Canadian Centre for Diversity and Inclusion
Centre canadien pour la diversité et l'inclusion

Current State Inclusivity Assessment

Prepared for Kwantlen Polytechnic University

November 2021

Contents

About the Canadian Centre for Diversity and Inclusion.

The Canadian Centre for Diversity and Inclusion (CCDI) has a mission to help the organizations we work with be inclusive, free of prejudice and discrimination – and to generate the awareness, dialogue, and action for people to recognize diversity as an asset and not an obstacle. Through learning and development, coaching, assessment, and strategy development, we're helping Canadian employers understand their diversity, plan for it, and create inclusion.

CCDI's leadership has a proven model that has cultivated trust as an impartial third party. Our expertise is focused on the topics of inclusion that are relevant in Canada now and the regional differences that shape diversity.

A charitable organization that thinks like a business, we have created a niche with our innovative research technology and data analysis that brings a deeper understanding of Canadian diversity demographics and mindsets at any given moment.

CCDI is grateful for the support of our 300+ Employer Partners across Canada. For inquiries, contact Nyla Camille Guerrera at nyla.camille@ccdi.ca or (416) 968-6520 x112.

Additional inquiries can be submitted through the CCDI website at https://ccdi.ca/contact-ccdi/

CCDI's experience: assessing organizations.

CCDI has become Canada's trusted advisor and the leading organization in Canada in analyzing workplaces through a Diversity and Inclusion perspective. In 2013, CCDI conducted Canada's first benchmarking study on effective practices for diversity measurement in Canadian organizations. Since then, CCDI has conducted diversity, equity, and inclusion assessments with dozens of organizations across a range of sectors, providing extensive reporting on their demographics and equity and inclusion issues.

Additionally, CCDI has conducted Current State Inclusivity Assessments and developed Diversity and Inclusion strategies for dozens of organizations in the private sector, the public sector, as well as for non-profit organizations. Further, CCDI conducts Employment Equity surveys and provides coaching to employers who are bound by Employment Equity legislation to submit reporting under the Legislated Employment Equity Program (LEEP) and the Federal Contractors Program (FCP).

CCDI has also developed and delivered hundreds of Learning Solutions products including e-learning, instructor-led training, and coaching on a wide range of topics for organizations across Canada.

The intent of this report.

The intent of this report is to provide meaningful information to the Kwantlen Polytechnic University ("KPU") about its current state of Equity, Diversity, and Inclusion (EDI). This report highlights KPU's accomplishments as well as key issues and barriers to inclusion within the organization. The aim is to provide information that will help KPU to develop a data-driven strategy that informs future decisions on issues of EDI in the workplace.

Should you have any questions related to the use or release of any information contained in this document, please contact:

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Executive Summary

Executive Summary

Assessment Details

CCDI conducted a Current State Inclusivity Assessment (CSIA) for Kwantlen Polytechnic University (hereafter referred to as "KPU") using two different methods. The assessment is aimed to identify the current state and future needs of Equity, Diversity, and Inclusion (EDI) within the organization. Details of the assessment include the following:

» Diversity Census and Inclusion Survey (Diversity Meter) was conducted between March 3, 2021 and March 30, 2021.
  - ○ The survey was completed by 799 out of 1821[1] employees, providing a response rate of 43.9%[2].
» Five interviews were conducted in May 2021 to gain insights into EDI in relation to KPU's Canada Research Chair (CRC) Program, the general research climate at KPU, and the university overall.

Accomplishments

» Survey respondents in Finance & Admin and Information Technology units reported high (80-89%) agreement for the indicator that assessed perceptions that KPU is supportive in the maintenance of mental and physical well-being.
» Survey respondents who identified as LGB2SQ+ Persons[3], Straight White Able-Bodied Men, and Women[4] reported high (80-89%) agreement for the indicator assessing the perception that one's Superior[5] promotes a respectful workplace.
» Survey respondents in Excluded Administrator and BCGEU roles reported high (80-89%) agreement for the indicator assessing the perception that one's Superior promotes a respectful workplace.
» All five CRC interviewees reported that EDI has high importance for KPU's success.

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[1] A total of 1821 employees who met the following criteria as of February 26, 2021 were invited to complete the survey:
  - All Excluded Admin currently working at KPU
  - All BCGEU, including on-call auxiliary
  - All Faculty currently working, plus NR1 faculty who taught (had FTEs) in the past 12 months, even if they weren't working in Spring 2021
  - All (non-student) lab- and institute-based researchers not in the above categories

[2] The 799 survey respondents comprised of the following roles:
  - Faculty: 39.7%
  - Excluded: 18.6%
  - BCGEU: 42.8%
  - Researchers not in above: 1.1%

[3] LGB2SQ+, includes respondents of all gender identities (including Trans Persons) who identified as Lesbian, Gay, Bisexual, Two-spirit, Queer, Questioning, Asexual and Pansexual.

[4] Women included respondents who identified as a Cisgender Woman or a Trans Woman.

[5] 'Superior' refers to the person that an employee reports to.

Opportunities for Development

Triangulation of data from survey findings and CRC interviews has led to the identification of opportunities for improvement that should be considered to further develop a diverse, equitable, and inclusive workplace:

» Minimizing harassment and discrimination-related issues.
» Increasing comfort in seeking assistance to handle issues of harassment and discrimination, as well as trust in the conflict resolution management system.
» Provision of accommodation supports and flexible work options to meet individual needs.
» Ensuring equal advancement opportunities to employees regardless of personal characteristics.
» Ensuring transparency in advancement processes.
» Improving employees' perceptions of Superior and Senior Leader awareness and commitment towards EDI.

Next Steps

The following recommendations are derived from the assessment findings. They aim to identify the next steps to strengthen EDI at KPU. CCDI acknowledges that KPU may have already initiated some of the recommended actions based on insights gleaned during the assessment process. Further details of these recommendations are provided in the Key Takeaways and Next Steps section of the report.

The following next steps have been identified:

» Review training and communications of policies and practices related to harassment and/or discrimination.
  o Provide specialized training to Senior Leaders, Superiors, and all employees on identifying and reporting issues of harassment and discrimination.
  o Consider regular communication on conflict reporting system.
» Review training and communications of work flexibility and accommodation support policies and procedures.
  o Provide training to HR staff, Senior Leaders, and Superiors on handling requests for flexible work options and accommodations.
  o Provide training and clear communication to employees on how to request and access such supports.
» Review and revise practices and policies related to hiring and advancement at KPU.
  o Provide clear communications on advancement policies and practices.
» Develop and communicate EDI-related involvement of Senior Leaders.
  o Consider establishing EDI-related accountability metrics for Senior Leaders.

Key Takeaways and Next Steps

Key Takeaways and Next Steps

This section presents the key takeaways and next steps based on the findings of the following assessments:

» Diversity Census and Inclusion Survey (Diversity Meter)
» Canada Research Chair (CRC) Interviews

Diversity profile of KPU

CCDI applies generalizations of demographic representation at an organization when a survey response rate of ≥80.0% is achieved. As KPU received a survey response rate of 43.9%, generalizations of demographic representation cannot be deduced. As such, demographic findings are provided to indicate possible patterns of demographic representation that will need to be further investigated.

Overall Representation of Typically Underrepresented demographic groups at KPU.[6,7]

» No notable demographic findings with ≥10% differences between the KPU workforce and available benchmarks were found.
  o Indigenous Persons are slightly less represented at KPU than B.C. labour force data and CCDI benchmarks.
  o Women, Racialized[8] Persons, Persons with a Disability, and LGB2SQ+[9] Persons are more represented at KPU than B.C. labour force data and CCDI benchmarks.

Representation of Typically Underrepresented demographic groups across roles at KPU.[10]

» Survey respondents who identified as Women[11] are more represented in BCGEU Staff and Excluded Administrator roles and are less represented in Faculty roles.
» Survey respondents who identified as Racialized are more represented in BCGEU Staff role and are less represented in Excluded Administrator and Faculty roles.
» Survey respondents who identified as Persons with a Disability are less represented in Excluded Administrator roles.
» Survey respondents who identified as LGB2SQ+ are less represented in Excluded Administrator roles.
» There were fewer than 5 survey respondents who identified as Indigenous Persons in Excluded Administrator roles.

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[6] Typically Underrepresented demographic groups in the Canadian employment context include: Indigenous Persons, LGB2SQ+ Persons, Persons with a Disability, Racialized Persons, and Women, who due to structural/systemic barriers are generally underrepresented in the workplace and are more likely to feel less included. The KPU Diversity Census and Inclusion Survey (Diversity Meter) respondents include the following demographics:
- Women: 59.6%
- Racialized Persons: 33.3%
- Persons with a Disability: 20.7%
- LGB2SQ+ Persons: 12.8%
- Indigenous Persons: 1.8%

[7] Representation of Typically Underrepresented groups in this analysis refers to survey respondents who self-identified with the associated identities.

[8] Racialized Persons included respondents who identified as Asian, Black, Latin/Hispanic, Middle Eastern, and Mixed Race.

[9] LGB2SQ+, includes respondents of all gender identities (including Trans Persons) who identified as Lesbian, Gay, Bisexual, Two-spirit, Queer, Questioning, Asexual and Pansexual.

[10] Representation of Typically Underrepresented groups in this analysis refers to survey respondents who self-identified with the associated identities and roles.

[11] Women included respondents who identified as a Cisgender Woman or a Trans Woman.

» In BCGEU roles, survey respondents who identified as Racialized Persons are less represented in Full-time Regular roles than Full-time Temporary roles.
» In Faculty roles, survey respondents who identified as Racialized Persons, Persons with a Disability, and as LGB2SQ+ Persons are less represented in Full-time Regular roles than Part-time Regular roles.

Recommended Next Steps:
» Consider establishing specific career progression paths with quantifiable scores for promotions and/or advancement to minimize bias and increase transparency.
    o Ensure that career progression paths are communicated to employees.
» Consider establishing regular and transparent communication by Superiors and Senior Leaders about individual employee goals and achievement.
» Consider establishing a requirement for all talent decisions to involve one or more stakeholders from Typically Underrepresented groups (i.e., Indigenous Persons, LGB2SQ+ Persons, Persons with a Disability, Racialized Persons, and Women).
» Continuously assess and monitor the diversity profile of KPU to identify potential barriers and inequities for Typically Underrepresented groups (i.e., Racialized Persons, Indigenous Persons, Persons with a Disability, Women, and LGB2SQ+ Persons).

Inclusion climate

Overall inclusion climate at KPU.

» 6 out of 13 inclusion indicators received moderate[12] (70-79%) overall agreement[13] ratings.
» 8 out of 13 indicators received low[14] (60-69%) overall agreement ratings.
» 6 out of 13 indicators received very low[15] (≤59%) overall agreement ratings, which suggests that there is a need for KPU to review its current policies and practices aimed at fostering inclusion experiences of employees. These indicators assessed the following:
    o The perception that one's unique value is known and appreciated.
    o Sense of comfort in seeking assistance if experiencing or witnessing workplace harassment and/or discrimination.
    o The perception that KPU is supportive in maintaining well-being.
    o The perception of equal opportunity to advance regardless of age.
    o The perception that career paths are not impacted by time away from KPU for family care.

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[12] 'Moderate' refers to 70%-79% agreement.
[13] 'Agreement' refers to survey responses of "strongly agree" and "agree".
[14] 'Low' refers to 60%-69% agreement.
[15] 'Very low' refers to agreement that is under 59%. Though no 'high' and 'very high' overall agreement ratings were found for KPU, 'very high' refers to agreement greater than 90%, and 'high' refers to 80%-89% agreement.

- The perception that career paths are not impacted by time away from KPU for cultural or religious obligations.

Inclusion climate for Typically Underrepresented groups, intersectional identities, divisions, and roles.

- » Respondents who identified as Persons with a Disability reported the <u>lowest agreement</u> for 4 of the 5 baseline inclusion indicators out of the Typically Underrepresented groups.[16]
  - Persons with a Disability agreed the least with the indicator assessing perceptions of the organization being supportive in maintaining physical and mental well-being.
- » Employees in Faculty roles and employees in the Academic division reported the <u>lowest agreement</u> for the 5 baseline inclusion indicators.

Recommended Next Steps

- » Findings indicate that in an already low inclusion climate, attention should be paid to the inclusion of Persons with a Disability, Racialized Persons, and LGB2SQ+ Persons.
  - Attention should also be paid to employees in the Academic division and employees in Faculty roles.

Harassment and discrimination.

- » <u>Survey findings</u> show the indicator that assessed sense of comfort in seeking assistance if experiencing or witnessing workplace harassment and/or discrimination received very low (≤59%) overall agreement among respondents.
  - Out of Typically Underrepresented groups, Persons with a Disability and LGB2SQ+ Persons reported the <u>lowest agreement</u> for this indicator.
  - Out of KPU's roles, respondents in Faculty roles reported the <u>lowest agreement</u> for this indicator.
- » <u>Written feedback</u> received on the survey details experiences of harassment, discrimination, and bullying.
- » Findings from <u>CRC interviews</u> also indicate perceptions of harassment and discrimination issues at KPU. Issues identified by interviewees include microaggressions, discrimination, and bullying.

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[16] 5 key inclusion indicators captured perceptions and feelings of inclusion for the following: 1. KPU commitment to and support of diversity, 2. Being treated fairly and with respect at KPU, 3. One's unique value is known and appreciated at KPU, 4. Feeling included at KPU, and 5. Sense of support in maintaining one's physical and mental well-being.

Recommended Next Steps:

» Findings indicate a need to strengthen employee confidence and trust in reporting issues of harassment and discrimination at KPU.
  o Particular attention can be paid to Persons with a Disability, LGB2SQ+ Persons, and Racialized Persons. In addition, attention can be paid to employees in Faculty roles.
» Consider reviewing communications of how reports are handled (i.e., who reviews reports and the review process).
» Provide training to Senior Leaders, Superiors, and employees on identifying issues of harassment and discrimination and how to report these issues through KPU's conflict resolution system.
  o Consider providing examples (e.g., case studies) of how reports are issued and handled, as well as potential outcomes.
» Consider establishing a third-party reporting tool to provide a safe space for employees to report harassment and discrimination-related issues.

Work-flexibility and accommodation supports.

» The survey found low overall agreement (60-69%) for the inclusion indicator that assessed the provision of flexible work options.
» The survey found that out of Typically Underrepresented groups, respondents who identified as Persons with Disabilities reported the lowest agreement with 3 inclusion indicators that assessed perceptions that career paths are not impacted by taking time away from work for health needs, cultural and religious obligations, and family care.
  o Out of KPU's roles, respondents in Faculty roles reported the lowest agreement for these 3 inclusion indicators.
  o Persons with a Mental Health Disability reported low (60-69%) and very low (≤59%) agreement for 2 inclusion indicators that assessed the provision of flexible work options at KPU and taking time away from work for health needs.
» Written feedback indicated that Persons with Dependants experience issues in accessing flexible work options and accommodation supports.
» CRC interviewees reported that heavy teaching workloads leave little time to engage in research activities.

Recommended Next Steps:

» Consider conducting confidential focus groups that seek to develop a deeper understanding of employees' perceptions and experiences of accessibility, accommodations, work-life flexibility, and mental health.
» Consider reviewing policies and practices related to the provision of accommodation and work flexibility supports with a focus on availability and accessibility of supports.
  o Consider continuous communication of these policies to increase comfort in requesting flexible work options and accommodation supports.

» Consider providing specialized training to Senior Leaders and Superiors to increase awareness and understanding of different forms of disabilities (including mental health), dependant care, and the available supports that may be provided.

Fairness in advancement opportunities.

