UVic
GRADUATE STUDIES

Faculty of Graduate Studies
Equity review of the graduate student experience
Report and recommendations

May 26, 2025
Submitted by
the FGS equity review working group

Robin Hicks *(Chair)*   Dean, Faculty of Graduate Studies
Rana El-Sabaawi   Associate Professor and Graduate Adviser, Biology
Mauricio Garcia-Barrera   Professor and Associate Dean, Social Sciences
Yasmine Kandil   Associate Professor and Chair, Theatre
Braeden McKenzie   Equity Data and Research Manager, EQHR
Rachel Strandquist   Director, Graduate Admissions and Records
Rosemary Webb   Chair, UVic Graduate Students Society
Jennifer White   Associate Dean, Faculty of Graduate Studies
Audrey Yap   Professor, Philosophy

Contents

Introduction

UVic's Equity Action Plan (EAP) 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."   The collection of goals are organized around five areas:

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

One of the actions under the goal 'Institutional accountability' includes a commitment to "conduct an equity review of UVic graduate student experiences'" and to make recommendations to advance equity and inclusion for graduate students. A working group (WG) was assembled under the direction of Robin Hicks (Dean, Faculty of Graduate Studies).

Data collection and consultations

The recommendations contained in this report are based on an analysis of data generated from a graduate student survey, interviews with key informants, and findings from a recently completed (2024) MA thesis on the topic of experiences of racialized international students at UVic.

1. A survey was developed and circulated to all graduate students to share and inform us of their experiences. A summary report of the survey results is provided as Appendix 1.

2. The WG met with several individuals across campus whose portfolios included substantial engagement with graduate students. These meetings involved informal discussion about their experiences with graduate students, and challenges and opportunities they see in relation to their experiences and portfolios.
   - Ombudsperson
   - International Centre for Students
   - Centre for Accessible Learning
   - Office of Equity and Human Rights
   - Graduate Student Society Executive

3. A graduate student's (Sahana Kanabar) master's thesis "Enhancing the Well-being of Racialized International Graduate Students" provided a wealth of information for the WG. The thesis provided insights into racialized international graduate student experiences through qualitative case studies and culminated in a number of observations and recommendations. The list of recommendations are attached as Appendix 2.

Independent of the recommendations in this report, we encourage University leadership to review this thesis – particularly the recommendations – and consider responding to/acting on them.

General comments

The WG focused its efforts on challenges and opportunities specifically pertaining to graduate students. Some of the information obtained - and indeed many challenges and recommendations identified elsewhere such as in the Equity Action Plan – may concern students as a whole (i.e. graduate and undergraduate) and in general we elect to not repeat these recommendations in this document.

Many of the challenges and emergent themes pertain to all graduate students. Having said that, these challenges are often recognized as having differential negative impact on groups such as international and/or racialized graduate students. For example, The FGS Equity Working Group has learned that graduate students from equity-deserving groups report experiencing oppression, discrimination, racism and/or harassment in a range of contexts including classrooms, labs, supervisory relationships, and employment contexts. In this context, our recommendations have the potential to benefit all graduate students but in some instances are offered with a view to addressing inequities within the graduate student population.

Issues, challenges, and opportunities pertaining to Indigenous graduate students were not an explicit focus of this working group. While recognizing potential intersectionalities and overlap, Indigenous student supports are recognized as sufficiently distinct to warrant focused attention in their own right. Work to this effect is ongoing within the Faculty of Graduate Studies - including but not limited to the new Associate Dean Indigenous leadership role in the Faculty – and will be reported on independently.

While many/most of the recommendations are actionable by the Faculty of Graduate Studies, other institutional bodies are identified as appropriate. We also note that some recommendations may be best taken up by academic units themselves – whether it is a policy change consideration, or opportunity for community building. As an example, 37% of all graduate students are international - but this figure varies widely across faculties and within academic units, and as such affords different challenges and opportunities.

To adequately respond to the complexity of the challenge of creating a more equitable, anti-oppressive, and anti-racist environment for all graduate students at UVic, we need an integrated and holistic response that combines several strategies, including: policy development and renewal; professional development and training for faculty/members of FGS; enhanced orientation; and system navigation support for students.

Many recommendations bear some relationship to those seen in other UVic institutional strategic plans, including the Equity Action Plan (EAP). The recommendations contained herein are therefore cross-referenced against them. The notation "SK X.X" refers to specific recommendations in Sahana Kanabar's MA thesis, and "EAP Y.Y" refers to recommendations in the EAP. Both documents are included in Appendices.

1. **Academics**

For most graduate students, research is the central focus of their academic program – and as such, the supervisory relationship takes on prime importance as a determinant of student success.

We learned that there are many positive aspects of supervisory practices, but also room for improvement. While there is a broad framework that outlines expectations for supervision practices at UVic (the Graduate Supervision Policy), specific supervisory practices also reflect disciplinary norms and hinge on individual student -supervisor relationships.

One set of identified challenges includes a perceived lack of recognition of, or respect for, cultural differences on the part of some supervisors. There is a need for better appreciation of the variety of stressors and challenges facing graduate students, including racism, discrimination, and other forms of oppression, particularly for those in equity-deserving groups.

Students also perceive a lack of clarity and transparency in terms of the academic expectations, both at the course/program level and for the students' specific research goals. In this context the "*implicit*" curriculum, which includes the unspoken norms, values and pre-existing knowledge required for academic success, is not equally accessible to all students which can reproduce inequities. The inherent power dynamic in the supervisory relationship can make it difficult for students to express uncertainty, negatively affecting all graduate students, but with a disproportionate impact on groups such as international students. More structure, transparency, and explicit instruction is needed.

Recommendations:

1.1 Facilitate and <u>mandate</u> training for academic supervisors (FGS) SK 5.1, 6.5, 10.1 EAP 1.5

- o Take advantage of existing resources, for instance:
  - Discrimination and Harassment Prevention and Response Training
  - Indigenous Cultural Acumen Training
  - Sexualized Violence Prevention Foundation Series
  - Graduate Supervision Policy training module
- o Augment existing training modules and create new ones specific to graduate supervision, with a focus on equity, inclusion, anti-racism, and accommodations
- o Make selected training elements a requirement for membership in FGS.

