

UBC Arts Undergraduate Society Equity and Inclusion Strategy

Restructured by the Equity and Inclusion Department of 2025-26

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Version 4

Land Acknowledgement

The University of British Columbia (UBC) Vancouver is situated on the traditional, ancestral and unceded territory of the hən̓q̓'əmin̓əm̓ speaking xwməθkwəy̓əm (Musqueam) people. As members of the Arts Undergraduate Society (AUS), we deeply value the opportunity to be able to operate on this land and would like to extend our gratitude to the traditional caretakers of the land. The AUS recognizes the historical systems of colonization and dispossession, as well as the present oppressive and inequitable structures that have led to inadequate housing and health accessibility, as well as social ostracization against Indigenous peoples. The

AUS vows to acknowledge, honor, and respect the vitality of Indigenous communities in our present and future successes and operations, as well as to amplify dialogue surrounding Truth and Reconciliation.

Statement of Purpose

The Equity and Inclusion (E&I) Department of the Arts Undergraduate Society (AUS) puts forth this bill to ensure that the AUS operations are equitable and effectively implement diversity, and inclusion. The AUS defines a safe environment as one supported by equitable structures, proactive policies, and accountability mechanisms that ensure all members of the Arts community can express their identities authentically and without fear of discrimination. The AUS is committed to creating a safe environment for people of all identities and backgrounds, which entails fulfilling the needs of communities including but not limited to the 2SLGBTQIA+ community, Indigenous communities, asylum seekers, racialized communities, and marginalized ethnic, religious, and national groups in club initiatives.

This document provides standards for AUS operations to better embody and champion equity and inclusion within each of its departments. It outlines the principles, structures, and practices that define a safe and just AUS community. It provides actionable guidelines to empower marginalized groups and ensure that equity and inclusion are embedded across all operations.

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SECTION 1: Addressing Issues of Mental Health and Harassment

PART 1: Addressing Issues Related to Mental Health

The AUS understands the varying lived experiences of the diverse Arts community and actively works to foster a safe environment for all students to feel open to sharing their own experiences with mental health.

Leaders within the AUS should establish a culture where team members are encouraged to seek help from mental health services when needed and feel comfortable reporting excessive workload, distress from work, or needs like mental health days. When people are experiencing emotional distress, we do not encourage self-blaming, hiding stress or symptoms, or invalidating mental health issues. Furthermore, we encourage students to:

1. Understand the need for mental health awareness and engagement as a crucial element of the well-being of our community.
2. Actively seek help and resources from sources such as: The Student Health Center, Center for Accessibility, Student Assistance Program, AMS peer support, etc. when distress affects their mental wellness and/or functioning.
3. Protect others' privacy by not sharing any personal experiences of others without their permission.
4. Actively seek opportunities to educate themselves on mental health issues and terminology. Such as visiting the "[Mental Health Literacy for Student Leaders](#)" Canvas course created by The Wellness Centre in addition to attending training and workshops hosted by The Wellness Centre.

PART 2: Addressing Cases of Harassment

All AUS members and affiliates must refrain from any conduct (verbal, physical, or digital) that causes harm, distress, or discomfort to others, such as partaking in harassment or discrimination. Students have a social responsibility to ensure that disrespectful language and behaviours are not tolerated. Doing so requires students

to engage with active self-discipline, respect, care, empathy, and reflection for others and themselves.

The AUS defines harassment as the act of single-instances or repeated unwanted actions against a victim - these actions are often aggressive and intimidating. This includes but is not limited to racial epithets and malicious remarks, which may become a pattern of repeated behaviour. The AUS condemns harassment based upon any facets of one's identity, both within the organization, and at hosted events.. AUS members have a duty to hold each other accountable for our commitment to equity and inclusion practices through the implementation of the Equity and Inclusion Strategy, its social media practices, the cultivation of events that are safe spaces for students, and the transparent reporting of its progress on this action plan to the UBC communities. This entails involving HR when necessary (especially when it is unsafe to engage with someone who is perpetrating harm) and transparently communicating any issues that may arise or have already occurred.

Furthermore, the AUS is dedicated to creating a community where fairness and inclusion are ingrained in all aspects of academic, professional, and campus life. This is done in a manner that recognizes and works to prevent all types of harassment on campus.

