

Focus on People 2025

IMPLEMENTATION ROADMAP: YEAR 1

Focus on People 2025 positions UBC for the future by identifying four catalyst areas to make the university an inspiring place to work. This implementation roadmap outlines priority areas of focus and tangible activities for each catalyst in year one.

[FOCUSONPEOPLE.UBC.CA](https://focusonpeople.ubc.ca)

CATALYST	FOCUS AREAS	YEAR 1 ACTIVITIES (SEPT. 2019 - AUG. 2020)
<p>1 I am part of a diverse, inclusive, safe and vibrant workplace</p>	<p>WELLBEING RECRUITING INCLUSION + WORKPLACE ENGAGEMENT</p>	<ul style="list-style-type: none"> ✓ Activated the Wellbeing Strategic Framework by developing a Wellbeing Web Toolkit ✓ Created a phased plan for wellbeing education and mental health literacy by prioritizing online learning modalities to reach broader audiences ✓ Faculties are completing strategy development for hiring as part of the President's Academic Excellence Initiative (PAEI) ✓ Inclusion Action Plan approved ✓ Held dialogue on Indigenous Strategic Plan development at the President's Leadership Forum ✓ Expanded UBC Conflict Theatre offerings ✓ Conducted the Workplace Experiences Pulse Survey (WES Pulse) in November 2019 ✓ Continued expanding childcare spaces at UBC Vancouver
<p>2 I can grow my career</p>	<p>CAREER GROWTH ACADEMIC SUPPORT</p>	<ul style="list-style-type: none"> ✓ Advanced workplace coaching skills to enable managers to coach their teams more effectively ✓ Introduced a common technology platform for exploring opportunities and enrolling in workplace learning (wpl.ubc.ca) ✓ Piloted a Teaching Development Program for new faculty ✓ Established the Academic Women Leaders Network in the Okanagan
<p>3 I am shaping the future of research, teaching and work</p>	<p>CHANGE + TRANSITION WORKFORCE PLANNING</p>	<ul style="list-style-type: none"> ✓ Continue to prepare for IRP/ISC launch in November 2020 ✓ Built change capacity by establishing a Change and Transition Community of Practice, creating learning opportunities, and partnering with units on local change initiatives ✓ Launched Workforce Planning services
<p>4 I am inspired by diverse leaders who live UBC's values</p>	<p>LEADERSHIP DEVELOPMENT</p>	<ul style="list-style-type: none"> ✓ Developed 55 academic leaders through the Academic Leadership Development Program (ALDP) ✓ Expanded the Managing@UBC cohort from 50 to 130 participants ✓ Hosted semi-annually the President's Leadership Forum with an average of 90 attendees ✓ Developed a proposal for a Senior Leadership Development Program

Focus on People 2025

IMPLEMENTATION ROADMAP: YEAR 2

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Focus on People 2025 positions UBC for the future by identifying four catalyst areas to make the university an inspiring place to work. This implementation roadmap outlines priority areas of focus and tangible activities for each catalyst in year two.