1.2 Apply an equity lens to the Graduate Supervision Policy review (FGS) SK 5.1, 6.3, 6.5 EAP 1.8, 5.3

The Graduate Supervisory Policy (GSP) will be undergoing review in the upcoming year. The working group assembled for this task is strongly encouraged to consider *all revisions* – and indeed the policy itself – while asking: are there elements of the GSP that need revision *from an equity perspective? A*re the proposed changes consistent with EAP?

1.3 Facilitate Graduate Advisor training and mentorship opportunities (FGS) EAP 1.13

Graduate advisors have oversight of graduate programs within their academic unit. In the spirit of 'train the trainers', they are well positioned to provide guidance to faculty members/supervisors within their units. FGS should provide training to (new) graduate advisors to better equip them to support supervisors.

- o *Create a general role description for graduate advisors which includes a summary of preferred skills, competencies, and opportunities for professional development.*

- o *Continue to evolve graduate advisor supports. For instance, create graduate adviser peer 'hubs' in FGS council for informal engagement, shared learning, and community building among graduate advisors*

1.4 Academic units should develop program-level learning outcomes/expectations for all graduate programs (FGS, Academic units) EAP 2.7, 2.8

1.5 Create and require a student/supervisor "memorandum of understanding" (MOU). (FGS, GSS) SK 5.1, 6.5

MOUs between student and supervisor can clarify expectations and facilitate responsibilities of the student and supervisor, help to establish and maintain open lines of communication, and assist in developing a positive mentoring relationship between the student and supervisor.

2. Accessibility and affordability

Financial stability is an ongoing challenge for graduate students as a whole; international students face additional challenges arising from higher costs (tuition) and limited access to some funding and work opportunities.

2.1.   Advocate for, and develop additional funding opportunities specifically for international graduate students (FGS) SK 1.2, 1.3 EAP 4.1, 4.2

- In 2025-26 FGS created a temporary fund for new international PhD students. It is recommended that this be base funded.

- Advocacy for more donor awards targeting international graduate students.

2.2 Provide clear and transparent information for international graduate students around cost of living and funding packages. (FGS, STUA?) SK 1.5

2.3 **Develop guidance and supports for the development of academic accommodation plans for graduate students, particularly in research components of degree requirements. (FGS, CAL)** EAP 4.5

The University's accommodation system is perceived by some graduate students as inflexible and challenging to navigate. UVic's accommodations policy has recently undergone significant renewal. There is stronger articulation of *who* should participate in the implementation of an accommodation plan for a graduate student, but there remain challenges in *what* such a plan might look like or *how* it might be developed. To some extent, accommodation plans are highly individualized as the details depend on the student, their program, and their accommodation needs. We recommend consented information-sharing of appropriately anonymized 'case studies', outlining how supervisors and graduate students have worked through a variety of accommodation needs.

3. General supports

One of the most prominent themes the WG identified was the range of challenges new students encountered at the start of their programs. There is much that is new and unfamiliar to graduate students in terms of navigating their program and the University bureaucracy. This is particularly challenging for international graduate students – they face additional obstacles adjusting to a new city/country/culture and may face delays to arrival which preclude their participating in orientation activities (which tend to be offered at the very beginning of the fall term). There is a sense that collectively the University does not do enough to support international graduate students in the first days/weeks/months of their program.

In a related context, international students face additional challenges of developing a sense of community (both academic and personal) and this can add to the difficulties of beginning a new graduate program. Beyond the issue of offering "better orientation" (see below) there are also the questions of how this can be done, and by whom. While clearly the University bears responsibility, there is a sense that part of this work can be *facilitated* by peers, to provide direction, guidance, and a sense of community.

Finally, it is evident that students in general – and particularly international students – do not have a good sense of how the Faculty of Graduate Studies can support them, or even what FGS is. In order better to serve and support students it's imperative that FGS develop strategies to make itself more visible to its constituents.

3.1 **Revise the University's approach to graduate student orientation (FGS, STUA)** SK 7.1, 7.2, 7.3, 7.4, 7.5

o   Extend orientation so that students are not receiving so much information in a single day
o   Create orientation programming which can be offered at the outset of each term and even prior to arrival
o   Ensure orientation efforts target a wide range of academic programs and students
o   Provide information specifically designed to support international graduate students
o   Provide students with multiple points of contact to not only transfer but reinforce key information

3.2 **Develop and implement a peer mentorship program for international graduate students (FGS, STUA)** SK 4.1, 5.3, 6.2, 7.3, 9.1, 12.4; EAP 2.10

- This mentorship will be provided *to* graduate students *by* graduate students to aid in system navigation, awareness or services and supports, and community building. The peer mentors will be hired and paid (as employees) and trained as a cohort.
- The mentorship program will enhance a sense of belonging by creating a welcoming place/space – for academic, community, and social support.

3.3 **Enhance (two-way) communications between FGS, institutional supports, and its role for graduate students (FGS, Academic Units)** SK 4.2, 4.4, 9.1, 9.4, 10.1, 10.1, 11.1, 11.2

- Focus on increasing the visibility and presence of FGS across the graduate student lifecycle
- Consider centralized/hub-based approach to resources and supports for graduate students
- Clearly articulate what role FGS plays in the graduate student experience, including the services provided by FGS, options for support, and examples of common interactions between FGS and graduate students
- Create FGS-led events to educate and create stronger ties to students directly and between students (sense of community)
- Graduate handbook revisions – enhanced guidance and oversight by FGS
- FGS exit survey renewal (we don't currently collect demographic information in this survey)
- Ongoing feedback concerning navigating accommodation systems: As the Academic Accommodation Policy has just recently been updated, it will be important to continue evaluation efforts concerning graduate student experiences navigating accommodations

Appendix 1
Faculty of Graduate Studies Equity Review: Graduate student survey

Context

The purpose of the Faculty of Graduate Studies (FGS) Review process is to provide a systematic review of the successes, challenges, and gaps in addressing equity, diversity, and inclusion within the experiences of graduate students at the University of Victoria. As part of the review process, a comprehensive review survey was distributed via email to all current graduate students (~3000 individuals). In total, the survey garnered 185 responses; the depth and quality of responses has allowed for both qualitative and quantitative analysis and insight which form the bulk of the initial report below. Importantly, the survey represents one avenue of engagement among other, more targeted approaches (e.g., one-on-one meetings, focus groups, meetings with campus partners). As such, the data presented below reflects an initial analysis that will only be complete once those engagements have concluded.