» The survey found very low (≤59%) overall agreement for the inclusion indicator that assessed employees' perceptions of having equal opportunity to advance regardless of age.

» The survey found low (60-69%) overall agreement for the inclusion indicators that assessed employees' perceptions of having equal opportunity to advance regardless of gender/gender identity and race/ethnicity.

» Analysis of 6 indicators relating to fairness indicates that particular attention should be paid to Women (Women with Dependants and Racialized Women), LGB2SQ+ Persons, and employees who identify as Agnostic or as following non-Christian religions.
  o Survey respondents in Faculty roles reported the lowest agreement for the 6 indicators relating to fairness

» CRC interviewees rated fairness at KPU as 7.25 out of 10.

Recommended Next Steps:

» If not already present, consider defining clear and structured career progression paths for each role.
  o Establish a comprehensive performance review system with quantifiable criteria for performance evaluation to minimize any potential biases and increase transparency.

» Communicate career progression plans (and/or communicate that certain roles have limited advancement opportunities) to improve the visibility of career path trajectories.
  o Particular attention can be paid to career path trajectories of Faculty roles.

» Consider establishing regular and transparent communication about individual employee goals and achievements.

» Consider establishing a requirement for all talent decisions to involve one or more stakeholders from Typically Underrepresented groups (i.e., Indigenous Persons, LGB2SQ+ Persons, Persons with a Disability, Racialized Persons, and Women).

» Consider conducting confidential focus groups to gain a deeper understanding of employees' perceptions on fairness and barriers to advancement.

Commitment and support of EDI by Superiors and Senior Leaders.

» The survey found moderate (70-79%) overall agreement for the perception that one's Superior is promoting a respectful and inclusive workplace.
  o Out of Typically Underrepresented groups, respondents who identified as Persons with a Disability reported the lowest agreement for this indicator.
  o Out of KPU's roles, respondents in Faculty roles reported the lowest agreement for this indicator.

- » However, the survey found <u>low</u> (60-69%) overall agreement for the perception that Senior Leaders are aware and committed to EDI.
  - o Out of Typically Underrepresented groups, respondents who identified as Persons with a Disability and LGB2SQ+ Persons reported the <u>lowest agreement</u> for this indicator.
  - o Out of KPU's roles, respondents in Faculty roles reported the <u>lowest agreement</u> for this indicator.
- » Findings from <u>CRC interviews</u> indicate that interviewees believe EDI is important for the success of KPU.

Recommended Next Steps:

- » Develop involvement and accountability of Superiors and Senior Leaders for EDI at KPU.
  - o Establish EDI accountability metrics for Superiors and Senior leaders.
  - o Continue to provide ongoing EDI-related learning and training opportunities for Superiors and Senior Leaders.
- » Consider providing clear and consistent communication to employees on Senior Leader involvement in EDI-related initiatives at KPU.

Strengthening Relations and Inclusion of Indigenous Communities

- » <u>Written feedback</u> from the survey indicated a desire to strengthen relations with Indigenous communities and the inclusion of Indigenous Persons at KPU.
- » <u>CRC interviewees</u> noted low awareness of non-Western (e.g., Indigenous) forms of knowledge at KPU.

Recommended Next Steps:

- » Continue to collect data on the inclusion of Indigenous Persons at KPU and how relations with Indigenous communities can be strengthened.
- » Continue developing relations with local Indigenous communities.

Diversity Census and Inclusion Survey

Data collection

Diversity Census and Inclusion Survey

KPU invited employees to participate in the Diversity Census and Inclusion Survey that was launched on March 3, 2021 and ran until March 30, 2021.

Response rate

Of 1821 employees[17] invited to complete the survey, 799 respondents[18] completed the survey, providing a completion rate of 43.9%.[19] Demographic data of respondents is provided in the Appendix.

Written feedback

In total, the survey received 203 written comments[20] from the 799 respondents.

Of this total:

- » 144 were provided as general comments.
- » 30 were provided as comments to the question of *why respondents would not request accommodations for a disability.*
- » 29 were provided as comments to the question of *why respondents would not request accommodations for dependant care.*

Analytical approach

CCDI applied an exploratory analytical approach to identify issues and gaps that may require further investigating. The Diversity Census and Inclusion Survey captured data on workplace and personal demographics of employees and their inclusion experiences for 20 dimensions of inclusion in the workplace. The range of survey questions provided the opportunity to apply between-group and group-to-overall demographic and inclusion comparisons that aim to provide different dimensions of understanding and insights into the inclusion climate at KPU.

Workplace demographic comparisons included examining role (i.e., Faculty Member, Excluded Administrator, and BCGEU Staff), employment status, primary unit, admin division, and admin category. Workplace demographic comparisons provided an equity lens in assessing issues and gaps experienced by those with varying decision-making/influence capabilities at the organization.

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[17] A total of 1821 employees who met the following criteria as of February 26, 2021 were invited to complete the survey:
- All Excluded Admin currently working at KPU
- All BCGEU, including on-call auxiliary
- All Faculty currently working, plus NR1 faculty who taught (had FTEs) in the past 12 months, even if they weren't working in Spring 2021
- All (non-student) lab- and institute-based researchers not in the above categories

[18] The 799 respondents comprised of the following:
- Faculty: 39.7%
- Excluded: 18.6%
- BCGEU: 42.8%
- Researchers not in above: 1.1%

[19] CCDI uses an industry standard of 80% response rate to gauge demographic data results as indicative of trends throughout the workforce. Please note that a response rate of 43.9% may not accurately reflect the demographics and views of the entire workforce. As such, CCDI cannot confidently infer generalizations that are solely focused on demographic representations.

[20] Any 'Prefer not to answer' responses were removed from that total.

Personal demographic comparisons included examining Typically Underrepresented groups in employment contexts (i.e., Persons with a Disability, Indigenous Persons, LGB2SQ+ Persons, Racialized Persons, and Women). Personal demographic comparisons also provided an equity lens to assess which groups may be experiencing employment advantages and disadvantages.

Written comments that were provided by survey respondents were grouped together by general themes. A theme was developed when 2 or more comments focused on similar subject matter. See Table 2 for further details on the general themes that were developed and the number of corresponding written comments within each theme. Written feedback is provided in the report in order to further contextualize quantitative findings. The written comments presented in the report were selected with the aim to comprehensively represent the perceptions that emerged in the written feedback.

Representation of demographic groups

Please note, CCDI applies generalizations of demographic representation at an organization when a survey response rate of ≥80.0% is achieved. When the response rate is lower than 80.0%, the possibility of survey response bias increases, which may confound accuracy of the data. As KPU received a survey response rate of 43.9%, generalizations of demographic representation cannot be confidently deduced. As such, the below demographic findings are provided to indicate possible patterns of demographic representation that will need to be further investigated.

Representation of Typically Underrepresented demographic groups[21] in the Canadian employment context

Table 1 below summarizes the percentage representation of survey respondents[22] who identified as Women, Racialized Persons[23], Indigenous Persons, Persons with a Disability, and LGB2SQ+ Persons[24]. Differences in these groups' representations (compared to available benchmarks) are provided.

Key findings from this table include:

- » Survey respondents who identified as Women were more represented at KPU by 11.4% compared to the B.C. workforce population data.
- » Survey respondents who identified as Racialized Persons were more represented at KPU by 8.5% and 6.0% compared to the B.C. workforce population data and CCDI benchmarks, respectively.
- » Survey respondents who identified as Indigenous Persons were less represented at KPU by 3.9% and 1.4% compared to the B.C. workforce population data and CCDI benchmarks, respectively.
- » Survey respondents who identified as Persons with a Disability were more represented at KPU by 9.9% and 7.9% compared to the B.C. workforce population data and CCDI benchmarks, respectively.
- » Survey respondents who identified as LGB2SQ+ Persons were more represented at KPU by 7.7% and 6.8% compared to Canadian labour force data and CCDI benchmarks, respectively.

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[21] Typically underrepresented demographic groups in the Canadian employment context include: Indigenous Persons, LGB2SQ+ Persons, Persons with a Disability, Racialized Persons, and Women, who due to structural/systemic barriers are generally underrepresented in the workplace and are more likely to feel less included.

[22] The overall workforce representation data for these groups is derived from the survey data collected for 799 Respondents and is not derived from the workforce population of 1821 members.

[23] Racialized Persons included respondents who identified as Asian, Black, Latin/Hispanic, Middle Eastern, and Mixed Race.

[24] Survey respondents who identified as LGB2SQ+ Persons identified as Lesbian, Gay, Bisexual, Two-spirit, Queer, Questioning or Asexual. A separate survey question on Gender Identity captured respondents' self-identification as Cisgender Woman, Cisgender Man, Non-binary, Gender-fluid, Gender Non-Conforming, or Gender Queer, Two-spirit, Trans Woman, or Trans Man.

	Demographic group[25]				
Representation	**Women**	**Racialized Persons[26]**	**Indigenous Persons**	**Persons with a Disability**	**LGB2SQ+ Persons**
The KPU workforce[27]	59.7%	33.3%	1.8%	20.7%	12.8%
B.C. workforce population[28]	48.3%	24.8%	5.7%	10.8%[29]	5.1%[30]
Difference	+11.4%	+8.5%	-3.9%	+9.9%	+7.7%
CCDI Diversity Meter Benchmarks[31]	59.4%	27.3%	3.2%	12.8%	6.0%
Difference	+0.3%	+6.0%	-1.4%	+7.9%	+6.8%

Table 1: Comparison of the representation of Typically Underrepresented demographic groups in KPU workforce with available benchmarks

[25] Demographic groups shown in this analysis are members of Typically Underrepresented groups, who include: Women, Racialized Persons, Indigenous Persons, Persons with a Disability, and LGB2sQ+ Persons, who due to structural/systemic barriers are generally underrepresented in the workplace and are more likely to feel less included.

[26] Racialized Persons include respondents who identified as Asian, Black, Latin/Hispanic, Middle Eastern, and Mixed Race.

[27] The KPU workforce demographic representations for the noted groups are determined by calculating the percentage of respondents who selected 'Yes' for the corresponding demographic question, out of the total respondent pool (i.e. 799 respondents) and includes 'Prefer Not to Answer' (PNTA) responses. Please note that Statistics Canada addresses non-responses to census questions by applying an imputation method which involves substituting missing, invalid or inconsistent elements with plausible values in order to obtain a full dataset. For more information see, Statistics Canada, "Guide to the Census of Population, 2016, Chapter 10 – Data quality assessment," January 3, 2019, https://www12.statcan.gc.ca/census-recensement/2016/ref/98-304/chap10-eng.cfm#a2 (accessed July 30, 2019).

[28] B.C. workforce population data on Women, Racialized Persons, and Indigenous Persons is retrieved from the 2016 Canadian census. This data is presented in the Government of Canada (2019) database titled "Canadian citizen workforce population showing representation by Employment Equity Occupational Groups and National Occupational Classification unit groups for women, Aboriginal peoples and visible minorities, 2016 Census". The Employment Equity Act (1995) defines the 'Canadian workforce' as "all persons in Canada of working age who are willing and able to work."

[29] This statistic presents the workforce population data of persons with a disability in British Columbia, adjusted to jobs in the B.C. Public Service sector. This data is derived from the 2016 Canadian census and 2017 Canadian survey on disability, and it provides the best publicly available statistic on the workforce population of persons with a disability in B.C. The Employment Equity Act (1995) defines the 'Canadian workforce' as "all persons in Canada of working age who are willing and able to work."

[30] This statistic is an estimation of the incidence of LGBTQ2+ Persons who are 18+ years old in Canada. While it is not specific to the labour force, it is the best available comparator. CROP. "The values, needs and realities of LGBT people in Canada in 2017." *Foundation Jasmin Roy*, 2017. https://issuu.com/philippeperreault9/docs/8927_rapport-sondage-lgbt-en/8 (accessed February 15, 2019). CCDI uses this benchmarking statistic because Statistics Canada currently only captures data for individuals who identify as being in same-sex relationships and identify as gay, lesbian or bisexual. It also includes people who identify as Transgender, while our demographic, LGB2sQ+, includes respondents of all gender identities (including Trans Persons) who also identify as Lesbian, Gay, Bisexual, Two-spirit, Queer, Questioning, Asexual and Pansexual. This statistic is the best comparator available. Please note there is no benchmark available specifically for the Northwest Territories for this group.

[31] CCDI's benchmark data are compiled from organizations that surveyed with CCDI from 2014-2020. In total, 60 organizations are included in this dataset, with 132, 728 survey respondents. The benchmark statistics represent averages of responses.

Representation of Typically Underrepresented demographic groups across roles and employment status

Figure 1 below provides the representation of Typically Underrepresented groups across roles at KPU. The representation of Typically Underrepresented groups has also been compared with that of Straight White Able-Bodied Men, which is typically the comparator group in Canadian employment contexts.[32]

Figure 1 illustrates the following:
- » Survey respondents who identified as Women are more represented in BCGEU Staff and Excluded Administrator roles and are less represented in Faculty roles.
- » Survey respondents who identified as Racialized are more represented in BCGEU Staff roles and less represented in Excluded Administrator and Faculty roles.
- » Survey respondents who identified as Persons with a Disability are less represented in Excluded Administrator roles.
- » Survey respondents who identified as LGB2SQ+ are less represented in Excluded Administrator roles.
- » There were fewer than five survey respondents who identified as Indigenous Persons in Excluded Administrator roles.

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[32] Straight White Able-Bodied Men are considered an advantaged demographic group in Canadian workplace contexts due to their higher representation in decision making and/or senior roles within workplaces. As such, this identity group is included in analysis for comparison purposes. Respondents who identified as White, able-bodied, heterosexual, and cis-gender men were included.
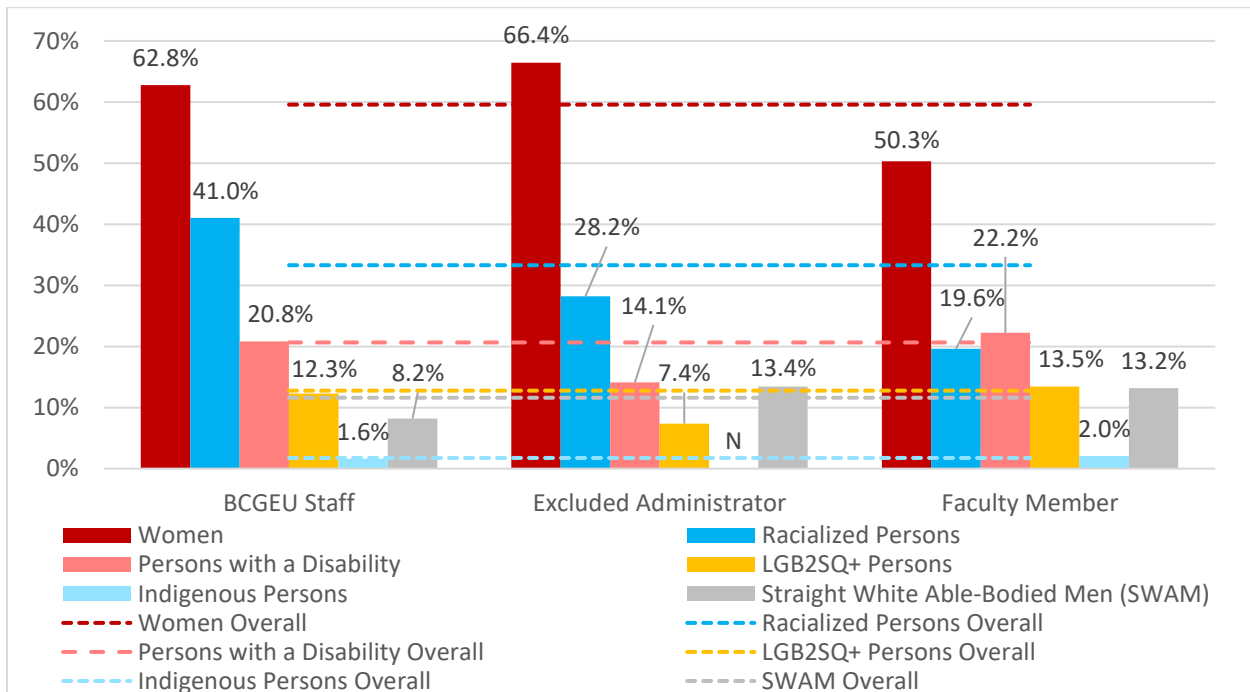
Figure 1: Representation of Typically Underrepresented demographic groups across roles at KPU

Representation of Typically Underrepresented groups across employment statuses

Figure 2 below provides the representation of Typically Underrepresented groups across employment statuses[33] at KPU. The representation of Typically Underrepresented groups has also been compared with that of Straight White Able-Bodied Men[34], which is typically the comparator group in Canadian employment contexts.