The AUS adheres to the current UBC Equity and Inclusion Action Plan to ensure that the AUS Community continually maintains equity and inclusion, not only with regards to sexual harassment but of all forms of discrimination (gender, race, class, religion, or sexuality, etc.) The AUS also regularly reviews and updates its action plan to align with evolving standards and strategies. Additionally, within the AUS Code of Procedures, any capacity of harassment (verbal, mental, physical, or virtual) is not only condemned but may be grounds for termination from any position. Likewise, the AUS is committed to maintaining and cultivating an environment in which students are able to safely practice learning, research and engagement in an intersectional and multifaceted way of gathering communal-based knowledge.

PART 3: Addressing Sexual Harassment

Sexual harassment includes but is not limited to unwelcome sexual advances, requests for sexual favours, comments of a sexual nature, or any gender-based conduct that creates a hostile environment. There are many different types of sexual harassment - some examples are listed below:

1. **Quid Pro Quo:** This Latin phrase means "one thing in exchange for another." In a workplace, this can be the practice of linking an employee's advantages, such as receiving a raise or avoiding termination, to the exchange of sexual acts from their employer or supervisor. This applies to any circumstance in which the harasser is in a position of power than the victim (which is rarely consensual), not only those involving the workplace or the academic environment. In the AUS, this relationship can be between a volunteer and their executive.
2. **Hostile Work Environment:** This phrase describes circumstances in which a worker is exposed to unpleasant sexual imagery or language, as well as unwanted advances. This can also describe any threat of sexual harassment. Coworkers, a manager/employer, or even customers or clients might foster an unfriendly work environment. Employers are responsible for making sure that sexual harassment does not occur at their workplaces, and for ending any instances of sexual harassment that they become aware of.
3. **Non-consensual physical contact:** This can include hugging, patting, touching, and other unwanted interactions.

The AUS condemns any form of sexual misconduct or harassment within the AUS, or within the Faculty of Arts. Sexual harassment is prohibited under the AUS Code of Procedures and will be grounds for suitable consequences and possibly termination. This is true of all types of harassment, verbal or physical, regardless of whether it is motivated by gender, ethnicity, class, religion, or sexual orientation. The AUS is

committed to cultivating a safe space for all students in the Faculty of Arts and therefore delivers accountability for inappropriate action.

SECTION 2: Social Affairs

All AUS events must actively integrate principles of equity, accessibility, and inclusion throughout their planning and execution. To continue to improve AUS events, the E&I Event Approval Form is to be completed by each team during their event planning process, in order to facilitate discussion between the E&I Department and other portfolios.

1. Considerations Required By The Form Include:
 - a. Location of the event and the relative accessibility of the venue
 - b. Price of event and if financial support is available if there is an associated cost
 - c. Consider cultural, religious, and exam calendars to avoid conflict with date or time of event
 - d. Contact for accessibility concerns included in the promotion of the event
 - e. Creating an appropriate and effective land acknowledgement
 - f. Representation of diverse identities in event promotion and speaker selection
 - g. What sensitive topics may be covered during an event, and will there be a content warning in advance?
 - h. If food and beverages are being served, how are allergies and dietary preferences being accommodated?

The form will serve as an accountability measure and a resource sharing tool, enabling event organizers to consider E&I principles and access appropriate support and feedback from the E&I Department early in their planning for the sake of continuous growth and education. The form must be submitted 1 week in advance at the latest of the intended event date. Although it is expected and recommended that the form be submitted early on during the event planning process, to allow room for development. E&I Strategists will review and respond to the form within 1 week of receiving it. Further discussion between the event team and E&I strategists

needs to be done before the event to address all feedback and reach a consensus prior to final event approval.

The form should be updated as necessary and required to be reviewed on a yearly basis.