The survey is broken into two major sections: (1) Experiences of oppression, discrimination, and/or harassment; and (2) Equity review, which is broken into three specific subsections including FGS, academic unit, and supervisory committee. The report below shares data insights in a mirrored structure, while also providing an overarching assessment of survey results as a collective where applicable.

A note on 'equity-seeking and deserving group': For some of the analyses presented below, the following identities were grouped into the umbrella category of 'equity-seeking or deserving group' to ensure adequate weighted representation within the dataset and to maintain the highest levels of privacy, confidentiality, and anonymity:
- Two-Spirit, non-binary, or "I identify as...";
- Transgender or having trans experience;
- Marginalized sexual orientation (lesbian, gay, bisexual, queer, Two-Spirit, or another minority sexual orientation);
- Persons living with a disability and/or disabled people;
- Indigenous identity;
- Racialized or a person of colour

Experiences of oppression, discrimination, and/or harassment

Of 185 respondents, 28.7% (n=52) indicated that they have experienced oppression, discrimination, and/or harassment during their time as a graduate student at the University of Victoria. Among those individuals, 60% (n=32) self-identified as belonging to one of more equity-seeking and deserving groups. The majority of these experiences were directly related to

gender identity (20%), disability (18%), and race, ethnicity, and/or skin colour (18%; see *Figure 1*). Notably, socio-economic status was indicated as an 'additional ground (please specify)' by multiple respondents. The most frequently selected types of oppression, discrimination, and/or harassment were microaggressions (25%), verbal, written and/or digital (20%), and differential treatment (19%; see *Figure 2*).

While these results align with unit-specific assessments, understanding the frequency and context of such experiences specific to the graduate student experience provides important insight into the barriers graduate students may face while completing their degree programs. For instance, *Figure 3* displays the most frequently cited contexts in which these experiences occurred; notably, respective academic unit (21%), in an employment context (17%; i.e., Teaching Assistantship, Research Assistantship, Course Instructor), and in their relationship with their supervisor (17%) were the most frequently selected responses. 53% of those that experienced oppression, discrimination, and/or harassment sought support from within the University of Victoria, while only 18% made a formal report of their experience. Respective academic units, graduate supervisors, and Student Wellness were the most common places students sought support, while academic unit leadership and Equity and Human Rights were the most frequent places to submit formal reports.
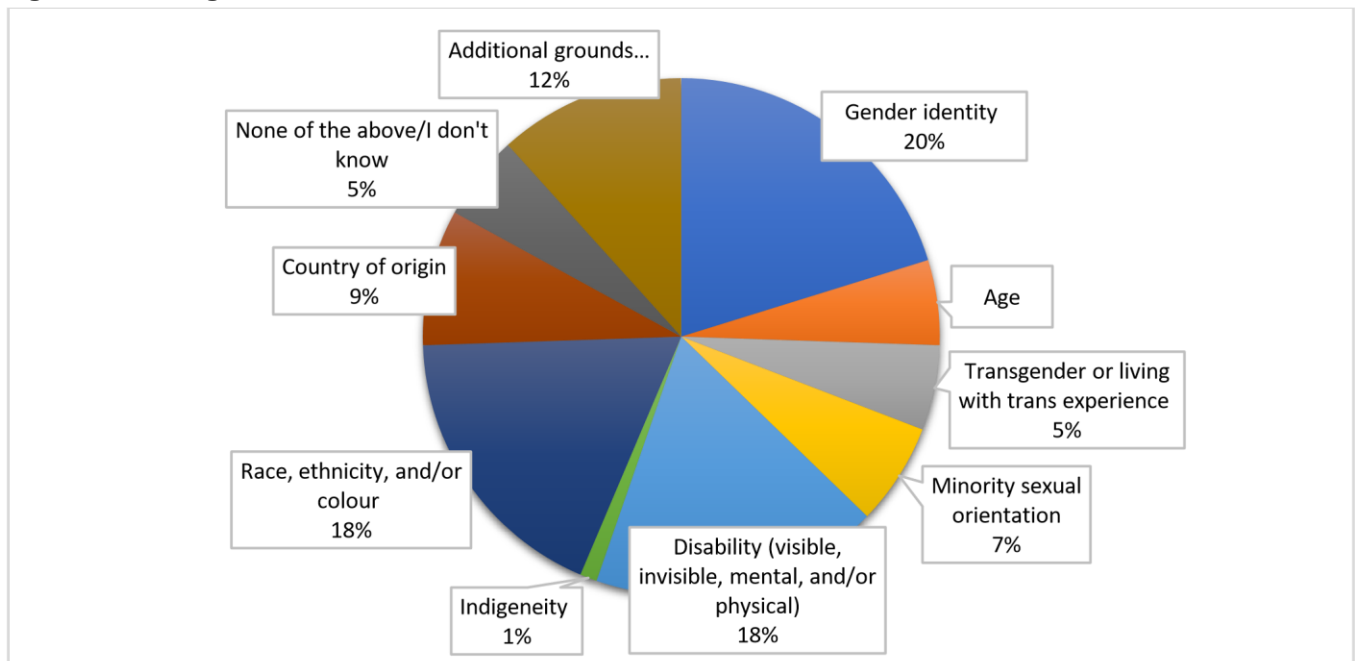
Figure 1: What grounds was this related to?

Additional grounds...
12%

None of the above/I don't know
5%

Country of origin
9%

Race, ethnicity, and/or colour
18%

Indigeneity
1%

Disability (visible, invisible, mental, and/or physical)
18%

Minority sexual orientation
7%

Transgender or living with trans experience
5%

Age

Gender identity
20%

Figure 2: What type of oppression, discrimination and/or harassment did you experience?