CATALYST	FOCUS AREAS	YEAR 2 ACTIVITIES (SEPT. 2020 - AUG. 2021)
<p>1 I am part of a diverse, inclusive, safe and vibrant workplace</p>	<p>INCLUSION + RESPECT</p> <p>SAFETY + WELLBEING</p> <p>ENGAGEMENT + CONNECTION</p>	<ul style="list-style-type: none"> ✓ Identify further activities to recruit and retain faculty and staff from systemically marginalized communities. — Embed equity, diversity and inclusion (EDI) competencies into job descriptions and performance conversations. (Continuing in Year 3.) ✓ Support mentorship, peer support, and affinity/resource groups that enhance inclusive spaces and initiatives. ✓ Embed EDI education in training, onboarding, and performance reviews and professional development. ✓ Initiate an Indigenous cultural competencies training at UBCO, and through the campus' commitments to the TRC Calls to Action. ✓ Advance Indigenous teaching and research through positive incentives and strategies that support faculty hires. ✓ Support the understanding and implementation of the Indigenous Strategic Plan. ✓ Develop and implement training on land acknowledgements, relationship and history with Musqueam, including for new staff and faculty. ✓ Continue to develop and initiate the implementation of the multi-year President's Academic Excellence Initiative that includes options for faculty renewal, shared research infrastructure and resourcing support, and enhanced graduate student support. ✓ Determine how to evolve the measurement of workplace engagement. ✓ Survey student employees on their workplace experiences through the UES. ✓ Establish an approach to integrating wellbeing actions in unit-level strategic plans. ✓ Implement initiatives that help faculty and staff to work safely in response to COVID-19. ✓ Implement first phase and pilot of the wellbeing education and mental health literacy plan. — Review the Respectful Environment Statement and determine other strategies to improve respect in the workplace. ✓ Facilitate and provide opportunities for dialogue around sensitive topics. Build conflict engagement skills and practices. ✓ Continue to improve housing choice and affordability for faculty and staff through programs including the on-campus restricted faculty staff rental housing program and the faculty home ownership loan programs.
<p>2 I can grow my career</p>	<p>CAREER RESILIENCY</p> <p>ACADEMIC SUPPORT</p>	<ul style="list-style-type: none"> ✓ Integrate Indigenous content into the New Faculty Teaching Development program. ✓ Continue to support faculty and staff to participate in Community of Practice opportunities. — Host leadership information sessions on career resilience within teams. (On hold.) — Provide information sessions to build understanding of the breath of support for career retention, navigation and transition. (On hold.) — Offer Career Resilience Pulse Checks for teams that have participated in career resilience and career navigation sessions. (On hold.)
<p>3 I am shaping the future of research, teaching and work</p>	<p>BLENDED WORK ENVIRONMENTS</p> <p>CHANGE + TRANSITION</p>	<ul style="list-style-type: none"> ✓ Launch and stabilize Workday and the Integrated Service Centre (ISC) ✓ Leverage the IRP transition network, Learning Rovers, and ISC to support faculty and staff as they adjust to Workday ✓ Support faculty and staff to adapt to new ways of working, including implementing blended work arrangements ✓ Develop a Dimensions action plan that addresses barriers, obstacles and inequities within the research community for historically underserved, marginalized or excluded populations ✓ Develop educational and training resources to support the incorporation of equity, diversity, and inclusion principles into writing and reviewing research grants. ✓ Continue to invest in building faculty and staff's ability to respond to and navigate change ✓ Support faculty to teach in the online space through programs like the Online Teaching Program ✓ Continue offering Workforce Planning services
<p>4 I am inspired by diverse leaders who live UBC's values</p>	<p>LEADERSHIP DEVELOPMENT</p>	<ul style="list-style-type: none"> ✓ Create leadership development framework. ✓ Explore ways to encourage increased diversity in senior leadership roles. ✓ Develop Indigenous and EDI curriculum and deliver leader training to deepen understanding and encourage modelling of inclusive behavior. — Develop and implement criteria that requires all leaders demonstrate commitment to EDI principles. (Continuing in Year 3.) ✓ Continue hosting President's Leadership Forums. ✓ Continue to expand development opportunities for leaders, such as ALDP and Managing@UBC's suite of learning events and coaching offerings, and explore opportunities to support program alumni and emerging leaders. — Increase support for managers to host effective and inclusive performance and career conversations. (Continuing in Year 3.) — Establish coaching capacity to support senior leaders as part of the senior leadership development initiative. (Carrying over to Year 3.)

Focus on People 2025

IMPLEMENTATION ROADMAP: YEAR 3

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Focus on People 2025 positions UBC for the future by identifying four catalyst areas to make the university an inspiring place to work. This implementation roadmap outlines priority areas of focus and tangible activities for each catalyst in year three.