SECTION 3: Communication with the Arts Community

The AUS engages with Arts students in a variety of ways, including on social media, using accounts like @ubcaus, @ausequity, @ausfyc, @ubcafterhours on Instagram and the AUS Elections page. The AUS upholds this commitment by following a strictly codified set of procedures which guide the manner in which we post to social media to uphold standards for our social media posts. This framework ensures all content is accessible, respectful, and representative of the diverse UBC Arts community. The following standards, in accordance with the [AUS Brand Guide](#), are to be adopted by these accounts:

PART 1: Social Media Standards

1. Sans-serif fonts should be used when selecting fonts, as they are cleaner and less distracting when reading than Serif fonts.
2. Color use and contrast should be considered when creating visuals, to ensure the text is legible.
3. Captions should be provided on all pre-recorded video content, and where this is not possible, transcriptions should be provided in the comments of the post for those using screen readers.
4. The creation of an 'AUS dictionary' is recommended to be shared on these accounts to assist users in understanding the jargon that may be used in posts (such as Arts Student Centre 'ASC', etc.)

5. Any media posted should contain no content that flashes over three times sequentially within the period of one second.
6. When sharing video content, be mindful of playing loud music or the existence of distracting background noise, to ensure the speech is intelligible.
7. When filming or photographing events, the consent of participants must have been acquired in advance of such activities taking place, and those wishing not to be included in photos should have been given adequate notice to remove themselves from the shot. A necessary note is that consent is ongoing and can be withdrawn anytime. Participant withdrawal from consent must be recognized and respected.

PART 2: *Survey Standards*

In surveys, questions should be appropriate and mindful, considering how to best qualify the needs of students when addressing equity concerns.

1. This can be achieved by using scales, such as the [Likert Scale](#):
 - a. Avoid assumptions about student identities, needs, or experiences by using neutral, open-ended language
 - b. Categories of demographic information, if being collected and analyzed, should be constructed based upon best practices at that time. Beneficial resources include [UBC Research Ethics](#).
 - c. Clearly state the purpose of the survey, how data will be used, and how confidentiality will be maintained
 - d. Data should be disposed of after its use, or on a defined, periodic basis;
 - e. Provide trigger warnings for sensitive topics such as mental health, discrimination, harassment, etc.
 - f. Include optional identity disclosure and provide trigger warnings for sensitive topics such as mental health, discrimination, or harassment
 - g. More information on responsible data collection can be found [here](#).

Lastly, communications within the Arts community should also remain respectful (e.g., use indicated pronouns to refer to people), confidential (i.e., keep one's identifiable information private unless their behaviours may harm themselves or others), and professional (e.g., remember one's representation of the AUS and keep communications organized and on-topic, only use official working accounts for AUS-related communication).

SECTION 4: Portfolio Specific Conduct

This section outlines how each AUS portfolio integrates the Equity and Inclusion Strategy into its operations, decision-making, and communication. These portfolio-specific standards ensure that equity and inclusion are not siloed but actively embedded in every facet of AUS governance, events, and representation.

Presidential Portfolio

Equity and Inclusion Department

Purpose:

There are **three goals** the AUS E&I Department aims to achieve in communication with the AUS students:

1. Developing the Arts community's collective awareness of the Equity and Inclusion Department, the E&I Strategy, and the ongoing initiatives and events hosted by the E&I Department;
2. Encouraging Arts students' to meaningfully get involved with the AUS and feel comfortable sharing their opinions and ideas through survey responses;
3. Advocate for more equitable and compassionate student policies and processes on a university level.

To accomplish both **Goal 1 and 2**, the E&I Department implements the E&I Strategy through surveys and social media posts.

Social Media Department

The Social Media Department should consider the following recommendations in creating media for the @ausequity page, as well as in all other contact with Arts students:

1. In social media posts, the content should aim to increase the awareness of the history and current situations of marginalized groups and address bias and discrimination towards said groups;
2. When creating content for the @ausequity Instagram account, refer to SECTION 3: Communication with the Arts Community, PART 1: *Social Media Standards*;
3. In surveys, questions should encourage the community to reflect on the current status of equity and inclusion efforts within the Arts community, as well as what possible changes can be made to improve equity and inclusion.