Additional type...
6%

Physical and/or material
3%

Threatened oppression, discrimination, and/or harassment
10%

Verbal, written, and/or digital
20%

Microaggression
25%

Policy-related
17%

Differential treatment
19%
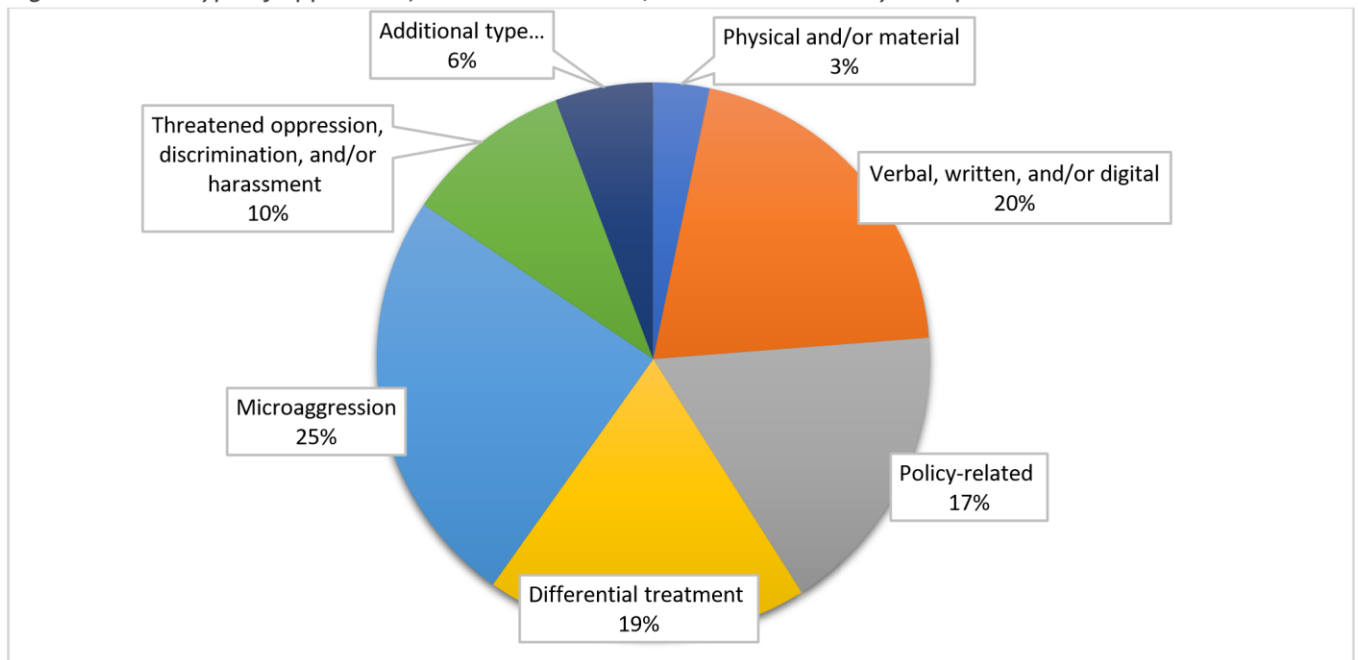
Figure 3: In what capacity of your life as a graduate student did this or these experiences occur?

Prefer not to answer
2%

In another capacity
(please specify)
14%

In an employment setting (i.e.,
Teaching Assistantship, Research
Assistantship, Course Instructor)
17%

Within your experience
with your supervisor
17%

Within your experience with
your supervisory committee
3%

Within a graduate course
as a student
14%

Within your peer group
12%

Within your experience in
your academic unit
21%

The responses within this section highlight a need to recognize the acute circumstances of those who indicated experiencing oppression, discrimination, and/or harassment by centring a renewed commitment to proactively limiting these experiences all together through education, training, and policy review. Then, when these instances do occur, graduate students require accessible options for trauma-informed support and transparent processes to formally report the experience if desired. Importantly, open-ended responses throughout the survey reiterated this reality, suggesting that graduate students may be particularly vulnerable to simply putting up with such instances because of precarious work environments, career implications of reporting/complaining, and significant power imbalances within their workplace. Responses suggested that FGS as an organizational body has a responsibility to ensure that students feel empowered to share adverse experiences that occur within their life as a graduate student. This dynamic is further explored in the sections that follow in relation to not only FGS, but also to academic units and supervisory committees.

Equity Review

Within the equity review sections of the survey, participants were invited to reflect on the state of equity work as they saw it within FGS, their graduate unit, and in the context of their supervisory committee through a series of scaled and open-ended questions.

Faculty of Graduate Studies

Responses within the FGS-specific section suggest that not all students are aware of the role the Faculty plays in shaping their graduate student experience, specifically as it relates to cultivating an equitable and inclusive environment. Indeed, 'I don't know' or 'unsure' was the most frequent open-ended response when participants were asked both what FGS was doing well and what it was doing poorly with respect to equity, diversity, inclusion, and anti-oppression. Scaled responses also reflected this reality with only 45% of respondents agreeing with the statement "I am familiar with FGS, its role as an institutional body, and its policies" (see *Table 1)*. Notably, 'I don't know/unsure' selections made up 28.5% of responses to each of the other scaled statements concerning anti-oppression, equitable practice, and commitments to equity, diversity, and inclusion, while 'Neither agree nor disagree' varied from 32% to 39%. Again, these responses indicate a general lack of awareness concerning the work that FGS leads on shaping the graduate student awareness.

Table 1: Equity review scales, FGS

SLIDERS (FGS)	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	I don't know/unsure
I am familiar with FGS, its role as an institutional body, and its policies (N=123)	7.3% (9)	21.1% (26)	19.9% (22)	45.5% (56)	4.1% (5)	4.1% (5)
FGS is anti-oppressive in policy and practice (N=123)	2.4% (3)	8.1% (10)	35% (43)	20.3% (25)	5.7% (7)	28.5% (35)
FGS is equitable in policy and practice (N=123)	3.3% (4)	8.9% (11)	31.7% (39)	23.6% (29)	4.1% (5)	28.5% (35)
The Dean and Associate Deans of FGS demonstrate their commitment to antioppression, equity, diversity, and inclusion through actions and policies (N=123)	2.4% (3)	8.1% (10)	39% (48)	17.1% (21)	4.9% (6)	28.5% (35)

Importantly, responses to the open-ended questions within this section suggest that this lack of awareness stems from both a perceived lack of action surrounding equity, diversity, inclusion,

and anti-oppression as well as an inability to communicate the work that is being done in an effective and accessible manner. While participants highlighted individual FGS employees as being excellent, thoughtful, and supportive, there was a general inability among respondents to highlight concrete actions that had been or are currently being undertaken with respect to equity, diversity, inclusion, and anti-oppression. In contrast, when asked what FGS is doing poorly with respect to equity, diversity, inclusion, and anti-oppression, students highlighted several specific instances where they feel graduate students are under-supported. Specifically, responses across this section can be themed into three areas of note: (1) funding; (2) inadequate, rigid academic accommodations; and (3) ineffective communication.