Legend:
✓ complete

— continuing into Year 4

CATALYST	FOCUS AREAS	YEAR 3 ACTIVITIES (SEPT. 2021 - AUG. 2022)
<p>1 I am part of a diverse, inclusive, safe and vibrant workplace</p>	<p>INCLUSION + RESPECT + ANTI-RACISM</p> <p>INDIGENEITY</p> <p>SAFETY + WELLBEING</p> <p>ENGAGEMENT + CONNECTION</p>	<ul style="list-style-type: none"> — Embed equity, diversity and inclusion competencies into job descriptions and performance conversations. (IAP) — Continue to implement the multi-year President's Academic Excellence Initiative that includes options for faculty renewal, shared research infrastructure and resourcing support. (IAP) ✓ Identify strategies to improve the employee experience building on the findings from the 2021 WES. (IAP) ✓ Develop and implement a communications and engagement approach to acknowledge and amplify wellbeing priorities. (WSF, IAP) — Continue to embed EDI, anti-racism and Indigenous education and training in recruiting, onboarding, assessment, performance reviews and workplace wellbeing. (AR, IAP, ISP) ✓ Improve safety-training programs tailored to priority risk programs. (IAP) — Design, develop and launch Indigenous learning pathways program for staff. (ISP) — Expand childcare spaces at the Okanagan campus. (IAP) ✓ Implement the Workplace Wellbeing Learning and Education Plan, in alignment with the Professional Development core capabilities framework, focusing on mental health literacy, psychological health and safety, and resilience. (WSF, IAP) — Incorporate gender-neutral language and land acknowledgments into materials and collective agreements with employee groups. (IAP, AR) ✓ Develop a community of risk, safety and security champions and advocates who can act as resources for Safety and Risk Services in understanding the community needs. (IAP)
<p>2 I can grow my career</p>	<p>CAREER RESILIENCY</p> <p>ACADEMIC SUPPORT</p>	<ul style="list-style-type: none"> ✓ Stabilize the Workplace Learning Ecosystem and grow internal offerings including LinkedIn Learning, to support ongoing development. (IAP) — Identify the technological underpinnings required for organization-wide succession planning, career navigation and performance planning. (IAP) — Provide resources to support leaders and staff to move to outcome-based performance conversations. (IAP) — Support employee resource groups such as IBPOC Connections and the Disability Affinity Group. (AR, IAP) — Optimize university-wide orientations to reflect UBC's commitment to equity and inclusion. (AR, IAP) ✓ Examine ways to support and nominate underrepresented groups for major prizes and awards, and to create mechanisms to elevate the work of diverse scholars. (AR, IAP)
<p>3 I am shaping the future of research, teaching and work</p>	<p>REMOTE/HYBRID ENVIRONMENTS</p> <p>CHANGE + TRANSITION</p>	<ul style="list-style-type: none"> ✓ Faculty and staff are supported to adapt to new ways of working that enable flexible, virtual/hybrid, and resilient teams to engage in collaborative work and contribute to UBC's climate action plan targets. (IAP) ✓ Build sustainable organizational capacity for change that is measurable and supportive of strategic initiatives by introducing standard change management approaches and tools. (IAP) ✓ Continue UBC's efforts in the federal Dimensions pilot, which aims to help transform and drive change to enable more EDI in research in Canada. (AR, IAP)
<p>4 I am inspired by diverse leaders who live UBC's values</p>	<p>LEADERSHIP DEVELOPMENT</p>	<ul style="list-style-type: none"> — Develop and implement criteria that requires all leaders demonstrate commitment to EDI principles. (IAP) ✓ Increase support for managers to host effective and inclusive performance and career conversations. (IAP) — Develop and implement Mental Health Literacy training for managers and leaders. (WSF) — Offer coaching and learning opportunities that support leadership development. (IAP) — Continue to expand EDI curriculum in leadership offerings at all levels. Deepen leaders' understanding and modelling of inclusive behavior. (ISP, IAP) ✓ Implement the next cohort of the pilot "Maximizing Impact Leadership program", which engages women and gender-diverse junior faculty. (IAP) — Continue efforts to improve the diversity of the UBC leadership community. (IAP)