Figure 2 illustrates the following:

» Survey respondents who identified as Women are more represented in Sessional Faculty[35] roles than their overall representation in the organization.

» Survey respondents who identified as Racialized are more represented in Part-time temporary roles than their overall representation in the organization. Fewer than 5 respondents who identified as Racialized are in Full-time Temporary roles.

» Survey respondents who identified as LGB2SQ+ are more represented in Full-time Temporary and Part-time Regular roles than their overall representation in the organization. Fewer than 5 respondents who identified as LGB2SQ+ are in Sessional Faculty and Part-time Temporary roles.

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[33] This figure provides the representation of Typically Underrepresented groups across employment statuses in all types of roles.

[34] Straight White Able-Bodied Men are considered an advantaged demographic group in Canadian workplace contexts. As such, this identity group is included in analysis for comparison purposes. Respondents who identified as White, able-bodied, heterosexual and cis-gender men were included.

[35] Sessional Faculty includes NR1 Contract employees.

- » Survey respondents who identified as Persons with a Disability are more represented in Sessional Faculty and Part-time Temporary roles than their overall representation in the organization.
- » Fewer than 5 respondents who identified as Indigenous are in Sessional Faculty, Full-time Temporary, and Part-time Regular roles.
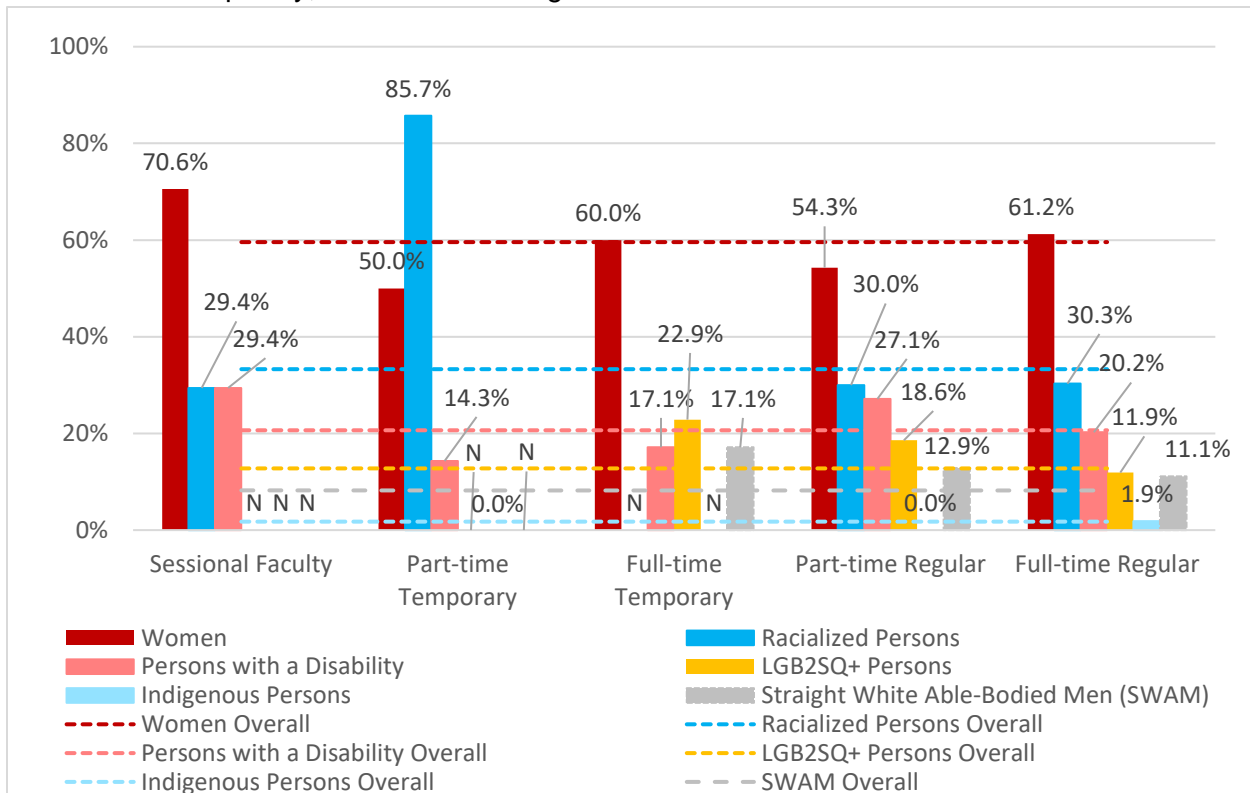
Figure 2: Representation of Typically Underrepresented groups across employment statuses

Figure 3 below provides the representation of Typically Underrepresented groups in Full-time Regular employment at KPU in BCGEU roles[36]. The representation of Typically Underrepresented groups has also been compared with that of Straight White Able-Bodied Men[37], which is typically the comparator group in Canadian employment contexts.

Figure 3 illustrates the following:
- » Survey respondents who identified as Racialized Persons are less represented in Full-time Regular BCGEU roles than Full-time Temporary BCGEU roles.

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[36] Part-time Temporary employment status was excluded from this figure as only 1 to 4 respondents identified themselves as being employed in Part-time Temporary BCGEU roles.

[37] Straight White Able-Bodied Men are considered an advantaged demographic group in Canadian workplace contexts. As such, this identity group is included in analysis for comparison purposes. Respondents who identified as White, able-bodied, heterosexual and cis-gender men were included.

» Fewer than 5 respondents who identified as Indigenous are in Full-time Temporary BCGEU and Full-time Regular BCGEU roles.
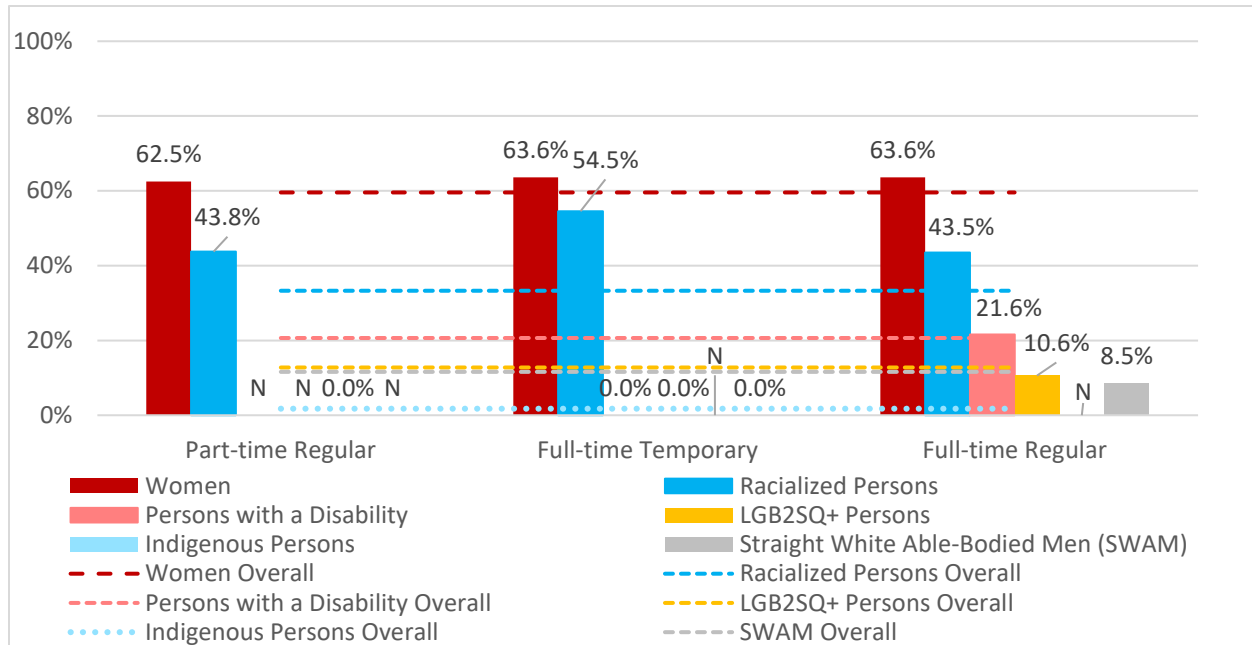
Figure 3: Representation of Typically Underrepresented groups in Full-time Regular BCGEU Roles

Figure 4 below provides the representation of Typically Underrepresented groups in Part-time Temporary, Full-time Temporary, Sessional Faculty, Part-time Regular and Full-time Regular employment in Faculty roles at KPU. The representation of Typically Underrepresented groups has also been compared with that of Straight White Able-Bodied Men[38], which is typically the comparator group in Canadian employment contexts.

Figure 4 illustrates the following:
» Survey respondents who identified as Racialized Persons, Persons with a Disability, LGB2SQ+ Persons, and Straight White Able-Bodied Men are less represented in Full-time Regular Faculty roles than Part-time Regular Faculty Roles.
» Fewer than 5 respondents who identified as Indigenous are in Full-time Regular Faculty roles.

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[38] Straight White Able-Bodied Men are considered an advantaged demographic group in Canadian workplace contexts. As such, this identity group is included in analysis for comparison purposes. Respondents who identified as White, able-bodied, heterosexual and cis-gender men were included.
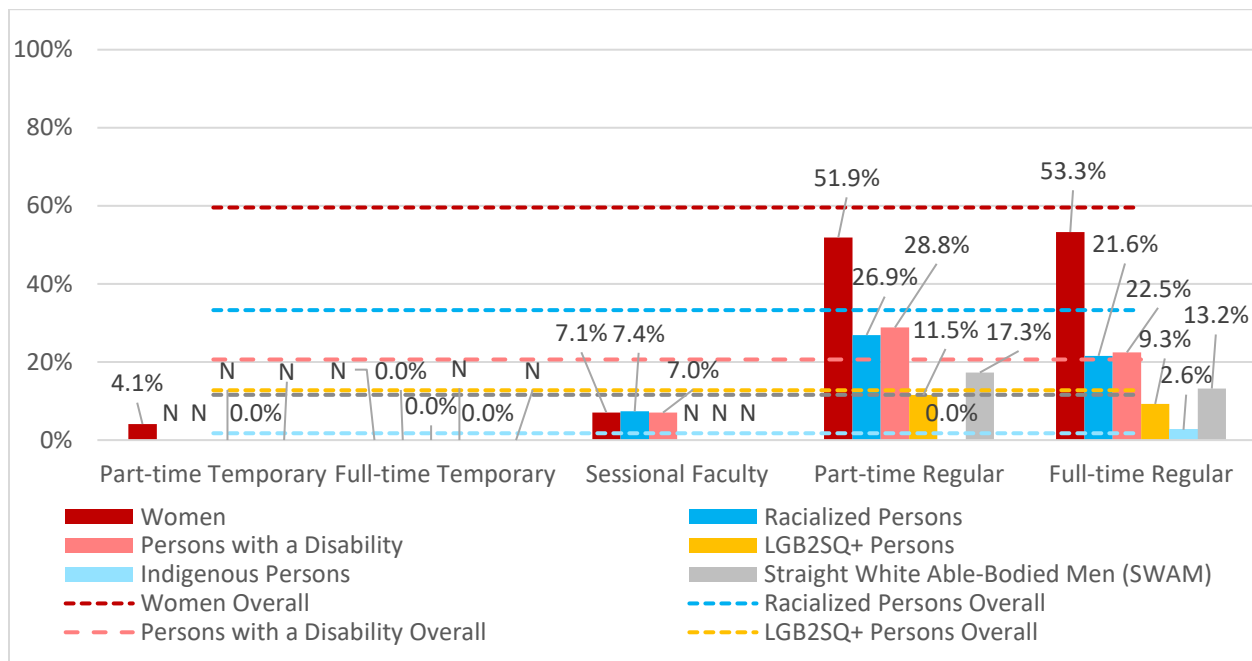
Figure 4: Representation of Typically Underrepresented groups in Part-time Regular and Full-time Regular Roles in Faculty Roles

Written feedback[39] support quantitative findings

Respondents' written feedback indicated a perceived lack of diversity in senior roles of the organization. Examples of this feedback include:

» *"How many people of a diverse background currently hold a senior administrative position at KPU? Until this picture changes dramatically I will remain skeptical about whether KPU is serious about diversity, inclusion, and equal opportunity. I am strong believer on leading change by example."*

» *"KPU's executive should be more reflective of the diversity of KPU as a whole. While I [PII[40]] have not faced discrimination or been held back from advancing at KPU based on my identity, I do have the privilege of seeing many aspects of my identity reflected in the makeup of KPU's executive team. I can't imagine that many of my BIPOC colleagues can say the same."*

» *"Using "tokenism" such as one woman minority in high position- then flagging it as "look, we are very diverse" is not truly being diverse."*

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[39] Comments are reported verbatim as provided by respondents. However, potentially identifying information has been removed.
[40] PII refers to Potentially Identifying Information

Respondents identified a perceived need for greater diversity among employees to reflect the diversity of the community and student body more closely. Examples of this feedback include:

» *"If KPU is serious about diversity and inclusion maybe it should be reflected in their hiring practise of faculty. From my experience, I have seen a predominantly white faculty at KPU teaching a student body which is overwhelmingly BIPOC. What message does this send to students? What does this say about KPU's commitment to diversity and inclusion? What message does this send about how serious KPU takes REPRESENTATION."*

» *"Sometimes I feel working on the [PII] campus is like stepping into the 1950s. Our student population is very diverse, but no where is that reflected by the instructors, who are predominantly older, white males. This environment is NOT diverse, nor is it reflective of industry."*

» *"I am a white [PII] and I am frustrated by KPU's inability to prioritize more diversity in its hiring. We NEED our faculty and senior leaders to better reflect the diversity of our students and the communities we serve."*

» *"Given the diversity among the students at KPU and the diversity of the cities where KPU campuses are located, it constantly surprises me how anglo, white Euro-Canadian the faculty is. Other universities in much less diverse cities have much more diverse faculties. I don't think the situation serves our students very well and it seems to contribute to the culture of conformity at KPU - which doesn't serve our students very well either."*

The Inclusion Climate at KPU

The Diversity Census and Inclusion Survey asked respondents 20 inclusion questions relating to topics such as feeling included, support for wellness, fairness, work flexibility and accommodation support, harassment and discrimination, and Superior[41]/Senior Leaders behaviours.

Respondents were asked to indicate their agreement with each inclusion question on a Likert-type scale that ranged from "strongly agree" to "strongly disagree". The term "Agree" refers to the selection of "strongly agree" and "agree" response options. The term "Neutral" refers to the selection of "slightly agree" and "slightly disagree" response options and the term "Disagree" refers to the selection of "disagree" and "strongly disagree" response options. These questions serve as indicators to assess the inclusion climate at KPU.