Funding: Issues with funding were described as particularly acute within the context of the cost of living in the Greater Victoria Area, particularly for those from equity-seeking and deserving groups. Research suggests that inadequate funding reinscribes systemic inequity entrenching the reality that those who can afford graduate school are welcome and those who cannot are not. Specific examples included respondents describing how underpaid research assistantships and teaching assistantships mean that students are expected to be in a financial position to pay for tuition without having a consistent and adequate source of income. Again, these barriers are felt more acutely by those students who cannot rely on alternative sources of funding and are, at times, forced to balance their ability to perform well in school with their need to earn an adequate living.

Academic accommodation: Students also described an accommodation system that was rigid and inadequate in responding to the diverse needs of the graduate student community. Current FGS policies were referred to as ineffective and inefficient, while specific examples concerning the experiences of persons with disabilities and/or complex health conditions revealed the many barriers faced by this community while engaging in graduate level education. Other responses highlighted the experiences of mature graduate students, suggesting that rigid timelines create stress and undue pressure on their studies. As a collective, the examples that were shared concerning accommodation point to the reality that life beyond graduate school can be complex and continuously evolving; in such situations, students are looking to FGS to lead the way on developing systems and policies of accommodation that are both flexible and accessible to those that need them.

Communication: As has already been touched on, ineffective communication by FGS was also an area of concern raised throughout open-ended responses. Participants highlighted the reality that they simply don't hear from FGS frequently enough, suggesting instead that communication is on a reactive or as-needed basis. As the home organizational Faculty for all graduate students at the University of Victoria, respondents reiterated that they would like to see FGS have a more active presence in the lives of graduate students. One example brought

forward throughout several responses revolved around the rapid rise in global tensions; respondents suggested that these circumstances can impact students significantly, particularly those from equity-seeking and deserving groups, and, as a result, FGS should take a lead role in creating open dialogue and spaces of support. Importantly, proactive and transparent communication was consistently referenced as an integral foundation to good equity work.

Graduate unit

Scaled responses within the graduate unit section of the survey were generally evenly distributed across the six statements, weighted consistently towards 'agree' selections (see *Table 2*). Two statements did receive a higher number of 'disagree' or 'strongly disagree' selections than any others: (1) '*My academic unit is diverse*' and (2) '*My academic unit's instructors understand and effectively apply approaches to anti-oppression, equity, diversity, and inclusion in classrooms*'. In both cases, open-ended responses provide more clarity regarding students' opinions and experiences related to diversity and instructor experience.

Diversity: Concerning diversity, students from equity seeking and deserving groups reiterated what has been expressed in past campus assessments—that is, there is continued need for units across campus to thoughtfully and meaningful recruit, retain, and advance employees from systemically and historically marginalized communities. For graduate students, in particular, representation in high-level academic positions was noted as being vitally important to addressing the leaky pipeline phenomenon, where underrepresented populations of graduate students are more likely to not finish their graduate degrees when compared to their peers (see Henry et al., 2017). Participants also pointed to concrete actions that units could take (e.g., developing/investing in mentorship programs) to ensure that calls for continued diversification of units and programs across campus lead to lasting change.

Instructor experience: The other area that was consistently talked about within open-ended responses concerned instructors' abilities to understand and effectively apply approaches to anti-oppression, equity, diversity, and inclusion in classrooms. Throughout the survey as a collective, mandatory training surrounding equity, diversity, inclusion, and anti-oppression was mentioned by multiple participants as a much-needed tool to improving unit cultures across campus. Instructors, specifically, were identified as a population where education/training could have the greatest impact because of their daily interactions with both graduate and undergraduate students. Several participants noted that mandatory training of this nature was something FGS should take a co-leadership role in, while also emphasizing the importance of buy-in at the academic unit level. Such examples also reiterated the reality that institutional commitments to equity, diversity, and inclusion can be undermined when instructors are not adequately prepared to apply equity practices in the classroom.

Table 2: Equity review scales, graduate unit

SLIDERS (FGS)	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	I don't know/unsure
My academic unit is antioppressive in policy and practice (N=111)	5.4% (6)	15.3% (17)	18.9% (21)	36.9% (41)	15.3% (17)	8.1% (9)
My academic unit is equitable in policy and practice (N=111)	6.3% (7)	19.8% (22)	21.6% (24)	34.2% (38)	13.5% (15)	4.5% (5)
My academic unit is diverse (N=111)	7.2% (8)	24.3% (27)	20.7% (23)	34.2% (38)	11.7% (13)	1.8% (2)
My academic unit is inclusive and welcoming of diversity (N=111)	5.4% (6)	11.7% (13)	15.3% (17)	45.1% (50)	19.8% (22)	2.7% (3)
My academic unit's instructors understand and effectively apply approaches to anti-oppression, equity, diversity, and inclusion in classrooms (N=111)	5.4% (6)	22.5% (25)	19.8% (22)	33.3% (37)	10.8% (12)	8.1% (9)
The leadership of my academic unit (e.g., Chair/Director, Graduate Advisor, Dean) engages in actions that demonstrate their commitment to antioppression, equity, diversity, and inclusion (N=111)	9.9% (11)	11.7% (13)	17.1% (19)	34.2% (38)	18% (20)	9% (10)

Importantly, while the survey did ask respondents to provide information about their academic unit to allow for cross-unit comparisons, the response rate within the demographic information section is not sufficient to allow for meaningful analysis. As EQHR works to conduct more Faculty-specific equity reviews, these comparisons will become possible.

Supervisor and supervisory committee

Scaled responses within the supervisor and supervisory committee section of the survey reflect other noteworthy trends within the survey data (see *Table 3*). While each of the six statements were weighted towards the 'agree' and 'strongly agree' side of the scale, two statements had a significantly higher proportion of 'strongly disagree' responses: (1) '*My supervisor and supervisory committee recognize the various stressors that graduate students face and seek to remove barriers to success where possible or provides direction to other supports where applicable*' and (2) '*My supervisor and supervisory committee understand and effectively implement accommodated learning strategies as appropriate'.* Both statements relate closely to the previously discussed theme of accommodation and were expanded upon in detail within the open-ended responses.

