

Principles for Engagement Framework Checklist

Cycle	Engagement Principles	Description	Considerations	Measurements
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">*Throughout entire process - Foster Trust</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Before</p>	<p>Foster Trust*</p>	<p>Authentic and meaningful engagement with historically, persistently or systemically marginalized communities at UBC must be done on a foundation of trust.</p> <p>Fostering trust should also be a principle that is upheld throughout the entire engagement process.</p>	<ul style="list-style-type: none"> - 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? 	<ul style="list-style-type: none"> ✓ 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?

		Respect schedules and cultural norms	Engagement process should strive to respect community schedule and cultural norms.	<ul style="list-style-type: none"> - To what extent can UBC test if the community wants to participate with the engagement activity? - If so, does the engagement process consider how the community wants to engage with UBC? - Is the engagement process appropriate and specific to the community being engaged with? - If the community does not want to engage with UBC, does UBC know the reason? 	<ul style="list-style-type: none"> ✓ Is the engagement process respectful of cultural norms and timelines? ✓ Is the engagement topic important to the community? ✓ Is the time commitment required by the community communicated and agreed upon? ✓ Is the engagement process tailored to this community?
Before/During		Plan for Accessibility	Engagement activities should be universally accessible.	<ul style="list-style-type: none"> - 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? 	<ul style="list-style-type: none"> ✓ Has the engagement calendar events list been planned according to the <i>Checklist for Accessibility and Inclusive Event Planning at UBC</i>? ✓ If certain checklist items were not met, are proper substitutions made?
		Communicate for Understanding	Engagement should be easily understood.		<ul style="list-style-type: none"> ✓ 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?
During		Provide a useful contribution for participation	Engagement processes should offer something useful to the community or individual(s) participating.	<ul style="list-style-type: none"> - What should UBC consider as a meaningful contribution for individuals' or communities' participation? 	<ul style="list-style-type: none"> ✓ Was the community asked what they would appreciate as a meaningful contribution for their participation?

		<ul style="list-style-type: none"> - 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? 	<ul style="list-style-type: none"> ✓ Is meaningful contribution provided to the community or individual in exchange for their participation?
Nourish Community Development	Engagement should develop and strengthen community connections within the community group, and across communities that may be facing similar barriers.		<ul style="list-style-type: none"> ✓ 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?
Consider power dynamics	Engagement processes should acknowledge the power dynamics of parties involved in the decision-making process.	<ul style="list-style-type: none"> - 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? 	<ul style="list-style-type: none"> ✓ 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?

				<ul style="list-style-type: none"> ✓ 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?
After	Report back to the community in a meaningful manner	Share the outcomes of the engagement process and identify how participant input was used.	<ul style="list-style-type: none"> - 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? 	<ul style="list-style-type: none"> ✓ 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

BC Centre for Disease Control. (n.d.). *FACT Sheet: Supporting Health Equity through the Built Environment*. Retrieved from BC Centre for Disease Control: http://www.bccdc.ca/resource-gallery/Documents/Educational%20Materials/EH/BCCDC_equity-fact-sheet_web.pdf

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M. Elizabeth Snow, K. T. (2018). Heard and valued: the development of a model to meaningfully engage marginalized populations in health services planning. *BMC Health Services Research*, 18 - 181.

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