Focus on People 2025

IMPLEMENTATION ROADMAP: YEAR 4 DRAFT

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CATALYST	FOCUS AREAS	YEAR 4 PROPOSED ACTIVITIES (SEPT. 2022 - AUG. 2023)
<p>1 I am part of a diverse, inclusive, safe and vibrant workplace</p>	<p>EQUITY + INCLUSION</p> <p>ANTI-RACISM + INCLUSIVE EXCELLENCE</p> <p>INDIGENEITY</p> <p>WELLBEING</p> <p>ENGAGEMENT + CONNECTION</p>	<ul style="list-style-type: none"> > Embed equity, diversity and inclusion competencies into job descriptions and performance conversations. (IAP) > Continue to implement the multi-year President's Academic Excellence Initiative that includes options for faculty renewal, shared research infrastructure and resourcing support. (IAP) > Continue to embed EDI, anti-racism and Indigenous education and training in recruiting, onboarding, assessment, performance reviews and workplace wellbeing. (ARIE, IAP, ISP, WES) > Design, develop and launch Indigenous learning pathways program for staff. (ISP, WES) > Continue planning and delivery of housing and childcare on both campuses. (IAP, WSF) > Incorporate gender-neutral language and land acknowledgments into materials and collective agreements with employee groups. (ARIE, IAP) > Continue to promote and evolve the Centre for Workplace Accessibility, and provide university-wide training to better support persons with disabilities and enhance disability inclusion literacy. (IAP, WES) > Evolve and build capacity of Workplace Wellbeing Ambassador program to embed wellbeing into workplace practices and health promotion action (IAP, ISP, WSF) > Develop and implement an engagement strategy to collaborate with affinity groups on mental health literacy training, programs and campaigns. (IAP, ISP, WSF)
<p>2 I can grow my career</p>	<p>CAREER GROWTH</p> <p>PERFORMANCE CULTURE</p> <p>ACADEMIC SUPPORT</p>	<ul style="list-style-type: none"> > Build a culture of performance development by implementing a supported standardized approach that includes a development planning process for faculty and staff. (WES) > Support employee resource groups such as IBPOC Connections and the Disability Affinity Group. (ARIE, IAP) > Identify and begin to implement opportunities to improve and enhance the new hire experience, reflecting UBC's commitments to equity and inclusion, Indigeneity, and anti-racism and inclusive excellence. (ARIE, IAP, ISP) > Strengthen the culture of learning at work through learning opportunities and integrated communications efforts. (WES) > Continue to further develop the Anti-Racist Teaching Program by offering anti-racist teaching and learning resources, workshops and cohort programs, embedding reciprocity and decolonization in our approaches. (ARIE, ISP) > Provide professional development and funding support for faculty and student partners to work together to redesign courses through the Students as Partners in Course Design Program.
<p>3 I am shaping the future of research, teaching and work</p>	<p>HYBRID WORK ENVIRONMENTS</p> <p>CHANGE + TRANSITION</p>	<ul style="list-style-type: none"> > Develop supports for leaders of employees with hybrid work arrangements. > Continue to evolve the future of work strategy, being responsive to university needs and remote work feedback. > Continue to build sustainable organizational capacity for change that is measurable and supportive of strategic initiatives by introducing standard change management approaches and tools. (IAP) > Work with TransLink, the Province of BC and our partners, the City of Vancouver and MST Development Corporation, to initiate the SkyTrain to UBC Business Case, the next phase of project development – and accelerate completion of the SkyTrain extension to UBC, which will support employee attraction and retention, affordability, and sustainability in the future.
<p>4 I am inspired by diverse leaders who live UBC's values</p>	<p>LEADERSHIP DEVELOPMENT AT ALL LEVELS</p>	<ul style="list-style-type: none"> > Socialize the leadership framework philosophy and competencies, including an emphasis on all leaders demonstrating commitment to EDI principles and expanding learning opportunities that support leadership development. (ARIE, IAP, WES) > Implement Mental Health Literacy training for managers and leaders. (WSF) > Embed workplace wellbeing and psychological health and safety leadership practices in existing central and distributed leadership development programs (IAP, ISP, WSF)