Academic accommodation: In reflecting on their scaled responses, students provided specific examples where they felt supervisors and/or supervisory committees impacted their ability to access appropriate academic accommodation, questioned whether support was needed, or reiterated that graduate school should be the primary focus. In some situations, students described having to navigate difficult power imbalances when trying to advocate for themselves and their needs. At the same time, others took the space provided within the open-ended question to praise the support they had received from a supervisor and/or supervisory committee. These distinct experiences led some to point to the on-going review of the Graduate Supervision Policy as an important step in setting clear and transparent expectations surrounding supervision. Across the responses, there was a recognition among students that so much of the graduate school experience hinges on the state of a student's relationship with their supervisor and/or supervisory committee. Because of this influence, several responses once again called for mandatory education and training for all those who supervise students to create more consistent experiences across individual supervisors and supervisory committees.

Table 3: Equity review scales, supervisory committee

SLIDERS (FGS)	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	I don't know/unsure

My supervisor and supervisory committee strive to create an equitable work and/or educational environment (N=110)	5.5% (6)	9.1% (10)	5.5% (6)	27.3% (30)	48.2% (56)	1.8% (2)
My supervisor and supervisory committee are inclusive and welcoming of diverse perspectives, identities, or experiences (N=110)	3.6% (4)	6.4% (7)	12.7% (14)	27.3% (30)	48.2% (53)	1.8% (2)
I am not worried about facing oppression, discrimination, or harassment from my supervisor or supervisory committee (N=110)	7.3% (8)	8.2% (9)	8.2% (9)	25.5% (28)	48.2 (53)	2.7% (3)
My supervisor and supervisory committee act in a manner that demonstrates their commitment to antioppression, equity, diversity, and inclusion (N=110)	6.4% (7)	7.3% (8)	18.2% (20)	27.3% (30)	38.2% (42)	2.7% (3)
My supervisor and supervisory committee recognize the various stressors that graduate students face and seek to remove	13.6% (15)	5.5% (6)	9.1% (10)	27.3% (30)	42.7% (47)	1.8% (2)

barriers to success where possible or provides direction to other supports where applicable (N=110)						
My supervisor and supervisory committee understand and effectively implement accommodated learning strategies as appropriate (N=110)	11.8% (13)	5.5% (6)	10% (11)	30.9% (34)	30% (33)	11.8% (13)

Concluding thoughts

The above report offers initial insight into data collected through a comprehensive review survey of the graduate student experience at the University of Victoria. Examples shared throughout the responses reflect the reality that life as a graduate student can be filled with barriers related to precarious work, financial uncertainty, and a lack of appropriate support and accommodation for those with diverse needs. Notably, these barriers are often felt more acutely by those graduate students who identify as belonging to an equity seeking and deserving group. These results align with other similar assessments conducted at UVic and with research concerning the experiences of systemically and historically marginalized populations on post-secondary campuses in Canada (see Henry et al., 2017).

Importantly, the survey responses also provided FGS leadership with several suggestions that are viewed as being both potentially practical and impactful. Improving FGS' presence in the eyes of graduate students through proactive communication and engagement was something that came up throughout survey responses. Likewise, cultivating partnerships across campus to provide education and training to faculty members responsible for teaching and/or supervising graduate students was consistently noted throughout suggestions. This, in combination with an improved Graduate Supervision Policy, would serve to bring consistent expectations for all members of the FGS community. Finally, funding undoubtedly remains a substantial issue in the eyes of graduate students. Many examples shared throughout the survey once again reiterated that without adequate funding support and pay transparency, the same underrepresented populations will continue to face systemic barriers to pursuing graduate level training. As a

result, there were multiple ways to continue to enhance targeted funding efforts for members of equity-seeking and deserving groups.

As is mentioned in the introduction, this report represents an initial summary of data related to only the equity review survey and does not include other forms of data collection that are currently on-going. Once further engagement has been completed, a more detailed set of recommendations should be developed that draws on the data presented here as well as the other engagement efforts.

Sahana Kanabar thesis (MA / PHSP)
"Enhancing the well-Being of racialized international graduate students in a Canadian post-secondary institution"
LIST OF RECOMMENDATIONS

Theme 1 - Affordability and Access to Education

Call to Action 1 - Re-examine Funding and Tuition Schemes

#	Recommendation	Action
1.1	Increase transparency around how international graduate student tuition fees are being used by the institution.	Establish: *Transparent communication around the institutional budget, including the contribution of international student fees*
1.2	Expand the institutional funding opportunities for international graduate students.	Allocate: *Designated funding to strengthen international student financial supports* Allocate: *Funding to support racialized international graduate students*
1.3	Establish awards and scholarships unique to international graduate and racialized students.	Establish: *More financial awards for international students* Measure: *The median funding amount provided to international students and increase to equitable levels* Increase: *Outreach to potential donors* Increase: *Promotion of awards and scholarships*
1.4	Increase flexibility for payment of tuition and ancillary fees prior to program commencement.	Establish: *Flexible payment policies for international students who lack access to necessary banking infrastructure*
1.5	Provide clear and transparent guidelines to international graduate students around cost of living and funding packages.	Increase: *Communication of information relevant to financial planning* Update: *Information regularly to accurately reflect current economic conditions*

Call to Action 2 - Increase Access to Affordable On-Campus Housing

#	Recommendation	Action
2.1	Increase the number of placements in on-campus	Expand: *Graduate housing to accommodate a minimum of 10% of the graduate student body*

		housing for international graduate students.	Prioritize: *Incoming international graduate students to allow them to get settled safely*
2.2		Align the cost of on-campus graduate and family housing to affordable levels based on typically graduate funding amounts.	Measure: *The median funding amount provided to graduate students* Establish: *An affordable housing model based upon graduate funding*
2.3		Expand access to information for finding housing off-campus.	Increase: *Communication of information relevant to securing safe off-campus housing* Establish: *A directory of international student-friendly landlords*
2.4		Provide international graduate students with comprehensive information on tenancy rights.	Establish: *Hub for resources relevant to housing and tenancy rights* Measure*: Impact on international graduate students' housing security*

Call to Action 3 - Address Rising Food Insecurity

#	Recommendation	Action
3.1	Expand affordable food options on-campus.	Establish: *Subsidize on-campus food prices in line with median graduate student income*
3.2	Consult with international students to expand access to culturally relevant foods.	Expand: *Cultural diversity in food offerings* Evaluate: *Potential of privatizing on-campus food service sites for non-Western restaurant services*
3.3	Expand the on-campus food bank to serve a more diverse student population.	Allocate: *Resources to expand food bank capacity* Increase: *Visibility of the food bank to encourage donations* Measure*: Use of the food bank by international students*