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[41] 'Superior' refers to the individual that the survey respondents report to.

Moderate overall agreement for 6 of 20 indicators

Figure 5 illustrates the indicators that respondents reported moderate (70-79%) overall agreement[42] with. There was moderate overall agreement for 6 of 20 inclusion indicators. It is noteworthy that there is a higher percentage of 'Neutral' responses than 'Disagree' responses for each of the indicators. These 6 indicators assessed:

- » The perception that the person that one reports to promotes a respectful and inclusive workplace.
- » The perception of being treated fairly and with respect.
- » The perception of equal opportunity to advance regardless of religious background.
- » The perception of equal opportunity to advance regardless of family status.
- » The perception of equal opportunity to advance regardless of sexual orientation.
- » The perception of intolerance of inappropriate comments or jokes.
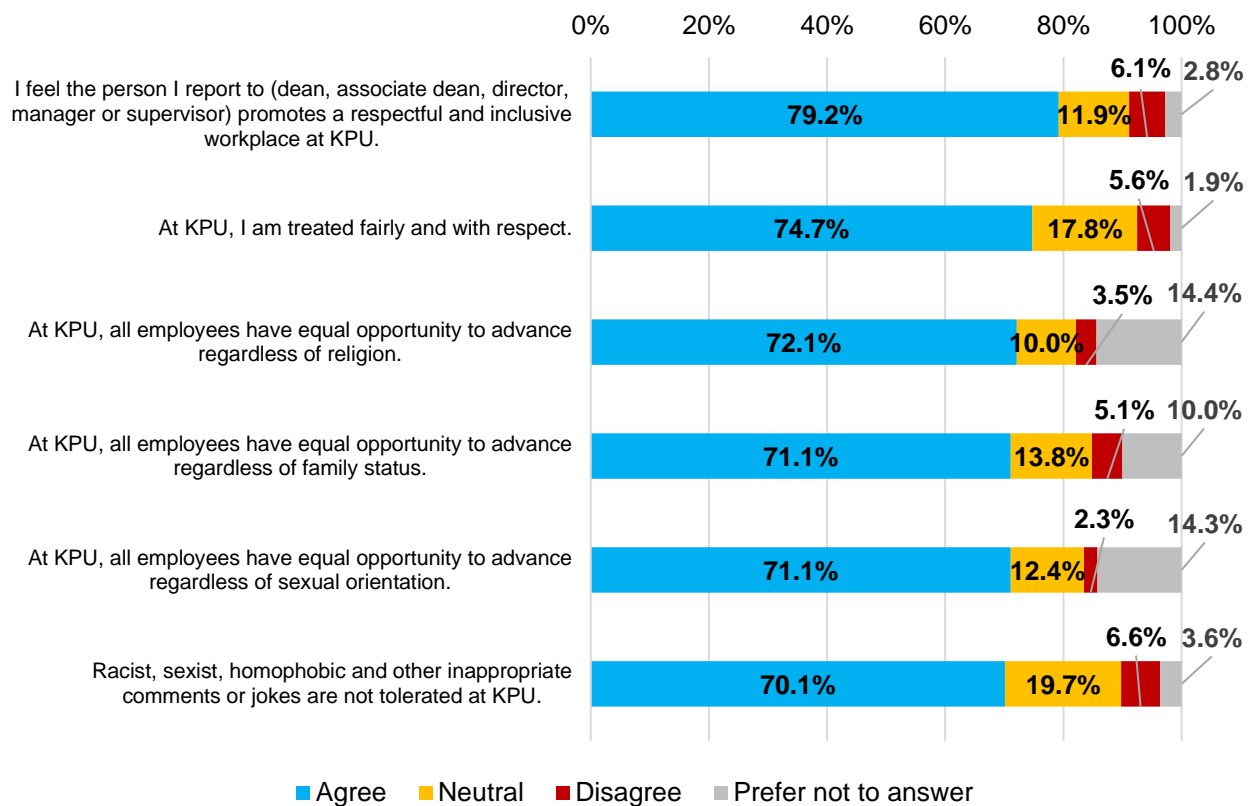
Figure 5: Inclusion indicators with moderate overall agreement ratings

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[42] "Moderate" agreement refers to 70% to 79% agreement. CCDI's ranking system considers "moderate" scores as indication that the organization should consider reviewing current policies, procedures and practices to determine areas of improvement.

Low overall agreement for 8 of 20 indicators

Figure 6 illustrates the indicators that respondents reported low (60-69%) overall agreement[43] with. There was low overall agreement for 8 of 20 inclusion indicators. It is noteworthy that there is a higher percentage of 'Neutral' responses than 'Disagree' responses for each of the indicators. These 8 indicators assessed:

» The perception that KPU is committed to and supportive of diversity.
» Respondent's sense of inclusion.
» The perception that the organization provides flexible work options.
» The perception of equal opportunity to advance regardless of gender/gender identity.
» The perception that Senior Leaders are committed to a respectful and inclusive workplace.
» The perception of equal opportunity to advance regardless of race/ethnicity.
» The perception that career paths are not impacted by the time away from KPU for health needs.
» The perception that Senior Leaders are aware of issues related to Diversity and Inclusion.

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[43] "Low" refers to 60%-69% agreement. CCDI's ranking system considers "low" agreement scores as indication that developing/ evaluating policies and practices may be required.

Figure 6: Inclusion indicators with low overall agreement

The chart displays the following inclusion indicators:

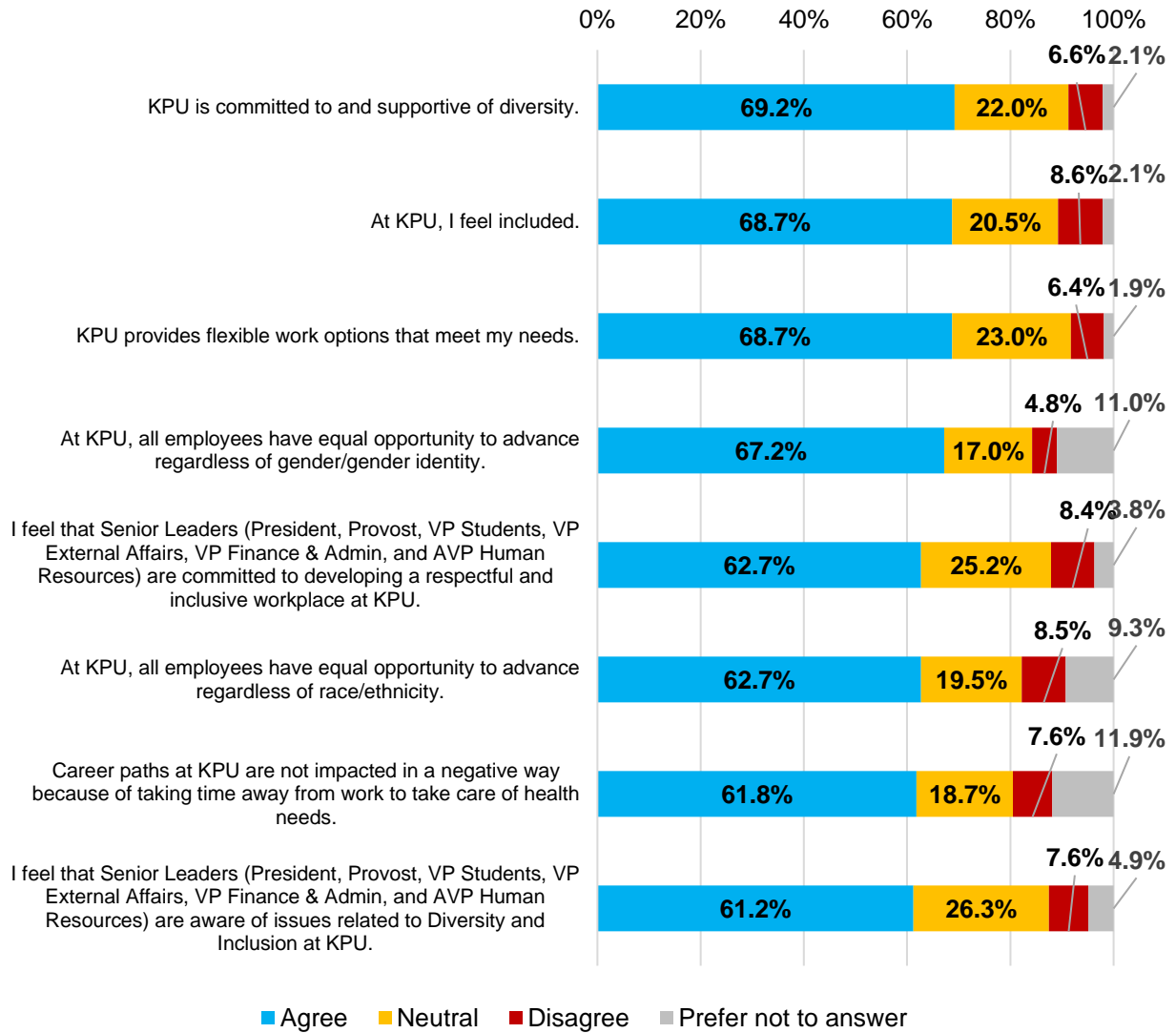| Statement	Agree	Neutral	Disagree	Prefer not to answer
KPU is committed to and supportive of diversity.	69.2%	22.0%	6.6%	2.1%
At KPU, I feel included.	68.7%	20.5%	8.6%	2.1%
KPU provides flexible work options that meet my needs.	68.7%	23.0%	6.4%	1.9%
At KPU, all employees have equal opportunity to advance regardless of gender/gender identity.	67.2%	17.0%	4.8%	11.0%
I feel that Senior Leaders (President, Provost, VP Students, VP External Affairs, VP Finance & Admin, and AVP Human Resources) are committed to developing a respectful and inclusive workplace at KPU.	62.7%	25.2%	8.4%	3.8%
At KPU, all employees have equal opportunity to advance regardless of race/ethnicity.	62.7%	19.5%	8.5%	9.3%
Career paths at KPU are not impacted in a negative way because of taking time away from work to take care of health needs.	61.8%	18.7%	7.6%	11.9%
I feel that Senior Leaders (President, Provost, VP Students, VP External Affairs, VP Finance & Admin, and AVP Human Resources) are aware of issues related to Diversity and Inclusion at KPU.	61.2%	26.3%	7.6%	4.9%

■ Agree ■ Neutral ■ Disagree ■ Prefer not to answer

Very low overall agreement for 6 of 20 indicators

Figure 7 presents the indicators that respondents reported very low (≤59%) agreement with[44]. There was very low agreement with 6 of the 20 inclusion indicators. It is noteworthy that there is a higher percentage of 'Neutral' responses than 'Disagree' responses for each of the indicators. These 6 indicators assessed:

> » The perception that one's unique value is known and appreciated.
> » Sense of comfort in seeking assistance if experiencing or witnessing workplace harassment and/or discrimination.
> » The perception that KPU is supportive in maintaining well-being.
> » The perception of equal opportunity to advance regardless of age.
> » The perception that career paths are not impacted by time away from KPU for family care.
> » The perception that career paths are not impacted by time away from KPU for cultural or religious obligations.
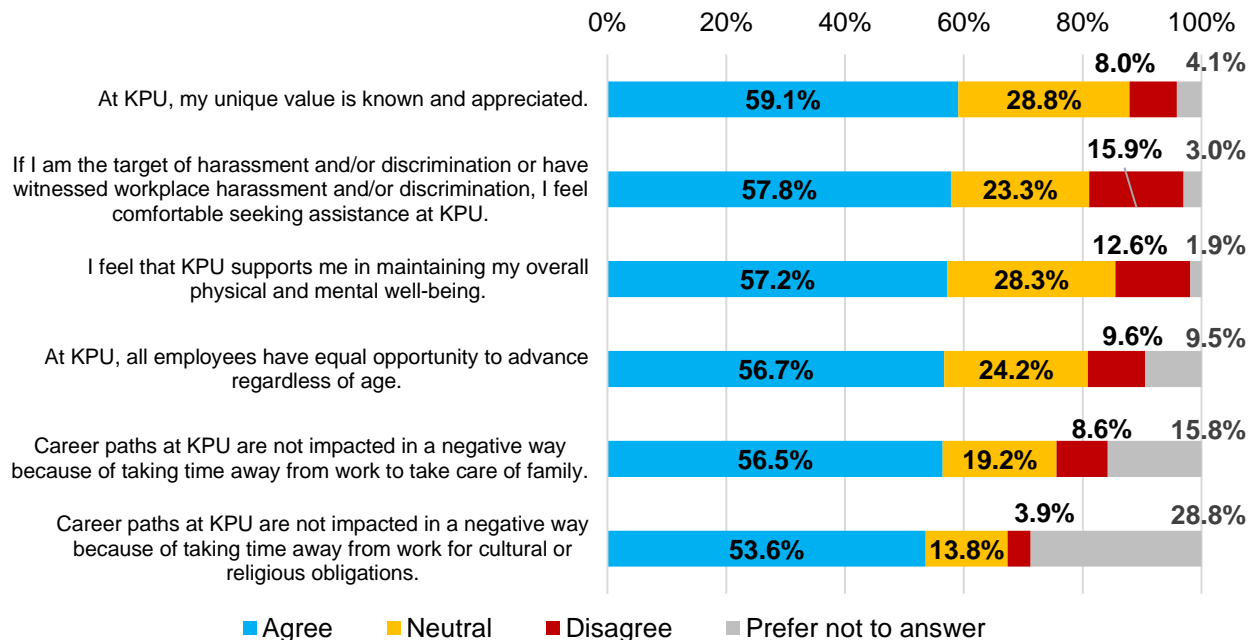
Figure 7: Inclusion indicators with very low agreement

Takeaway: Taken together, the low agreement rates linked to comfort in seeking assistance for harassment and/or discrimination and the perception that requesting time away will negatively impact careers suggest there may be issues related to psychological safety[45] at KPU. Findings also suggest that there may be issues related to equity, well-being, and belonging at KPU.

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[44] "Very low" refers to ≤59% agreement. CCDI's ranking system considers "very low" agreement scores as indication that developing/ evaluating policies, procedures and practices may be required.

[45] A sense of psychological safety in the workplace is a foundational element of inclusion. Psychological safety refers to feeling safe in being oneself, contributing, advocating for oneself in the workplace, and reporting harassment and/or discrimination.