To complete goal 3:

- 1) The E&I Department will leverage insights gained through student engagement, group consultation, and survey input, to identify the systemic inequities affecting Arts students.
- 2) Evidence gathered recommendations will be formally communicated to relevant policy makers such as the AUS leadership and the faculty representatives.
- 3) The E&I Department will collaborate with equity driven stakeholders and campus groups to amplify unique student voices and to advocate for compassionate policy reform

Events Department

1. When creating events, refer to SECTION 2: Social Affairs;
2. The Events Department addresses **Goal 1** by hosting AUS events in collaboration with other constituencies, AUS Clubs, cultural clubs, and AUS portfolios.

Strategy Department

1. The Equity and Inclusion Strategy should be reviewed on a yearly basis and updated to reflect the evolving practices, as well as address any structural changes that may have occurred with the AUS;
 - a. The E&I Department suggests holding marginalized and racialized people at the center of the conversations regarding equity and inclusion. For example, consulting with groups, such as [Arts Indigenous Student Advising](#) and [Black Student Union](#), and other cultural clubs, for recommendations, collaboration, surveys, or policy considerations.
2. The Strategy team will provide support, resources, and feedback to the rest of the AUS;
 - a. This includes responding to submissions to the [E&I Events Approval Form](#) within a week of its receipt.
3. The [E&I Events Approval Form](#) should be reviewed on a yearly basis and updated as necessary.
4. The E&I Strategy team should be involved in training members of the broader AUS through Orientation sessions and interactive workshops.
 - a. Such training should:
 - i. Make members aware of the E&I Strategy and how they will interact with it;
 - ii. Address foundational principles of Equity and Inclusion and encourage the application of said principles, whether it be through scenario-based discussions or otherwise.

Elections Department

1. When requesting candidate biographies, **candidates should be made aware their responses will be shared publicly** and a standardized template should be followed outlining the candidate's name, pronouns as shared by candidates, and relevant demographic information (year, major), as well as their key issues and standpoints.
 - a. This would enhance student understanding of who they are voting for, and simplify the language and structure used.
 - b. When drafting the Elections Code, consent to share demographic information and pictures should be considered.
2. Account for holiday and religious observances when planning election timelines.
3. Mandatory election events should have virtual and recorded alternatives when appropriate, and candidates need to be made aware of this.
4. To promote equity in campaigning, the Elections Department should ensure all candidates have equal access to communication channels, promotional opportunities
5. If requested, accessibility of accommodations must be made for candidates.
6. Candidates must have the opportunity to disclose any necessary accommodations prior to the election commencing.

Societal Operations

1. When conducting research and gathering evidence the Societal Operations Department will ensure ethical societal operations through maintaining data transparency.

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2. The Societal Operations department will consult with E&I regarding optimal methods in archiving/maintaining old records, such as transition reports, executive goals, etc.

Academic Portfolio

Academic & Professional Development Department

1. The E&I Department strongly advises taking into consideration the academic hardships that are caused by various underlying factors such as cultural stigmatization or financial hardship, and creating future policies while accommodating these hardships by means such as but not limited to:
 - a. Recognizing that cultural stigmatization, financial hardship or other systemic barriers is grounds for an academic concession and can interfere with one's ability to work productively;
 - b. Redirecting students experiencing the aforementioned hardships to mental health professionals on campus, i.e. [Student Services Health and Wellbeing](#), [Centre for Accessibility](#), [the Arts Advising Office](#).
 - c. Trained individuals in external organizations assisting the academic department in combating mental hardships should preferably have sufficient knowledge of the specific forms of marginalization experienced by individuals of various backgrounds.
2. The E&I department recommends that events held by the Academic portfolio, such as study cafes, meet the faculty events, networking events, etc., be planned in accordance with SECTION 2: Social Affairs.
3. Providing diverse resources, like multilingual tutoring services, would be of benefit to the widely diverse Arts community.
4. When looking at speakers for Professional Development weeks and workshops, speakers should be chosen with intersectionality in mind, in order to reflect the diversity of their audience.
5. Those who host faculty events should consider and see the effects of intersectionality on one's life experience by looking for potential speakers who have multiple minority group identities.

6. Careers existing beyond 'conventional' understandings should not be discounted when considering participants for Professional Development Events.
7. Collect anonymized feedback from students engaging with academic resources to better understand barriers faced by underrepresented groups and adapt programming accordingly.