Theme 2 - Improving Academic and Work Dynamics

Call to Action 4 - Promote Early and Broad-based Targeted Academic Support

#	Recommendation	Action
4.1	Establish a graduate student peer mentorship program to match incoming international graduate students with another senior domestic and/or international graduate student.	Allocate: *Resources to establish peer mentorship framework and training* Implement: *Pilot peer mentorship program with domestic and international students* Measure: *Impact on international graduate students' sense of belonging and uptake of institutional services*
4.2	Equip professors to provide international graduate	Facilitate: *Sharing of academic and institutional resources with faculty*

	students with institutional academic support and resources.	Increase: *Referrals to the Centre for Academic Communication (CAC)* Measure: *Awareness and use of CAC among international graduate students*
4.3	Expand the array of technical expertise and guidance offered at CAC	Create: *More opportunities for graduate student learning and shared expertise, i.e. powerpoint presentations, writing a research proposal, etc.* Increase: *Tutors expertise in a variety of graduate disciplines*
4.4	Promote the English Conversation Café to international graduate students.	Evaluate: *Impact on international graduate student class participation*

Call to Action 5 - Strengthen Mentorship of Graduate Students from Supervisors and Others

#	Recommendation	Action
5.1	Encourage a practice of minimum monthly check-ins between graduate supervisors and international graduate students.	Establish: *Protocol for regular student-supervisor meetings* Measure: *Contact hours between international graduate students and supervisors*
5.2	Assist international graduate students to develop academic and career goals.	Monitor: *Progression towards goals with refinement throughout the program*
5.3	Create a mentorship program for racialized international graduate students to receive personalized support.	Establish: *Mentorship program to provide comprehensive support from faculty members, domestic and international students* Measure: *Impact on well-being*

Call to Action 6 - Expand On-Campus Work Experiences

#	Recommendation	Action
6.1	Expand the variety of on-campus work opportunities that utilizes the skills and experiences international graduate students bring to UVic.	Identify: *Collate and identify on-campus work opportunities suitable for graduate students in a variety of disciplines*

6.2	Investigate possible institutional services that can be complemented by international graduate student staff.	Establish: *Paid positions for international graduate students on-campus* Allocate: *Resources to fund paid work*
6.3	Build institutional accountability to the labour standards for students employed as RAs.	Establish: *Fair and accountable labour standards for RAs* Measure: *Student performance and satisfaction*
6.4	Consider providing compensation for international graduate TAs that require additional time to mark assignments.	Allocate: *Resources (monetary and non-monetary) to compensate additional time needed to complete TA work*
6.5	Bolster advocacy for graduate students' labour standards	Establish: *Avenues for support to manage supervisor relationships* Measure: *Student satisfaction and academic progression*

Theme 3 - Meaningful Inclusion in the Campus Community

Call to Action 7 - Improve Orientation Delivery

#	Recommendation	Action
7.1	Extend orientation activities throughout the first month of each semester.	Measure: *Information retention and impact on access of services within first semester*
7.2	Boost the promotion of institutional student services during the orientation period.	Increase: *Social media presence promoting institutional services* Facilitate: *Sharing of academic and institutional resources with faculty*
7.3	Establish a key lead in every program for orientation/transition questions	Identify: *Faculty or staff member in each program to provide transition support for international graduate students*

#	Recommendation	Action
7.4	Create easily accessible information packages that remain available virtually to students.	Evaluate: *Accuracy and revise current comprehensive orientation packages clearly detailing resources and services* Increase: *Promotion of institutional services*
7.5	Provide information regarding the conditions and regulations of study permits.	Include: *Information and resources related to immigration policy in orientation packages*

Call to Action 8 - Broaden Decolonization and Pedagogical Interventions

#	Recommendation	Action
8.1	Provide anti-racist decolonial education (e.g., Indigenous Cultural Acumen training) for all international graduate students.	Increase: *Decolonizing education targeted at international students* Measure: *Participation and engagement*
8.2	Contextualize decolonial practices, such as land acknowledgements, through education.	Increase: *Education on decolonial practices utilized by the institution across disciplines* Measure: *Knowledge and engagement with institutional Indigenization and reconciliation initiatives*
8.3	Create closed critical spaces for racialized international students to discuss and reflect on their position as racialized settlers.	Establish: *International graduate space to engage in anti-racist decolonial work and allyship* Identify: *Appropriate mentors to engage international graduate students in anti-racist decolonial work*

Call to Action 9 - Enhance Community Engagement and Belonging

#	Recommendation	Action
9.1	Expand quantity and variety of social events for international graduate students.	Allocate: *Resources to host social events* Increase: *Social media presence to promote events* Measure: *Participation and engagement*
9.2	Consider establishing a central hub for international graduate students.	Allocate: *Physical space on campus for use by international graduate students* Measure: *Use of space and impact on community-building*

9.3	Establish an international student representative for each department or faculty at minimum.	Establish: *An international student leadership position within each department*
9.4	Highlight the contributions and accomplishments of international graduate students.	Increase: *Acknowledgement and celebration of international student achievements across the institutional community*

Theme 4 - Enhancing Student Services Provision

Call to Action 10 - Facilitate Cultural Safety and Inclusivity

#	Recommendation	Action
10.1	Increase education on intersectional international intercultural competencies in annual EDI training for university faculty and staff and students.	Establish: *Mechanism for anonymous feedback regarding service interactions* Allocate: *Resources to share existing EDI resources, expand EDI training, specifically in regard to racialized and international students* Measure: *Participation and engagement*
10.2	Improve staff competency to address marginalization of linguistically diverse (non-Anglophone) individuals in the classroom and while accessing services.	Establish: *Mechanism for anonymous feedback regarding service interactions* Implement: *Staff training on working with English as an Additional Language learners*

Call to Action 11 - Improve Access to Quality On-Campus Services

#	Recommendation	Action
11.1	Annual experience survey for racialized international students to inform future institutional actions.	Allocate: *Resources to the creation and implementation of survey* Measure: *Participation* *Establish: Metrics for measuring improvements in service delivery*
11.2	Create a regular flow of feedback to highlight international student experiences in engaging with institutional services.	Establish: *Mechanism for anonymous feedback on service interactions* Measure: *Use of institutional services by international graduate students*