Inclusion agreement ratings across Typically Underrepresented groups and intersectional identities

Figure 8 presents the agreement ratings for the five baseline inclusion indicators[46] among Typically Underrepresented groups (i.e., in Canadian workplace contexts, these groups include Women, LGB2SQ+ Persons, Racialized Persons, and Persons with a Disability[47]). The figure also provides the agreement ratings for a comparator group, Straight White Able-Bodied Men, as this group is considered a majority group in the Canadian workplace context.[48]

Key findings from this figure include:

» Survey respondents who identified as Persons with a Disability reported the lowest agreement for 4 of the 5 baseline inclusion indicators.
  o The indicator that Persons with a Disability agreed the least with assessed the sense of support from KPU in maintaining well-being.
» Survey respondents who identified as LGB2SQ+ Persons reported the lowest agreement for the indicator that assessed the perception that KPU is committed to and supportive of diversity.
» Straight White Able-Bodied Men reported the highest agreement for 4 of the 5 indicators.
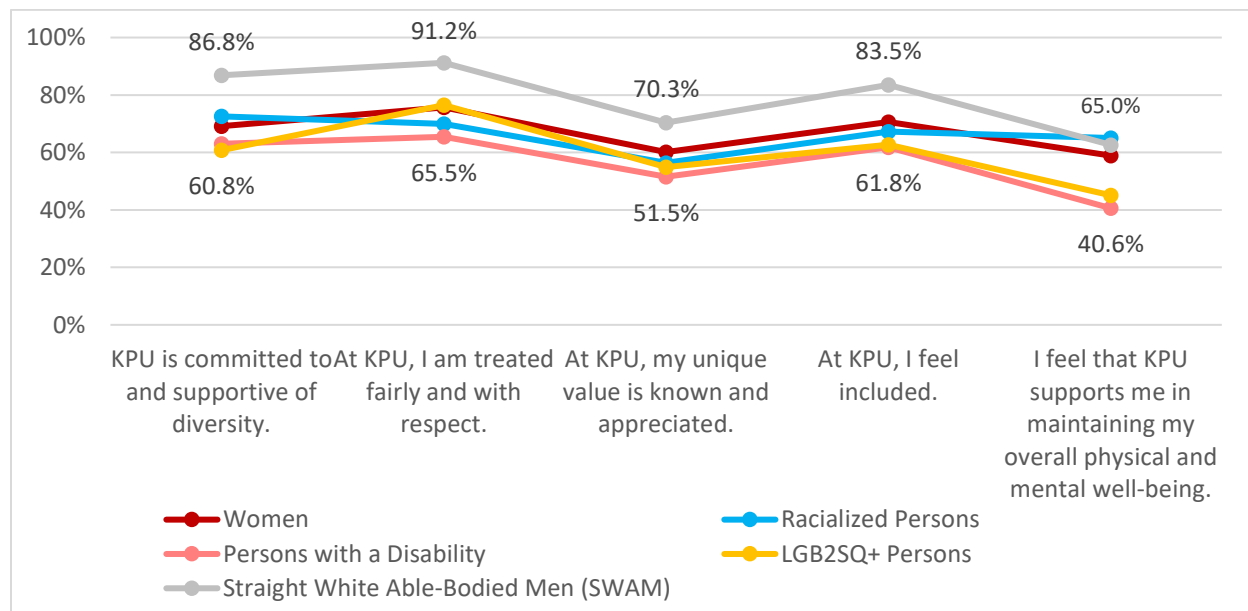
Figure 8: Inclusion indicators for Typically Underrepresented groups in the workplace

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[46] 5 baseline inclusion indicators captured perceptions and feelings of inclusion for the following: 1. KPU commitment and support for diversity, 2. Being treated fairly and with respect at KPU, 3. One's unique value is known and appreciated at KPU, 4. Feeling included at KPU, and 5. Support from KPU in maintaining one's physical and mental well-being.

[47] Indigenous Persons are also considered a Typically Underrepresented group. However, fewer than 20 respondents and fewer than 5% of the respondent pool identified as Indigenous. Therefore, Indigenous Persons are not included in comparative analysis.

[48] Comparing a majority groups' inclusion experiences with those of Typically Underrepresented groups may offer insight with regards to the existence of barriers to inclusion, barriers that may be linked to structural/systemic issues.

Inclusion agreement ratings across intersectional identities

Figure 9 presents the agreement ratings for the 5 baseline inclusion indicators among intersectional identities of survey respondents who identified as Women.

Key findings from this figure include:

» Survey respondents who identified as Women with a Disability reported the lowest agreement for 3 of the 5 baseline inclusion indicators.

» Survey respondents who identified as Racialized Women reported the lowest agreement for 2 of the 5 baseline inclusion indicators.
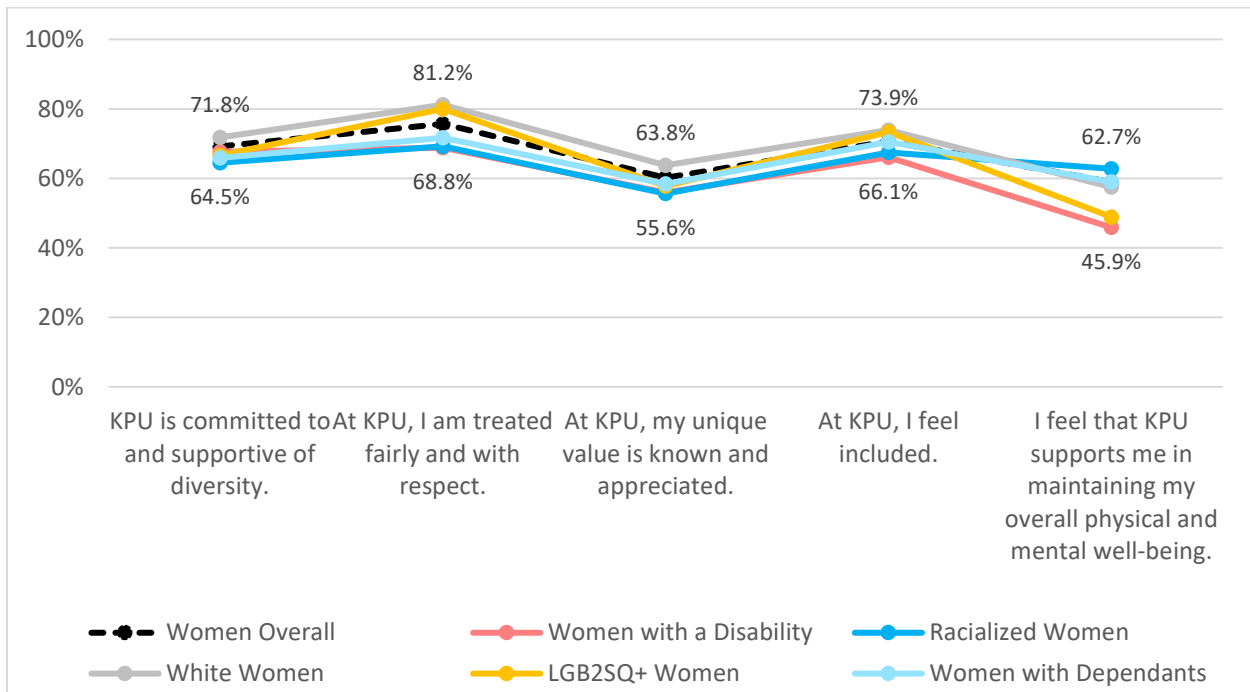
Figure 9: Inclusion agreement ratings across intersectional identities of Women

Figure 10 presents the agreement ratings for the 5 baseline inclusion indicators among intersectional identities of survey respondents who identified as Men.

Key findings from this figure include:

» Survey respondents who identified as Men with a Disability reported the lowest agreement for all 5 baseline inclusion indicators.
» Survey respondents who identified as White Men reported the highest agreement for 3 of the 5 baseline inclusion indicators.
» Survey respondents who identified as LGB2SQ+ Men reported the highest agreement for 1 of the 5 baseline inclusion indicators.
» Survey respondents who identified as Racialized Men reported the highest agreement for 1 of the 5 baseline inclusion indicators.
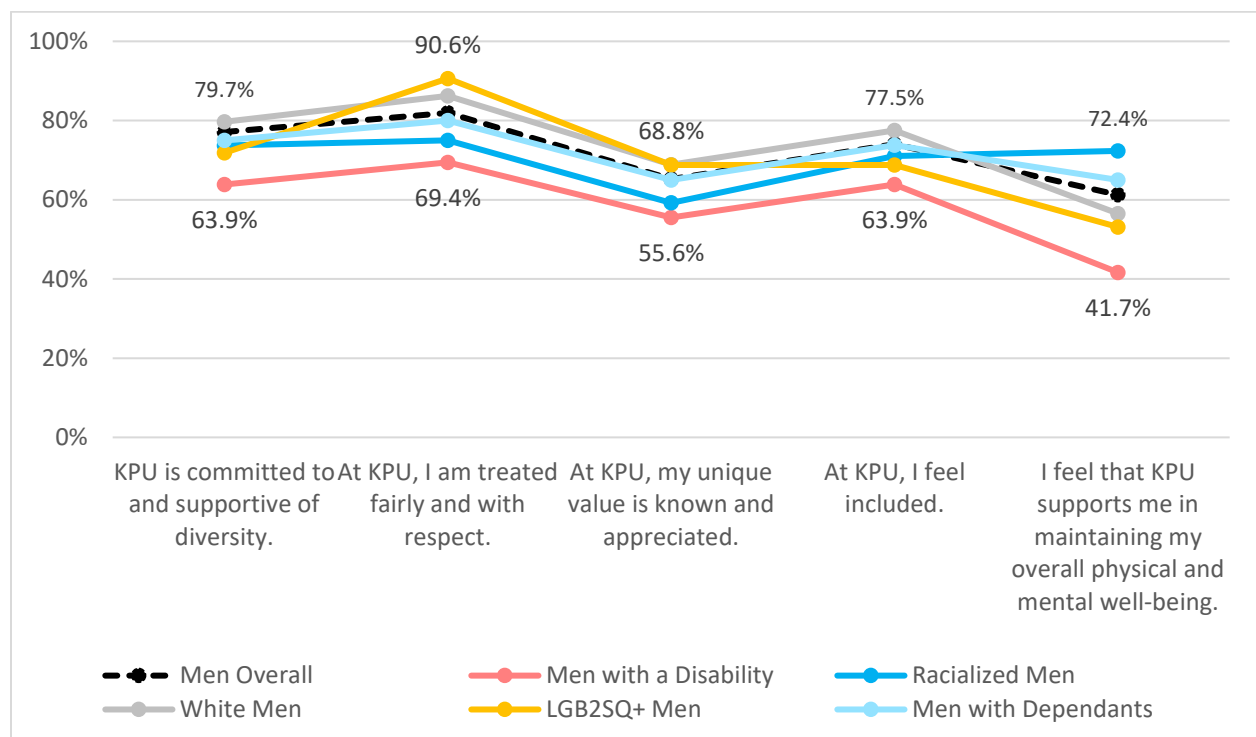
Figure 10: Inclusion agreement ratings across intersectional identities of Men

Takeaway: These findings indicate that survey respondents who identified as members of Typically Underrepresented groups reported a lower sense of inclusion than Straight White Able-Bodied Men at KPU. Particular attention should be paid to the inclusion of employees who identify as Persons with a Disability, Racialized Persons, and LGB2SQ+ Persons.

Overall inclusion agreement ratings compared to CCDI benchmarks

Figure 11 presents the overall agreement ratings for the five baseline inclusion indicators at KPU compared to CCDI benchmarks on these inclusion indicators.

Key findings from this figure include:

»   Differences between KPU's overall agreement ratings and CCDI benchmarks for the 5 baseline inclusion indicators range from 0.4% to 3.6%.
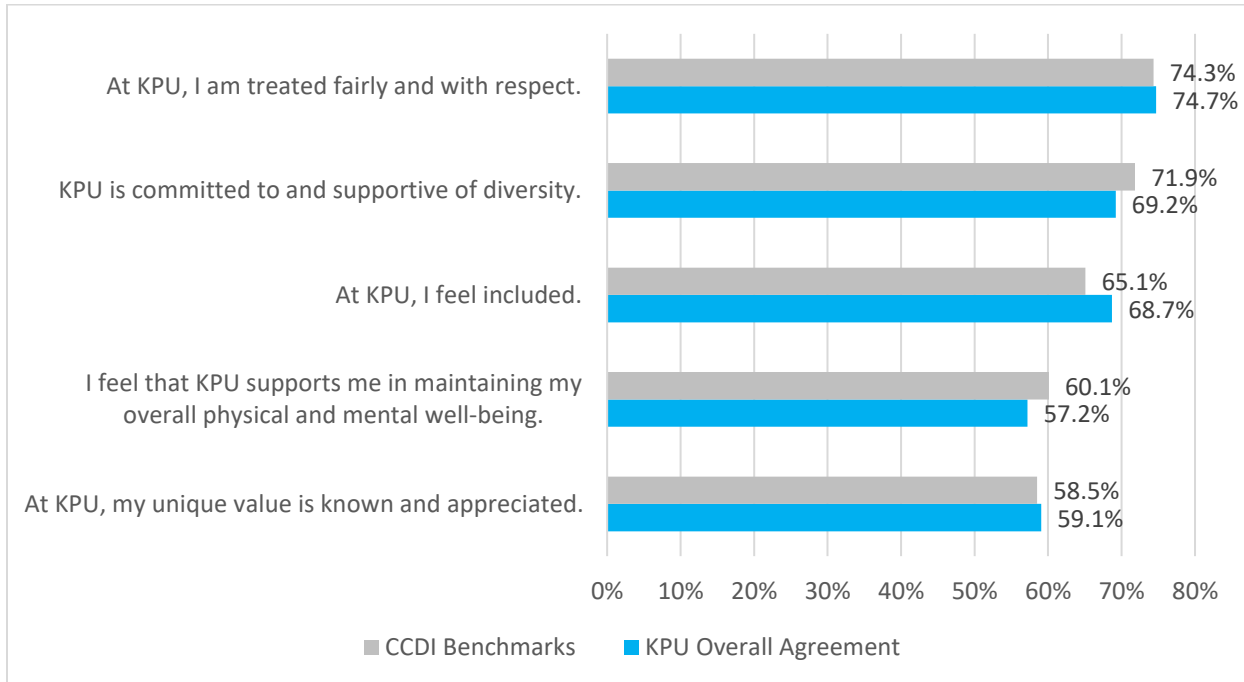
Figure 11: CCDI Benchmarks and KPU inclusion indicator overall agreement

Takeaway: KPU's overall agreement ratings on the 5 baseline inclusion indicators are on par with CCDI benchmark data, with differences lower than 5% for each indicator.

Inclusion agreement ratings across roles

Figure 12 presents the agreement ratings for the five baseline inclusion indicators across each role (i.e., Excluded Administrator, BCGEU Staff, Faculty Member) and the CCDI benchmarks for these indicators.