All-Year Representatives

1. With regard to equity and inclusion practices, AMS representatives work to ensure that their voices represent a diverse set of voices within the Arts Students community and to ensure that they are held accountable to the community.
2. All-Year Representatives are encouraged to ensure that newly hired staff complete mandatory training to better support and advocate for the diverse communities they represent.

Administrative Portfolio

Operations Department

1. ASC Services
 - a. Must assign rooms and venue bookings based on the order of the [ASC Booking Information Form](#) to determine priority.
2. Office Administration Booking the ASC
 - a. The booking system and booking form should be accessible and easy to understand, in accordance with visual requirements, outlined in SECTION 3: Communication with the Arts Community, PART 1, points 1 and 2.
3. Maintenance
 - a. Ensure the availability of menstruation products in all washrooms.
 - b. Ensure the building elevator is functional, for the sake of accessibility concerns.
4. Web Admin
 - a. The website should be maintained in accordance with SECTION 3: Communication with the Arts Community.
 - b. It is recommended that UX/UI design should continue to be improved in order to serve those who use various accessibility aids, such as screen readers.

Governance Department

1. AUS Council
 - a. Provide a personalized Land Acknowledgment to acknowledge our role in settler colonialism at UBC.
 - b. Include and define Robert's Rules of Order on the website.
 - i. A Robert Rules document has been made to increase accessibility for counselors

- c. Both the Speaker of Council and the Clerk of Council must use relatively accessible, though formal language. If any technical or precise terms are used, these terms should be defined and easily accessible alongside the materials from the council, whether that be through linked definitions or a glossary attached to the materials.
 - i. A document on the formalities of motions has been made to outline specifically what each "motioning" action entails
 - ii. Meeting spaces should allow for participants to actively ask questions and clarifications
 - d. Any food provided should accommodate all councillor dietary restrictions and ensure accurate labels are used.
2. Governance Committee
 - a. The Committee is only open to two kinds of general members: AUS members and students outside of the AUS but in the Faculty of Arts.
 - b. When the Governance Committee is aiding in the drafting of the language of amendments to the AUS Code of Procedures, the language should be as accessible as possible without violating the format of the written code.

Sustainability Department

1. The E&I department recommends that events held by the Sustainability department be planned in accordance with SECTION 2: Social Affairs.
2. The Sustainability Department should continue their efforts in maintaining and updating the AUS Inventory, along with pushing all portfolios to reduce waste and further AUS sustainability goals.

AUS Food Hub Initiative

1. The team must ensure the following is adhered to on each of the Food Hub's projects:
 - a. ASC Community Pantry

- i. The pantry must include food items that cater to dietary Restrictions.
 - ii. The pantry will be accessible to all students. Students wishing to take up to 3 goods from the pantry must not be denied access.
 - iii. No policing of the Pantry should take place, and the intentions of goodwill should be presumed.
 - iv. Signage and communications should reinforce a stigma-free approach, emphasizing community care and mutual support
- b. ASC Community Meals
- i. Community Meals must include food that can accommodate dietary restrictions.
 - ii. Community meals should be free or very affordable (at least 50% cheaper, relative to other food prices on campus).
- c. Food Hub should also focus on food literacy and food security for Arts students through social media campaigns or bothing initiatives, along with collecting anonymized surveys regarding feedback of current initiatives (ASC Community Pantry/Community Meals) and future events.

Engagement Portfolio

Graphics, Media, and Marketing Department

1. Refer to SECTION 3: Communication with the Arts Community.

Outreach and Analytics Department

1. The data gathered should be anonymized and should exclude demographics UNLESS the demographic in question is highly relevant (e.g. addressing issues from the specific demographic) to the analysis;
 - a. Refer to SECTION 3: Communication with the Arts Community, PART 2: *Survey Standards*.
2. The data gathered in the analytics department should be disseminated on a need-to-know and confidential basis.
3. If need be, publishing a summarized version could improve transparency while maintaining confidentiality

Merchandise Department

1. When considering merchandise production, items, such as tote bags, water bottles, etc., should be prioritized over size-dependent items, such as t-shirts, hoodies, etc.
2. If producing wearable merchandise, sizes must be as broadly inclusive as possible. Collecting requests for pre-orders would be a helpful way to ensure that all needs are met.
3. All merchandise should be sourced from suppliers adhering to fair labor and ethical manufacturing standards. The AUS should aim to partner with vendors who demonstrate sustainable and socially responsible practices
4. Designs and slogans should undergo an inclusivity review to ensure they are culturally sensitive and representative of the diversity within the Arts community.

