b>Action 6:</b> Carry out the <a href="#">Better Data Project</a> to establish clear guidelines and governance concerning the collection of self-identification data to evaluate and inform the actions associated with the EAP.</p> <p><b>Leads:</b> VP Academic &amp; Provost, VP Finance &amp; Operations, Equity &amp; Human Rights</p>
<p>The lack of clarity and transparency when it comes to the outcomes of complaint procedures (e.g., reporting instances of discrimination) erodes trust in existing accountability systems.</p>	<p><b>Action 5:</b> Review and revise dispute resolution policies and procedures, including disciplinary measures and protections against retaliation. Revisions should improve responsiveness to redress racism and oppression and promote inclusion and belonging.*</p> <p><b>Leads:</b> VP Academic &amp; Provost, VP Finance &amp; Operations, University Secretary</p>
<p>If accountability to implement, evaluate and report on the Equity Action Plan is controlled by a single unit, a conflict of interest around responsibility, transparency and accountability could exist.</p>	<p><b>Action 2:</b> Widely communicate the shared responsibility of implementing and reporting on the EAP.</p> <p><b>Lead:</b> All portfolios</p> <p><b>Action 10:</b> Design an ongoing reporting mechanism for the campus community that involves sharing progress on the EAP, consulting on reprioritization and emerging issues, and communicating actions from across the university.</p> <p><b>Lead:</b> Equity &amp; Human Rights</p>

\*Adapted from the [Scarborough Charter](#)

# KEY CONCEPTS

The concepts of equity, diversity and inclusion (EDI), and belonging, inform our conversations as we look to remove barriers, end discrimination and create better learning and working environments for everyone. While this language is widely used, the meaning of these concepts is not always agreed on.

Knowing that work under the EDI umbrella has not always led to accountable action and that our language will evolve over time, we offer the following descriptions as a starting place for UVic's ongoing discussion and action tied to the Equity Action Plan (EAP).

Additional term can be found at [uvic.ca/equity-action-plan/take-action/key-concepts](http://uvic.ca/equity-action-plan/take-action/key-concepts)

## Equity

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*"Inequity causes harm and we can't be comfortable with another checkbox, for me equity is about uprooting systems of power and listening to the change that our community is telling us is long overdue."*

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At UVic, advancing equity starts with recognizing the injustices that are created in and maintained by the systems and structures on our campus and their impacts on community members. Equity requires institutional action, including the direct allocation of resources and the creation of fair, accessible opportunities and supports that address the diverse needs of the campus community. The EAP will use creative solutions to redistribute power and eliminate intentional and unintentional barriers experienced by members of systemically and historically marginalized groups.

## Diversity

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*"We need to know the diversity of our community to better serve them."*

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Diversity is typically understood as the measurable representation or presence of differences in lived experience and intersections of identities (e.g. race, sexuality, age, gender, ability) within a group. At UVic, measuring diversity will help us better understand who makes up our campus community and who is missing or excluded. While we work to increase diversity, we understand that diversity without equity and inclusion is meaningless.

# Inclusion

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*“Inclusion requires empathy and changing our ways of doing things so that no one feels the need to change who they are to be able to succeed here.”*

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At UVic, inclusion is the intentional and ongoing act of creating conditions where every community member can fulfill their potential and bring their authentic selves forward. Inclusion involves and benefits everyone. A measure of inclusion is whether systemically and historically marginalized individuals and groups share power in processes, activities and decisions.

# Belonging

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*“Only I get to determine if I belong here. It’s up to UVic to create the context for that connection to place and people to grow.”*

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Belonging refers to an individual’s feeling of being safe and valued as one’s true self. Belonging is felt when there is a sense of agency, support, acceptance and being seen. At UVic, we hope that through our equity, diversity and inclusion work, we can ensure everyone experiences a sense of belonging, as being connected and respected parts of the university community.





**Uvic**

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