Key findings from this figure include:

» Faculty Members reported the lowest agreement for all 5 baseline inclusion indicators.
» Excluded Administrators reported the highest agreement for all 5 baseline inclusion indicators.
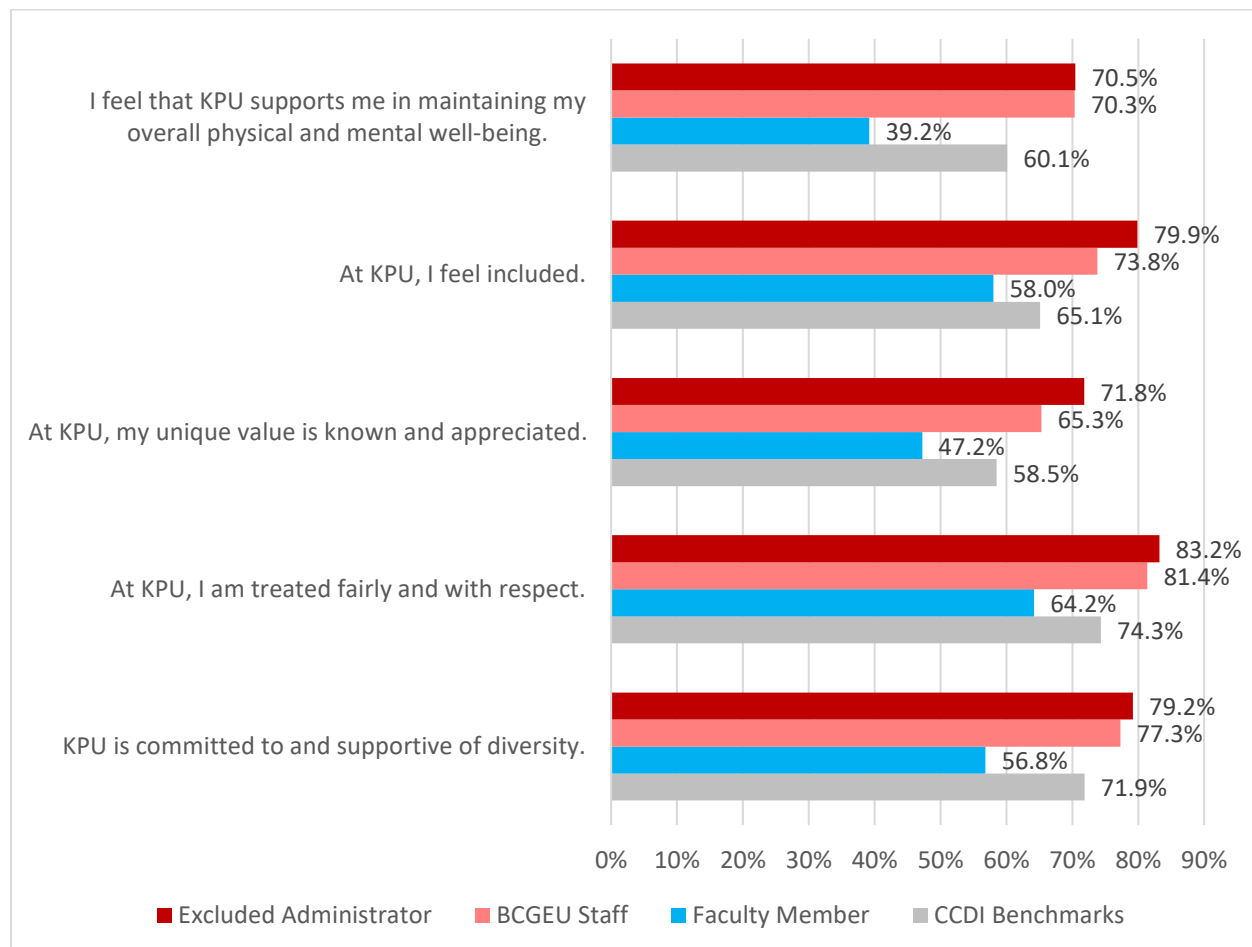
Figure 12: Inclusion indicators across roles

Takeaway: These findings indicate that attention should be paid to the inclusion of Faculty Members at KPU.

Inclusion agreement ratings across divisions

Figure 13 presents the agreement ratings for the five baseline inclusion indicators across divisions.

Key findings from this figure include:

  » Survey respondents in the Academic division reported the lowest agreement for all 5 baseline inclusion indicators.
  » Survey respondents in the President and External Affairs division reported the highest agreement for 4 of the 5 baseline inclusion indicators.
  » Survey respondents in the Finance & Admin division reported the highest agreement for 1 of the 5 indicators.

Figure 13: Inclusion indicators by division

Takeaway: These findings indicate that attention should be paid to the inclusion of employees in the Academic division of KPU.

Perceptions of support for physical and mental well-being across primary units and roles

Figure 14 presents the agreement ratings for the inclusion indicator that assessed perceptions of support in maintaining physical and mental well-being across primary units[49]. Counts of respondents corresponding with each agreement rating are included in parentheses for each unit.

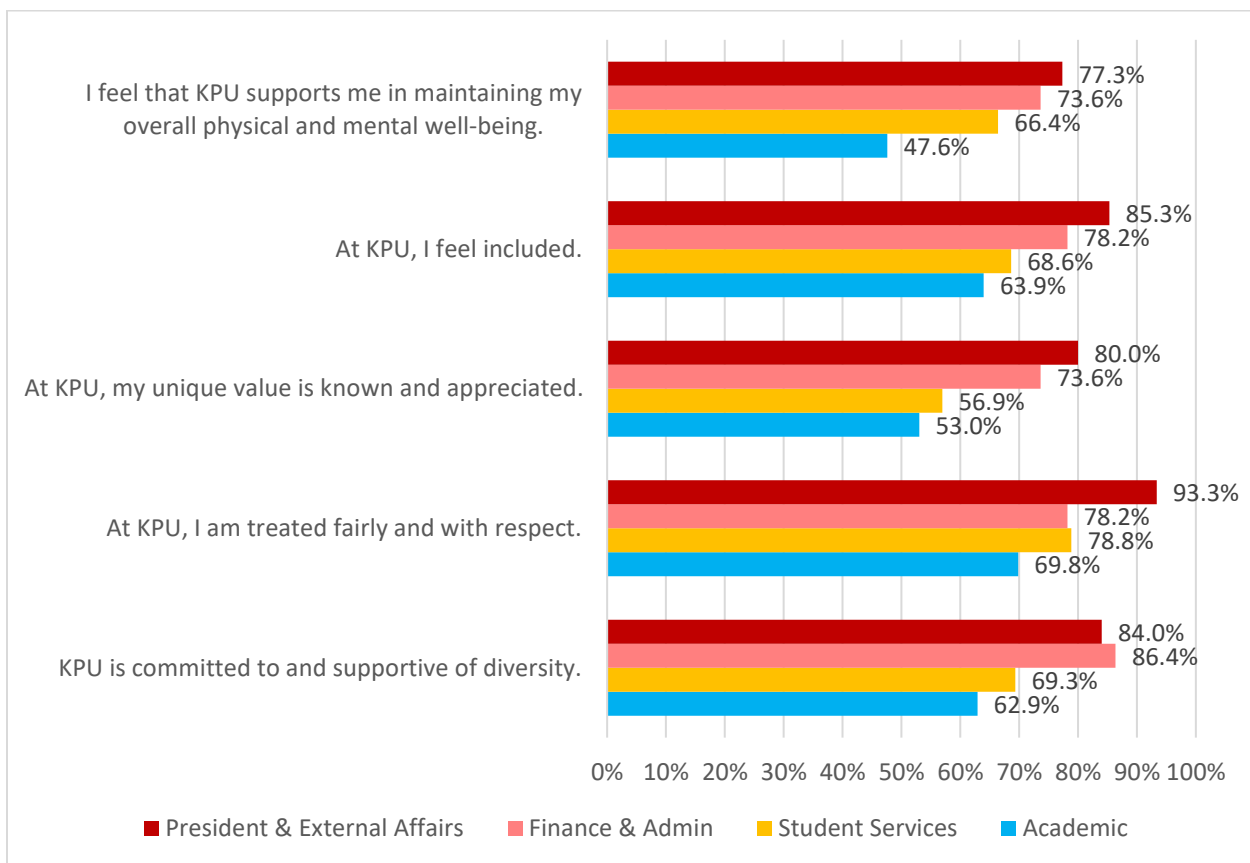It is noteworthy that these ratings may be shaped by the role (i.e., BCGEU, Faculty, Excluded Administrator, and Researchers not in the other groups) of these respondents. This indicator received very low (≤59%) agreement overall from respondents (see Figure 7).

Key findings from this figure include:

» Survey respondents in the School of Design reported the lowest agreement for the indicator.
» Survey respondents in Finance & Admin reported the highest agreement for the indicator.

I feel that KPU supports me in maintaining my overall physical and mental well-being.

Unit	Agreement
Finance & Admin	85.2% (23)
Information Technology	80.0% (32)
Other Administration	77.6% (59)
KPU Library	77.1% (27)
Recruitment & Admission	73.5% (36)
Facilities	63.6% (21)
Student Affairs	59.7% (40)
Other Academic	58.6% (17)
School of Business	54.4% (50)
Faculty of Arts	45.4% (59)
Faculty of Academic & Career Preparation	42.3% (11)
Prefer not to answer	41.9% (26)
Faculty of Health	41.4% (12)
Faculty of Science & Horticulture	40.5% (30)
School of Design	39.1% (9)

Figure 14: Perceptions of support for maintaining well-being across primary units

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[49] 'Other Administration' includes: Office of the President, Office of the VP External Affairs, Marketing, HR, General Counsel, OPA, and Governance. 'Student Affairs' includes: Office of the VP Students, and Student Affairs. 'Recruitment & Admission' includes: OREG and International. 'Facilities' includes Campus Safety & Security, Ancillary Services, and University Space. 'Finance & Admin' includes: Office of the VP Finance & Admin, Financial Services, BPAS, and Campus & Community Planning. 'Other Academic' includes: Office of the Provost, Teaching & Learning, Office of Research, Innovation & Graduate Studies, and Research Institutes & Labs. Faculty of Trades & Technology was not included in this figure as this division was comprised of fewer than 20 respondents.

Perceptions of support in maintaining well-being across roles
Figure 15 presents the agreement ratings across roles for the inclusion indicator that assessed perceptions of support in maintaining physical and mental well-being.

Key findings from this figure include:

» Survey respondents in Faculty roles reported the lowest agreement for the indicator.
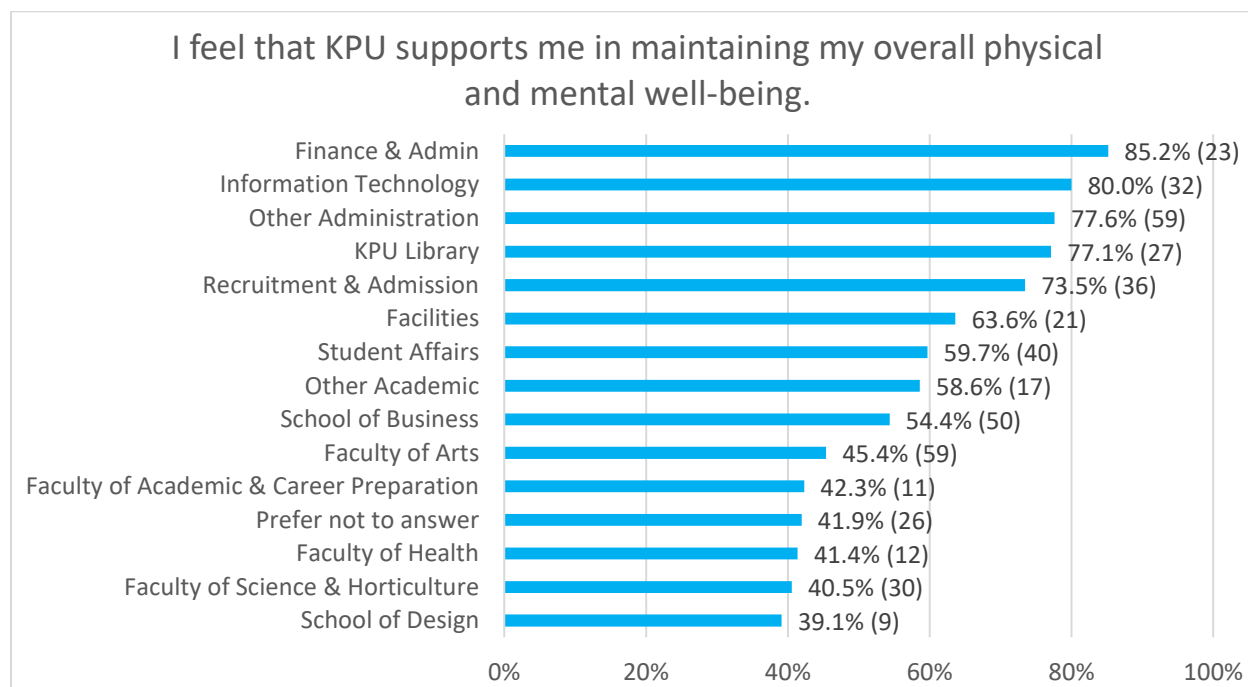» Survey respondents in BCGEU roles reported the highest agreement for the indicator.

I feel that KPU supports me in maintaining my overall physical and mental well-being.

Role	Agreement
Excluded Administrator	70.4%
BCGEU Staff	70.5%
Faculty Member	39.2%
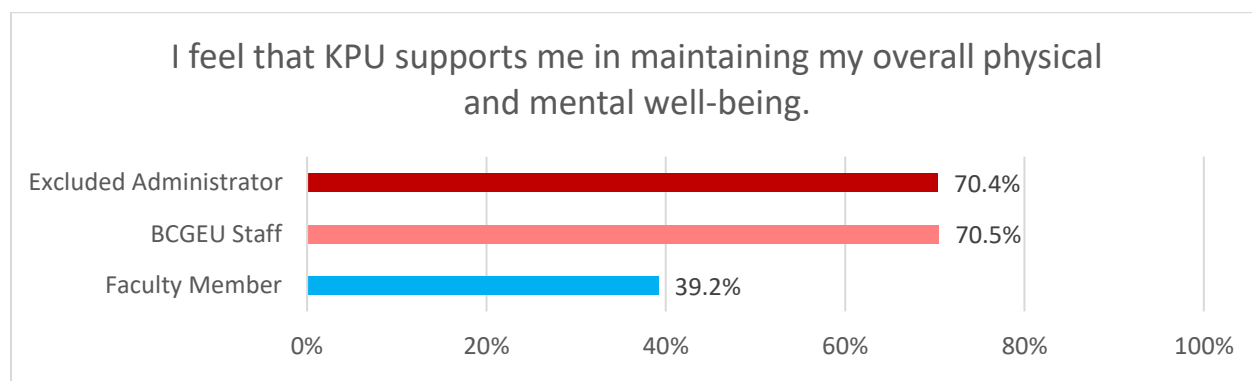
Figure 15: Perceptions of support for maintaining well-being across roles

Takeaway: These findings indicate that sense of support in maintaining well-being differs across primary units and roles at KPU. Particular attention should be paid to employees in the Faculty of Science & Horticulture and other units that reported very low agreement for this indicator. In addition, attention should be paid to employees in Faculty roles.

Perceptions of Superior and Senior Leader commitment to Diversity and Inclusion among Typically Underrepresented groups and across roles

Figure 16 presents the agreement ratings for the inclusion indicator that assessed the perception that one's Superior[50] promotes an inclusive workplace at KPU. The agreement rates among Typically Underrepresented groups and Straight White Able-Bodied Men are included.

Key findings from this figure include:

» Survey respondents who identified as Persons with a Disability reported the lowest agreement for the indicator.
» Survey respondents who identified as LGB2SQ+ Persons reported the highest agreement for the indicator.

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[50] 'Superior' refers to the person that an employee reports to.
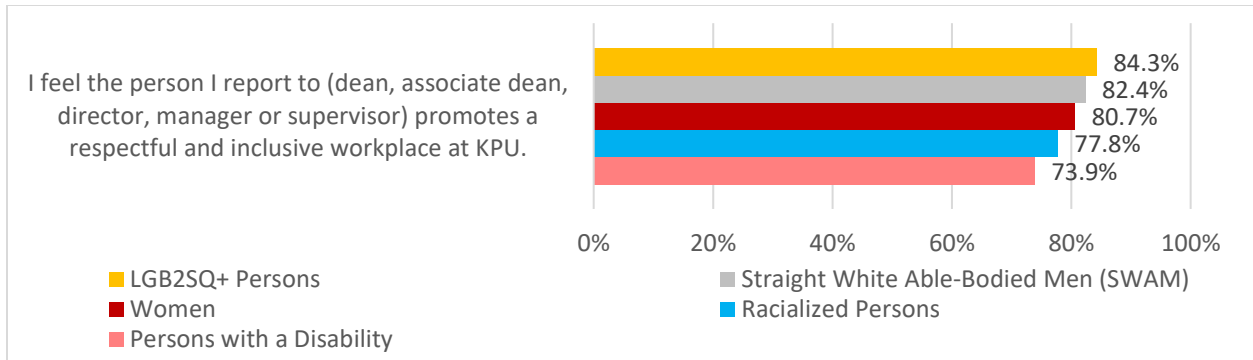
Figure 16: Perceptions of Superior Promoting a Respectful Workplace at KPU among Typically Underrepresented Groups

Figure 17 below presents the agreement ratings for two inclusion indicators that assessed perceptions of Senior Leaders' awareness and commitment to Diversity and Inclusion among Typically Underrepresented groups and Straight White Able-Bodied Men.