External Portfolio

Sponsorships Department

1. When evaluating candidates for sponsorship, their business practices should be taken into consideration, looking at their philanthropic presence, their business ethics, their corporate values and how this aligns with AUS goals and values;
 - a. Additionally, when a candidate does not meet these criteria in full but may still be considered a beneficial sponsor, the E&I department should be brought on to consult with the department.
2. Companies that pose harmful biases, or are exclusionary against certain groups based on race, sexuality, religious and political beliefs, etc., must not be worked with.
3. Efforts should be made to increase collaboration with locally based sponsorship companies.
4. Sponsors demonstrating a tangible commitment to equity such as BIPOC-owned, women-led, or 2SLGBTQIA+ owned local businesses should be prioritized whenever possible.

External Relations Department

1. Practices to keep in mind while selecting NGOs and charities to donate to:
 - a. Consider the goals and values of the candidate NGOs and if it aligns with the goals and values of the AUS.
 - b. Check NGOs' financial conditions (e.g., check where the money was spent by going over the CRA List of Charities, reasons why students were nominated, and students' reviews).
 - c. Make efforts to increase collaborations with campus-based NGOs, student-led NGOs, and NGOs which are relevant and desired by the student population.

- d. Involve E&I in consultation with AUS External Relations to continue to monitor where AUS funding is being allocated.
2. Refer to SECTION 2: SOCIAL AFFAIRS for inclusive event hosting practices.
 3. When selecting speakers/panelists for events such as the Women's Day Gala, priority should be given to individuals who have demonstrated meaningful impact within their communities, uphold values aligned with the E&I standards, and reflect intersectional identities.
 - a. Consultation with the E&I department can be sought when necessary through the E&I Event Approval form and or other contact mechanisms.
 4. . The Volunteer database initiative should prioritize accessibility and transparency for all AUS students; ensure it is being updated in a timely manner.
 - a. The opportunities included in the database must be appropriately organized based on their eligibility criteria, selection processes, and affiliated organizations
 - i. The referred organizations must be subject to an E&I standard review to ensure that the organization does not perpetuate discrimination or exclusion based on race, ethnicity, or gender.
 - b. Feedback from students should be incorporated on a continuous basis to improve the accessibility, inclusivity, and relevance of the scholarship database.

Finance Portfolio

The AUS operating budget should be allocated in such a way:

1. That benefits the Arts student body at large, as the funds are comprised of student contributions;
2. That is fair to all portfolios under the AUS
3. The funds are being allocated in a way which aligns with the goals that have been expressed by the payee.

Reimbursement Department

1. Ensure that expense information (e.g., requested portfolios, expense description, amount, status of reimbursement and date sent) is viewable and transparent by using the reimbursement tracker. Any other sensitive personal information should be kept private.
2. Financial processing can be a time-consuming process. All AUS members can request an emergency form to obtain urgent reimbursement - however, the 2-week period for processing should always be respected.
 - a. Ensure that this data complies with accessibility standards, such as those in SECTION 3: Communication with the Arts Community, PART 1, points 1 and 2.
 - b. The reimbursement form should be designed with accessible formatting (e.g., screen-reader compatibility, plain-language labels, and adequate colour contrast). Information about the reimbursement process should also be made available in clear, easy-to-read formats for all AUS members.

Grants Department

1. When evaluating the grants for AUS clubs (e.g. fiscal surplus, allocation of funds), the name of the clubs should be unknown to the evaluators: this should be done to account for biases related to the club's equitable values.

2. Consider how the grant includes or is relevant to the greater arts body in terms of the clubs' goals.
3. Provide objective reasons why grants are declined, to allow more transparency, and when requested, further resources or assistance in grant applications may be provided.

