<table>
<thead>
<tr>
<th>Cycle</th>
<th>Engagement Principles</th>
<th>Description</th>
<th>Considerations</th>
<th>Measurements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before</td>
<td>Foster Trust*</td>
<td>Authentic and meaningful engagement with historically, persistently or systemically marginalized communities at UBC must be done on a foundation of trust. Fostering trust should also be a principle that is upheld throughout the entire engagement process.</td>
<td>- UBC must work to consider its decisions in the context of creating trust with communities. The communities must trust UBC. - To what extent has UBC acknowledged any history in its attempts to build relationships with this community – and proved its understanding of the harm that it may have caused. - Does UBC have the time to build reciprocal relationships in time for the engagement activity? - Is the engagement activity short-term, or long-term? - To what extent can UBC commit to improving or repairing the relationship? - Does UBC know who, among UBC’s community, is considered an ally of the community at this time? - Can UBC build relationships among community leaders and allies of the community? - Are the UBC staff engaging with communities empathetic and well trained with proper techniques?</td>
<td>✓ Is UBC partnered with community allies? If yes, how many and what is the quality of the partnership? ✓ Is there public endorsement for engagement from within UBC (i.e. the President or a Dean), and a member of the community that is being engaged with?</td>
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<tr>
<td>Before/During</td>
<td>Plan for Accessibility</td>
<td>Engagement activities should be universally accessible.</td>
<td>- To what extent have different kinds of engagements/events been set up to ensure that engagement is inclusive of the widest possible audience with different accessibility needs even if each event is not accessible or applicable to everyone?</td>
<td>✓ Is the engagement calendar events list been planned according to the Checklist for Accessibility and Inclusive Event Planning at UBC? ✓ If certain checklist items were not met, are proper substitutions made?</td>
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<tr>
<td>During</td>
<td>Communicate for Understanding</td>
<td>Engagement should be easily understood.</td>
<td>- Is the information written in plain language? ✓ Has there been enough translation of language, concepts or phrases done to ensure mutual understanding between UBC and the community? ✓ Is the engagement process understood by the community? ✓ Can images be used to communicate concepts? ✓ Are the images used culturally neutral and authentic? ✓ If cultural images are used for multilingual engagement, are they used in a correct and respectable manner?</td>
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<tr>
<td>During</td>
<td>Provide a useful contribution for participation</td>
<td>Engagement processes should offer something useful to the community or individual(s) participating.</td>
<td>- What should UBC consider as a meaningful contribution for individuals’ or communities’ participation?</td>
<td>✓ Was the community asked what they would appreciate as a meaningful contribution for their participation?</td>
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<tr>
<td><strong>Nourish Community Development</strong></td>
<td>Engagement should develop and strengthen community connections within the community group, and across communities that may be facing similar barriers.</td>
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|                                  | - Does the contribution take the form of food, gift certificates, stipend, transportation vouchers, or another creative solution?  
- Is the engagement budget sufficiently resourced to fund the contribution? |
|                                  | ✓ Is meaningful contribution provided to the community or individual in exchange for their participation?  
✓ Does the engagement activity bridge connections and relationships to supply networking opportunities?  
✓ Are there community leaders in the community that can become peer leaders?  
✓ Can these peer community leaders meaningfully connect their community in the engagement process?  
✓ Are partnerships authentically present with other organisations?  
✓ Does the engagement activity allow for sharing of resources, knowledge and other forms of expertise between participants? |

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<tr>
<th><strong>Consider power dynamics</strong></th>
<th>Engagement processes should acknowledge the power dynamics of parties involved in the decision-making process.</th>
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|                           | - What has been done to ensure the space is safe for people to express themselves?  
- How does the engagement process recognize the power imbalance between different parties, and is there the opportunity to change this situation to a noticeable degree?  
- How can UBC’s engagement process inform a sense of respect and legitimacy to the personal stories shared by participants?  
- What does UBC need to consider to ensure respect, confidentiality and anonymity of participants is supported? |
|                           | ✓ Is the engagement process safe and comfortable?  
✓ Has the purpose of the engagement process (i.e., consultation, input, decision-making, etc.), been clarified at the invitation stage and again at the beginning of the activity?  
✓ Have the power dynamics between facilitator and participants been addressed? (i.e. Who is the expert in the engagement process?)  
✓ Does the engagement activity look to normalize peoples’ lived experience by surrounding them with others with similar experiences or backgrounds?  
✓ Is there space for story-telling from the participants?  
✓ How can the story-telling be respectfully incorporated into the engagement results? |
| **After** | **Report back to the community in a meaningful manner** | **Share the outcomes of the engagement process and identify how participant input was used.** | **- What does UBC need to consider when publicly sharing about the engagement processes and outcomes?**  
**- What does UBC need to consider if the information shared may not be what the individuals or communities are wishing to hear?**  
**- With publicly sharing, what does UBC need to consider when ensuring that the original intent from the participant is kept and authentic in the message?**  
**- How does what UBC produces reflect the stories of participants?** | **- Does the engagement activity specifically include resources for the community (e.g. tangible material or otherwise)?**  
**- Has UBC considered a reasonable ratio of staff to engagement participants?**  
**- Are participant responses, anonymized where necessary, posted and publicly available?**  
**- Has the process of incorporating the participant input been clearly recorded and reported?**  
**- Was the engagement process evaluated using participant feedback?**  
**- Was the feedback integrated into Community-UBC relationships, communication and future planning projects?** |

**References for Framework**