11.3	Address staffing issues limiting access to the Student Wellness Centre.	Allocate: *Resources to ensuring a consistent standard of care and access* Increase: *Communication about accessible alternative (off-campus) resources for physical and mental health*
11.4	Facilitate reliable access to mental health support for more complex issues.	Establish: *Connections with psychiatry and therapeutic services that students can be referred to for long-term mental health care*
11.5	Improve transparency about the procedures and potential outcomes of engaging with the Equity and Human Rights office.	Establish: *Reporting procedures based on trauma-informed principles* Implement: *Anonymous reporting for on-campus experiences of discrimination and harassment* Measure: *Incidents over time and identify and implement interventions*

Call to Action 12 - Expand Career Building Services

#	Recommendation	Action
12.1	Provide improved co-op and off-campus work opportunities that are relevant to international graduate students.	Consult: *Improve understanding in Career Services of international graduate students' professional goals* Establish: *Coordinator position to support international graduate students in co-op* Allocate: *Resources to research and expand graduate-level co-op job offerings*
12.2	Hold career skill building workshops specific to international graduate students.	Allocate: *Resources to developing workshops on relevant career skills* Measure: *Participation and engagement*
12.3	Provide practical career counselling appropriate for graduate-level students	Allocate: *Resources to expand staff training* Measure: *Impact on service quality*
12.4	Increase opportunities for international graduate students to build a professional network.	Allocate: *Resources to hold networking events for graduate students* Measure: *Event attendance and engagement*
12.5	Evaluate the possibility of providing international graduate students with an	Measure: *Impact on employability and earnings post-graduation*

	employment letter (for work positions on-campus) to contribute towards Permanent Residency requirements.	

Appendix 3
UVic Equity Action Plan - Action items list

1. Equity Centered Culture

1.1 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

1.2 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:** Executive Council

1.3 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:** Executive Council

1.4 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

1.5 Provide equity, diversity, inclusion, anti-oppression, decolonization and cultural safety education for all members of the university including anti-Indigenous racism and other forms of oppression. **Leads:** VP Academic & Provost, VP Finance & Operations, Equity & Human Rights

1.6 Develop an education strategy so that all students learn about equity, diversity, inclusion, antioppression and decolonization within academic programming prior to graduation. **Leads:** VP Academic & Provost, Equity & Human Rights

1.7 Provide experiential learning opportunities that reflect and contribute to the pressing issues of our time related to equity (e.g., Indigenous rights, climate change, social justice, etc.). **Lead:** VP Academic & Provost

1.8 Adopt policies, educational sessions and practices of inclusion that support harassment-free classrooms and other learning environments.* **Leads:** VP Academic & Provost, VP Finance & Operations

1.9 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

1.10 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

1.11 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 and Innovation

1.12 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 and Innovation

1.13 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

2. Relationality & belonging

2.1 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

2.2 Create an institutional anti-racism framework that provides clear direction for curriculum and course development, training and other strategies. **Lead:** Executive Council

2.3 Reflect the historic and present-day Indigenous communities at UVic in campus signage and other naming practices. **Lead:** Executive Council

2.4 Promote and support professional development opportunities and events that build an inclusive campus and culture. **Lead:** Executive Council

2.5 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

2.6 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

2.7 Encourage and support instructors and teaching assistants to implement inclusive course design, teaching practices and assessments. **Lead:** VP Academic & Provost

2.8 Honour student perspectives on belonging and inclusion and engage with students to improve teaching and program development. **Leads:** VP Academic & Provost, Equity & Human Rights

2.9 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

2.10 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

2.11 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 [coconstruction](#), including ongoing outreach to relevant communities on inputs, interpretation and use of research results.* **Lead:** VP Research and Innovation

2.12 Build robust community partnerships with organizations to increase relationships with systemically and historically marginalized communities.* **Lead:** VP External Relations

3. Recruitment & retention

3.1 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:** Executive Council

3.2 Establish a comprehensive student recruitment strategy that includes: demographic targets, timelines, transparency mechanisms and ongoing commitments and resources to recruit and retain.* **Lead:** Executive Council

3.3 Build mentorship and sponsorship programs to support employees and students from systemically and historically marginalized communities to advance into positions of leadership.* **Lead:** Executive Council

3.4 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

3.5 Expand opportunities to provide priority admissions to Indigenous and other systemically and historically marginalized students by reviewing student admission requirements. **Lead:** VP Academic & Provost

3.6 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

3.7 Design and implement committee chair training as part of the [Equity in Decision-Making](Processes) Processes online training. **Leads:** VP Academic & Provost, Equity & Human Rights

3.8 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

3.9 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

3.10 Develop a collection of job description templates that are written in plain language, equitycentred and focussed on skills. **Lead:** VP Finance & Operations

3.11 Undertake a survey on faculty and staff housing needs and use this information to develop appropriate housing strategies. **Lead:** VP Finance & Operations

3.12 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

3.13 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

4. Access & support

4.1 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

4.2 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

4.3 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

4.4 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

4.5 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

4.6 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

4.7 Develop and release an inclusive washroom plan with timelines, locations and regular progress reports. **Lead:** VP Finance & Operations

4.8 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

4.9 Continue to review, evaluate and offer remote and flexible work options. **Lead:** VP Finance & Operations

5. Institutional accountability

5.1 Evaluate, assess and report on senior leadership's activities that champion equity and advance the goals of the EAP. **Lead:** President

5.2 Widely communicate the shared responsibility of implementing and reporting on the EAP. **Lead:** Executive Council

5.3 Review new institutional plans with an equity lens and ensure they are aligned with the EAP. **Lead:** Executive Council

5.4 Develop, implement and report on regular equity reviews to assess and guide initiatives to build an inclusive campus that is responsive to the needs of systemically and historically marginalized groups.* **Leads:** Executive Council, Equity & Human Rights

5.5 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

5.6 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

5.7 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 Afcademic & Provost, VP Finance & Operations, Equity & Human Rights

5.8 Conduct an equity review of UVic graduate student experiences. **Lead:** VP Academic & Provost

5.9 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

5.10 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

5.11 Develop tools and strategies to support the UVic community in addressing resistance to the change required to achieve the goals the EAP. **Lead:** Equity and Human Rights