Internal Portfolio

Internal Development and Volunteer Appreciation Department

1. When planning events, refer to SECTION 2: Social Affairs,
2. The materials created for AUS orientations should follow the standards in SECTION 3: Communication with the Arts Community, PART 1: Social Media Standards.
3. To promote accessibility of in-person internal training and workshops, minutes or presented materials should be provided to participants.
4. Internal training materials should include a brief overview of inclusive communication practices (e.g., pronoun usage, accessibility etiquette, and inclusive event design) to ensure a consistent E&I standard across all volunteer-facing activities.
5. Feedback forms following internal training or volunteer appreciation events should include an optional E&I section, allowing participants to anonymously comment on how inclusive or accessible they found the experience, and provide data for continuous improvement.

Human Resources and Onboarding Department

1. To adhere to equity and inclusion practices, the Internal Portfolio will review the HR Strategy and Termination Procedures on an annual basis to ensure up-to-date information.
 - a. This review will include consultation with the E&I Department.
 - b. Continue to explore ongoing equity & inclusion, cultural awareness and trauma-informed training to provide to members.
2. All hiring and onboarding procedures should incorporate anti-bias checkpoints, such as standardized interview rubrics, clear communication of

accessibility options during onboarding, and diverse hiring panels when feasible.

3. Any termination process must be discrete, transparent, and fair, including maintaining confidentiality, refraining from sharing personal or sensitive details beyond those who need to know, clearly communicating procedures and reasons, and ensuring decisions are free from discrimination or retaliation.
4. When creating documents like the Master Contact List, pronouns of all listed members should be shared, with the consent of the members.
5. The HR Department should establish an anonymous feedback channel for AUS members to raise concerns about inclusion, harassment, or bias in internal processes. These reports should be reviewed collaboratively by HR and E&I ensuring privacy and accountability.

Student Life Portfolio

Refer to SECTION 2: SOCIAL AFFAIRS for inclusive event hosting practices.

First-Year Representatives/Committee

1. The E&I Department recommends that First-Year Representatives (Collegia, Totem Park, Orchard Commons, and Vanier) conduct extensive outreach and data collection to know the concerns and needs of members of their community. The department recommends using anonymous and accessible survey tools to capture both quantitative data (e.g., demographics, participation trends) and qualitative data (e.g., experience-based feedback). Insights from this feedback should directly inform the design of events and initiatives to be more inclusive for marginalized students, such as commuter students, mature students, and international students.

Health and Wellness Department

1. The E&I Department recommends that all HeWe volunteers receive sufficient training and education to disseminate health and wellness information and resources to other departments when relevant.
2. The E&I Department recommends that the HeWe initiatives includes and expands on the current resources being provided to students with mental health concerns; broadly representing symptoms and expressions of varying states of mental health.

After Hours Department

1. After Hours events must prioritize safety, dignity, and inclusion for all participants.
 - a. All events must comply with AUS policies, UBC regulations, and the [Special Event Permit \(SEP\) Manual](#). Entertainment, games, or activities that may jeopardize patrons or public safety are not permitted.

- b. Harassment, discrimination, or misconduct, including behavior while intoxicated, will not be tolerated. Attendees may be subject to removal from events.
2. Alcohol must be served and consumed responsibly.
 - a. Organizers must promote responsible alcohol consumption and follow all legal and event-specific limits.
 - b. Non-alcoholic beverage options must always be available and clearly communicated.
3. All food and drinks must be clearly labeled with dietary and allergy information to support accessibility.
4. Event planning must reflect equity and accessibility. Refer to SECTION 2: Social Affairs, points to consider:
5. Organizers should be mindful of major religious and cultural holidays when scheduling events.
6. Ticketed events should make reasonable efforts to provide accessible pricing, including reduced-cost or free options where feasible.
7. When activities involve games or competition, multiple skill-level options should be offered where appropriate to promote fair participation.
8. Advertising, partnerships, and feedback must uphold E&I values.
 - a. Promotional content must use inclusive language and avoid harmful stereotypes.
9. Potential collaborators and sponsors should be assessed for alignment with equity and inclusion values.
10. Accessible post-event feedback forms (digital and, where possible, paper) should be provided, with optional demographic questions included only with informed consent, to support accountability and continuous improvement.