Key findings from this figure include:

- » Survey respondents who identified as Persons with a Disability reported the lowest agreement for 1 of the 2 indicators.
- » Survey respondents who identified as LGB2SQ+ reported the lowest agreement for 1 of the 2 indicators.
- » Survey respondents who identified as Straight White Able-Bodied Men reported the highest agreement for both indicators.
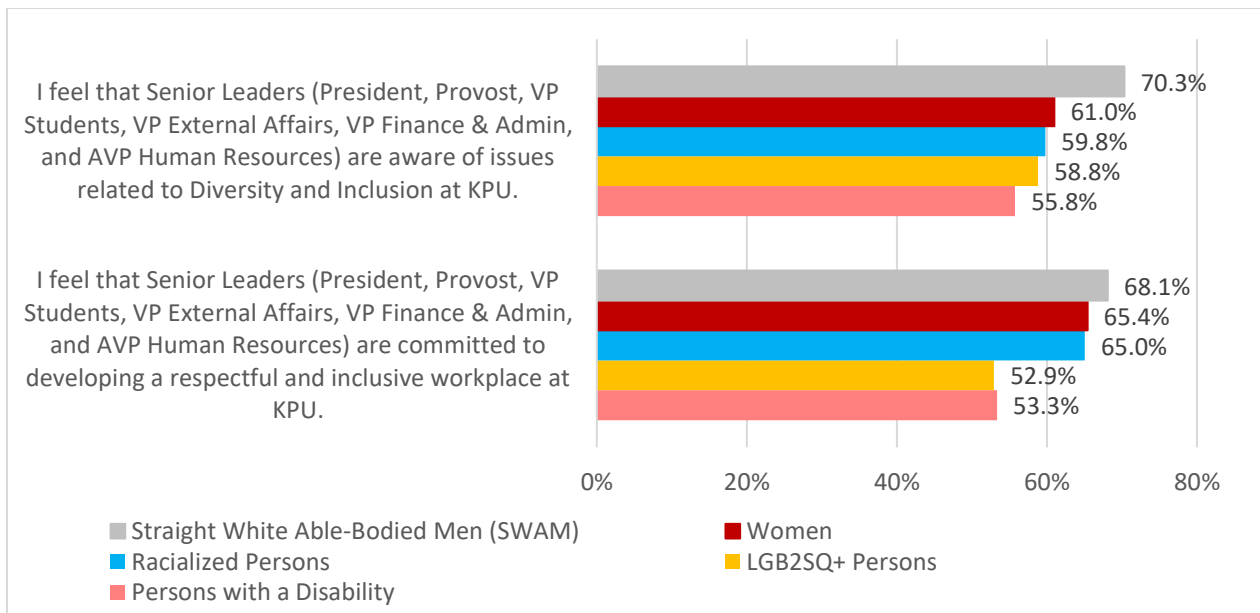
Figure 17: Perceptions of Senior Leader commitment to Diversity and Inclusion among Typically Underrepresented groups

Perceptions of Superior and Senior Leader commitment to Diversity and Inclusion across roles

Figure 18 presents the agreement ratings across roles for the inclusion indicator that assessed the perception that one's Superior promotes an inclusive workplace at KPU.

Key findings from this figure include:

» Survey respondents in Faculty roles reported the lowest agreement for the indicator.
» Survey respondents in Excluded Administrator and BCGEU roles reported high (80-89%) agreement for the indicator.

Figure 18: Perceptions of Superior Promoting a Respectful Workplace at KPU across Roles

Figure 19 below presents the agreement ratings across roles for two inclusion indicators that assessed perceptions of Senior Leader awareness and commitment to Diversity and Inclusion.

Key findings from this figure include:

» Survey respondents in Faculty roles reported the lowest agreement for both indicators.
» Survey respondents in Excluded Administrator roles reported the highest agreement for both indicators.
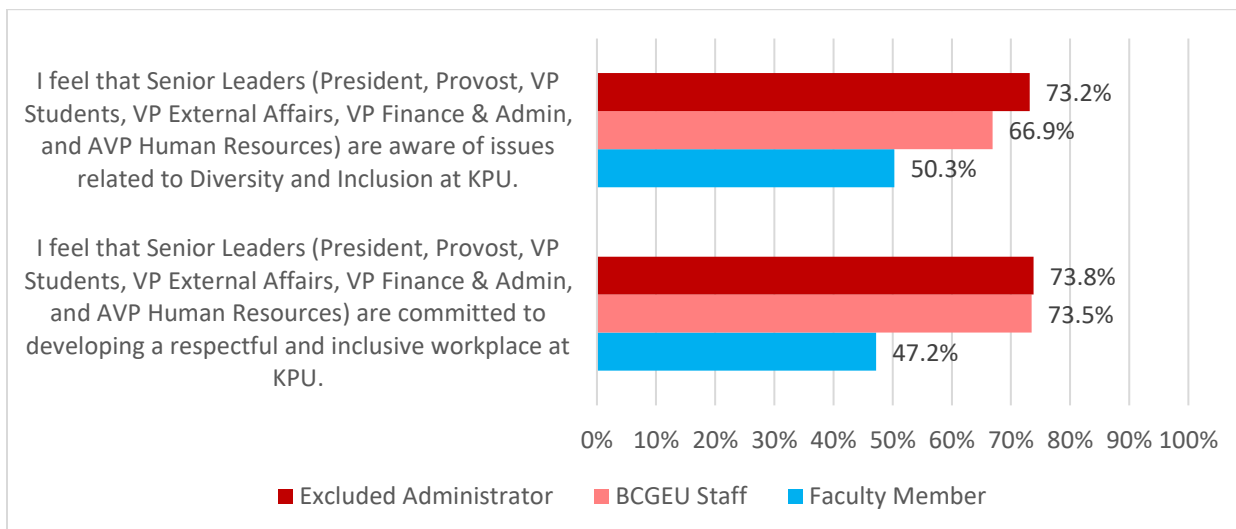
Figure 19: Perceptions of Senior Leader commitment to Diversity and Inclusion across Roles

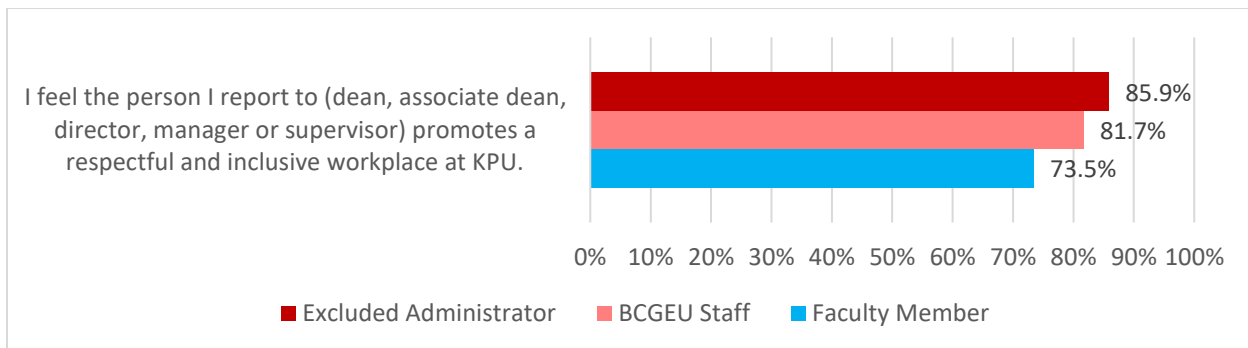**Written feedback[51] on Superior and Senior Leader awareness and commitment to D&I**
Respondents' comments indicated a perception of low awareness and commitment to D&I among Superiors and Senior Leaders. Examples of this feedback include:
   » *"It's the culture that has to change from TOP -DOWN, not the other way around. Setting up committee after committee to look into diversity will not suffice, if the upper admin individuals do not attend these or actively engage in these."*
   » *"The Dean pits different departments against each other as opposed to creating a shared and unifying vision."*
   » *"KPU senior admin completely oblivious to what actually happens on the front lines. deal with the racism and maybe diversity and inclusion will happen safely."*

Takeaway: These findings indicate that Persons with a Disability and LGB2SQ+ Persons have more negative perceptions that Superiors and Senior Leaders are aware and committed to supporting and promoting a Diverse and Inclusive workplace. In addition, particular attention should be paid to the perceptions of Superior and Senior Leader awareness and commitment to Diversity and Inclusion among employees in Faculty roles.

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[51] Comments are reported verbatim as provided by respondents. However, potentially identifying information has been removed.

Key areas of focus for KPU's inclusion climate: Harassment and discrimination, access to accommodations, fairness in advancement, strengthening Indigenous relations, and EDI training

This section examines key themes that emerged regarding inclusion in the Diversity Census and Inclusion Survey. These themes pertain to harassment and discrimination, accommodations, fairness in advancement, and strengthening Indigenous relations. Quantitative findings are supported by the written feedback that respondents provided.

Harassment and discrimination

Figure 20 illustrates agreement rates among Typically Underrepresented groups for two inclusion indicators that focused on seeking assistance and tolerance of harassment and/or discrimination at KPU.

Key findings from this figure include:

» Respondents who identified as Persons with a Disability reported the lowest agreement for both indicators, closely followed by respondents who identified as LGB2SQ+ Persons.

» Respondents who identified as Straight White Able-Bodied Men reported the highest agreement for both indicators.
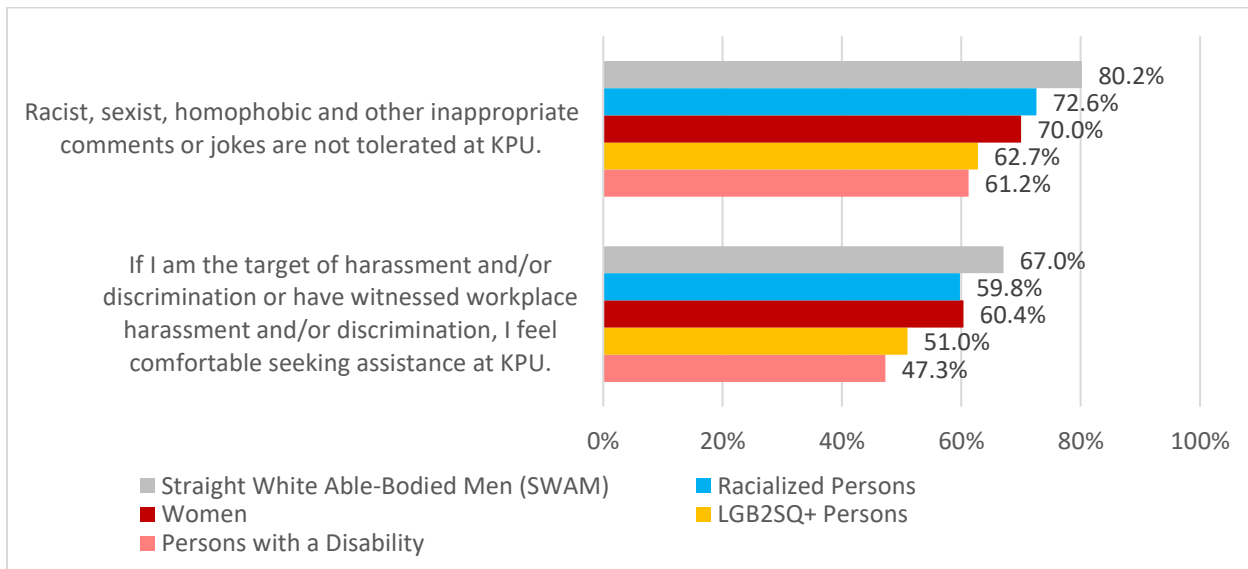
Figure 20: Perceptions of harassment and discrimination among Typically Underrepresented groups

Perceptions of harassment and discrimination across roles

Figure 21 illustrates agreement rates across roles for two inclusion indicators that focused on seeking assistance and tolerance of harassment and/or discrimination at KPU.

Key findings from this figure include:

» Respondents in Faculty roles reported the lowest agreement for both indicators.
» Respondents in BCGEU roles reported the highest agreement for both indicators.
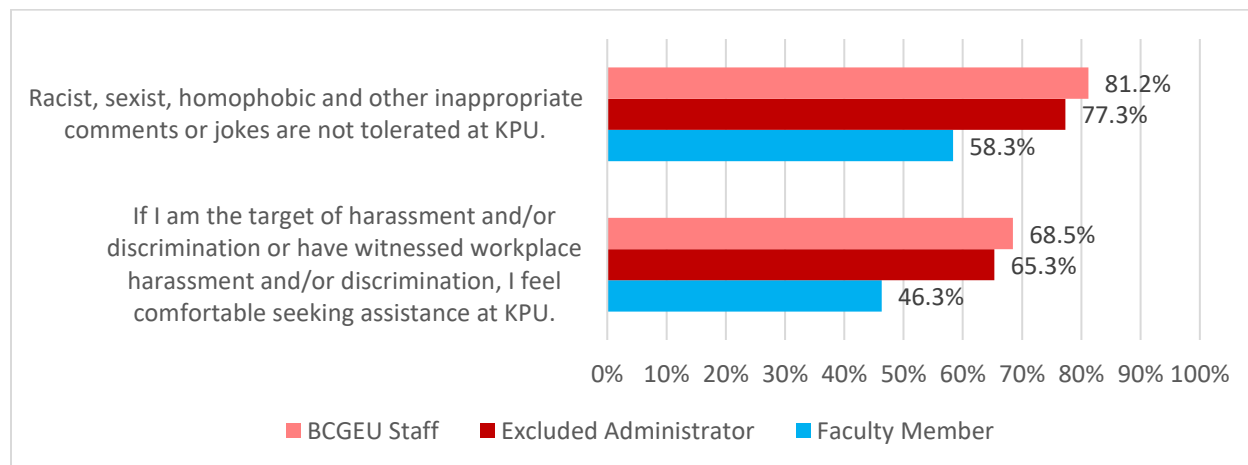
Figure 21: Perceptions of harassment and discrimination across roles

Written feedback[52] on harassment, discrimination, and bullying

These quantitative findings are contextualized further by written feedback provided by respondents. Written feedback indicated that perceived issues of harassment, discrimination, and bullying, including issues of sexism, racism, homophobia, and ageism are present at KPU. There may also be issues of discrimination across roles. Examples of this feedback include:

» *"Racist, sexist, lots of harassment of female faculty."*
» *"I have witnessed a faculty member harass female Chairs"*
» *"Ive been bullied by the same Supervisor for years."*
» *"Racism does exist in my department. The voices of visual minority groups are not heard and ideas are often undermined. Some of my experiences are avoiding my eye contact, not responding to my greeting, not addressing me in my name in emails, my name and the name of another colleagues of the same minority background are constantly mixed up [PII]. One of my colleague's accent was laughed at in a department meeting. It is frustrating to learn that some other colleagues shared similar experiences."*

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[52] Comments are reported verbatim as provided by respondents. However, potentially identifying information has been removed.

» *"although it may be coincidence, scheduling appears to be race related at times when Caucasian staff are provided flexibility and accommodations and staff that are visible minority are just assigned without the same level of accommodations."*
» *"I feel discrimination still exists because of my English language skill."*
» *"Was harassed because of my sexual orientation"*
» *"There is an undercurrent of ageism at KPU amongst [PII]. It is not overt. But in many discussions those that are younger and might not understand historical cultural trends and "jokes" made by those more senior. More could be done to create a culture of casual conversation that is inclusive of all generations. There is still an undercurrent of an "old boys club"."*
» *"Staff are not treated with the same respect insofar as education is concerned, as faculty. There are still instructors who subtly discriminate against BIPOC students and are unaware that they do so."*

Written feedback indicated the perception that issues of harassment, discrimination, and bullying are tolerated at KPU. Comments suggest that the workplace culture is perceived as conducive to such issues. Examples of this feedback include:

» *"Right now, it feels that people can say or do whatever they like. If someone says something racist, sexist, transphobic etc, they are on a "diversity journey" and should be lovingly supported no matter that they have been on the same spot in this journey for years and are causing harm to others. If you correctly name something as racist, you are often told that you were too strident or went about it the wrong way and risk the person who made the racist comments filing a complaint against you. If you try to talk to a colleague about your experience, you're colluding or gossiping. [PII] I have been told to just accept it."*
» *"There has been NO action taken to correct this toxic workplace on any of these accounts. [PII]. It is my experience that KPU leadership likes to speak as if inclusion and diversity are important but when faced with real conflicts related to these concerns, the comfort of the norm prevails. This betrayal is worse than simply being intolerant. I no longer trust the nice words."*
» *"In regards to conflict [PII], process is followed but there hasn't been change or consequence. Bad behaviour is tolerated and rewarded with an ongoing paycheck. Although dismissal without cause is an expensive option it is sometimes the best option. KPU has not had the courage to take a stand, people have been hurt and students have been impacted."*
» *"there have been times when I have witnessed inappropriate comments which have not be addressed properly and have allowed an individual to use academic freedom as an excuse for being rude and mean to colleagues. The "loop hole" of academic freedom has tainted a generally positive work environment. I would encourage KPU to explore a resolution to academic freedom being used to justify knowingly mean and inappropriate comments."*
» *"mostly by a couple known trouble makers who are protected by the KFA, admin, and HR."*

In addition, written feedback indicates that employees perceive a low sense of safety in seeking assistance and reporting harassment, discrimination, and bullying issues. Comments indicated

a perception that there are issues of discouragement of reporting, concerns of negative repercussions, and low confidence that perpetrators would be held accountable. Examples of this feedback include:

» *"I actually had the experience of being told withdraw my complaint of harassment"*
» *"I have endured years of bullying and recrimination among [PII] for speaking up when I witness this behaviour."*
» *"I have never dared to approach her about it, by fear of reprisal."*
» *"It is a truly awful situation, and something should really be done. People brave enough to bring complaints forward are silenced and nothing is done to address their complaints."*
» *"Appropriate measures were taken by reporting the incident to security, the supervisor, and human resources. The employees who were impacted by this incident have not received any further communication since the incident was reported and the [PII] continues to be [working] [PII]."*
» *"In my dept faculty are fearful to speak up because: 1-nothing comes of complaints, 2-it is a lot of emotional work to lodge a complaint, 3-harassing doesnt stop in the end."*

Written feedback indicated a perception that the tolerance for these issues and the lack of accountability contribute to poor mental health. Examples of this feedback include:

» *"Your inlusion and protection policies promote further trauma to victims and make it so that others do not speak up."*
» *"I dont understand nor will i ever understand why my complaint was not listened to or dealt with in any appropriate way. Ive had to stay quite and suffer in silence. Its demoralizing and disheartening. unfortunately I don't matter to kpu."*
» *"In the end I dropped the complaint because I was accused of being the problem. This harassment was not dealt with in a timely manner by management and I suffered mentally and emotionally. I would not encourage others to bring forward a complaint."*
» *"As soon as I can retire, I am gone. I thought I would enjoy working [PII] at KPU. Instead, working at KPU is a continuing nightmare that causes my mental health condition to worsen. Before I joined KPU, I had strong and healthy mental health."*
» *"I now have [PII] and experiencing severe anxiety about returning to KPU face-to-face because I have not worked through the trauma my colleagues inflicted on me over the years."*
» *"If I leave KPU, it will be because of this harassment."*

Takeaway: Findings indicate the presence of harassment, discrimination, and other related issues at KPU. Respondents indicated a low level of comfort with reporting such incidents and low confidence in HR's effectiveness in handling these issues. Comments indicated the absence of psychological safety, with low accountability contributing to poor mental health. Particular attention should be paid to Persons with a Disability, LGB2SQ+ Persons, and employees in Faculty roles.

Availability and access to accommodations and flexible work options

Perceptions on accommodations and flexible work options among Typically Underrepresented groups and Persons with a Dependant

Figure 22 presents agreement ratings among Typically Underrepresented groups and Persons with a Dependant for three indicators that assessed perceptions that career paths are not impacted by taking time away from work for health needs, cultural and religious obligations, and family care.

Key findings from this figure include:

> » Respondents who identified as Persons with a Disability reported lowest agreement for all 3 indicators.
> » Respondents who identified as Racialized reported highest agreement for 2 of the 3 indicators.
> » Respondents who identified as Straight White Able-Bodied Men reported highest agreement for 1 of the 3 indicators.
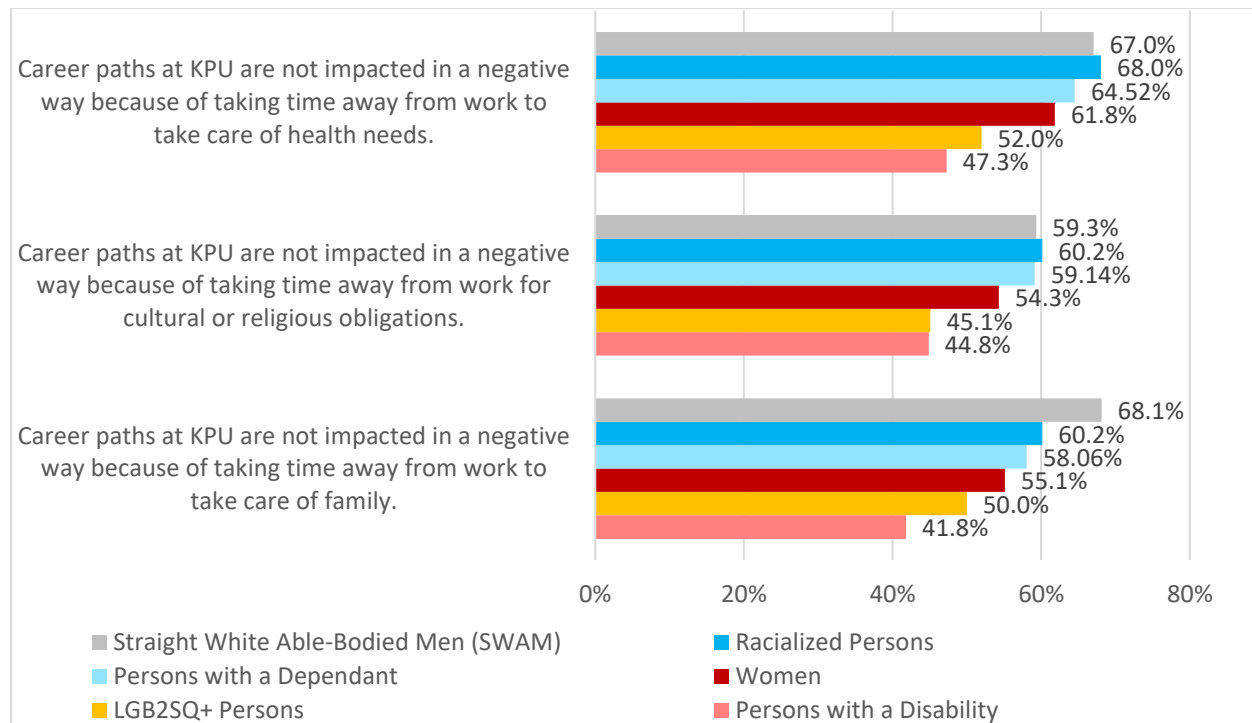
Figure 22: Perceptions of negative repercussions for taking time away among Typically Underrepresented groups

Perceptions on accommodations and flexible work options across roles

Figure 23 presents agreement ratings across roles for three indicators that assessed perceptions that career paths are not impacted by taking time away from work for health needs, cultural and religious obligations, and family care.

Key findings from this figure include:

» Respondents in Faculty roles reported the lowest agreement for all 3 indicators.
» Respondents in BCGEU roles reported the highest agreement for all 3 indicators.
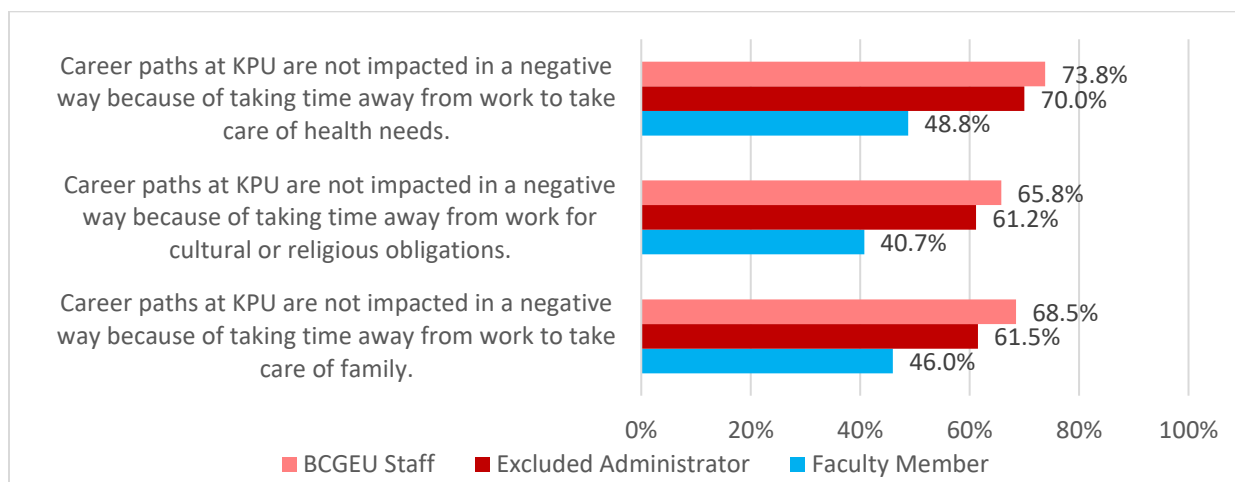
Figure 23: Perceptions of negative repercussions for taking time away from KPU across roles

Written feedback[53] suggests there are perceived issues in availability and/or access to accommodations and flexible work options. Examples of this feedback include:
» *"I feel that the official policies at KPU are supportive of the basic rules associated with human rights, including race, gender, age and other equalities. However, I also feel that the real life implementation of these policies is poor and that there is very little real support for individuals who experience health (including mental health) problems."*
» *"We need to develop adequate and highly visible structures and processes for faculty dealing with health concerns."*
» *"I would like to see more support for faculty with disabilities from the university, be it from the KFA or the university directly. Faculty work can be quite stressful and stress can have a more substantial impact on those with disabilities."*
» *"Physical accommodations could be improved upon. I have had issues getting proper equipment for my medical condition."*
» *"I feel that a person's religion should not impact their job. For example, if a person has to pray, they should not take time away from their workday to do so. It should fit into their scheduled breaks and lunch. Other employees should not have to carry the work load while a religious person leaves to go pray, especially in a busy office or active role."*
» *"If possible, faculty should be given the option to return F2F or remain online, according to what is best for their overall health and well-being."*

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[53] Comments are reported verbatim as provided by respondents. However, potentially identifying information has been removed.

Respondents expressed a perception of low confidence that requests for accommodations would be kept confidential and wrote about difficult experiences when requesting accommodations. Examples of this feedback include:

» *"Lack of confidence in KPU to provide confidential support/services."*
» *"I am not confident that the nature of the request would remain confidential or that my career opportunities would not be limited if my employer and colleagues were aware of my disabilities."*
» *"Assumptions are still made about what is best for someone with a disability instead of providing what the person states is needed."*
» *"Having previously attempted to request accommodation, the process would involved describing my situation, repeatedly, to different people at the institution and I wasn't comfortable with this."*

Respondents also wrote about perceived issues regarding access to accommodations for those with dependants. Examples of this feedback include:

» *"No understanding for people with small children and family obligations."*
» *"I have also experienced and observed an unwillingness by senior faculty to accommodate course timetable/schedule requests from instructors who have childcare needs. Certainly it must be possible to allow faculty with young children the opportunity to teach courses earlier in the day. In my experience, senior faculty without young children continue to take the most coveted and convenient course times."*
» *"Fear of harming my reputation/different treatment"*
» *"KPU needs to have a post-pandemic strategy to address the issues facing women in the workforce. Many women left their jobs or reduced working hours to care for children or parents, and their mental and physical health suffered as well. How can KPU support these women?"*

Perceptions on accommodations and flexible work options among Persons with a Mental Health Disability

Figure 24 below illustrates agreement ratings of Persons who identified as having a Mental Health Disability compared to Persons without a Disability on two indicators related to accommodations and flexible work options. These indicators assessed perceptions that career paths are not negatively impacted by taking time away from work for health needs and that KPU provides flexible work options.

Key findings from this figure include:

» Persons with a Mental Health Disability reported lower agreement for both indicators than Persons without a Disability.

Chart showing two indicators:

KPU provides flexible work options that meet my needs.
- Persons without a Disability: 72.1%
- Persons with a Mental Health Disability: 63.4%

Career paths at KPU are not impacted in a negative way because of taking time away from work to take care of health needs.
- Persons without a Disability: 68.0%
- Persons with a Mental Health Disability: 45.1%

Legend:
■ Persons without a Disability ■ Persons with a Mental Health Disability

Figure 24: Perceptions of accommodation and flexible work options for Persons with a Mental Health Disability

Written feedback[54] suggests that Persons with a Mental Health Disability have a perception that they need further accommodation and/or mental health supports. Examples of this feedback include:

» *"The benefits package [PII] receive includes [PII] for mental health support. Even before the pandemic, this was an astonishingly low figure, especially in comparison to jobs with a commensurate level of stress. I would like to see mental health support for employees and each of their family members raised a considerable amount; that would make me feel far more supported at KPU."*

» *"KPU has lots of workshops and initiatives to support mental health but I do not find it helps me. When you have a mental health disability you need one on one support from a professional, one that you can building a trusting relationship with."*

» *"Mental health conditions are not taken seriously and requesting accommodation for one would affect my career trajectory."*

Takeaway: Persons with a Disability and employees in Faculty roles agreed the least with three indicators that assessed perceptions no negative impacts on careers occurred when taking time away from work.

Persons with a Mental Health Disability reported very low agreement with the indicator that careers are not negatively impacted by taking time away from work for health needs. In addition, Persons with a Mental Health Disability reported low agreement with the indicator that KPU provides flexible work options.

Examination of written feedback suggests that Persons with a Disability, Persons with a Dependant, and Persons with a Mental Health disability require further access to accommodations and flexible work options at KPU.

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[54] Comments are reported verbatim as provided by respondents. However, potentially identifying information has been removed.

Perceptions of fairness among Typically Underrepresented groups, among different identity groups, and across roles

Figure 25 presents agreement ratings for six indicators that assessed perceptions of equal opportunities for advancement at KPU regardless of personal characteristics among Typically Underrepresented groups.

Key findings from this figure include:

» Survey respondents who identified as LGB2SQ+ reported the lowest agreement for 5 of the 6 indicators.
» Survey respondents who identified as Persons with a Disability reported the lowest agreement for 1 of the 6 indicators.
» Survey respondents who identified as Straight, White Able-Bodied Men reported the highest agreement for all 6 indicators.
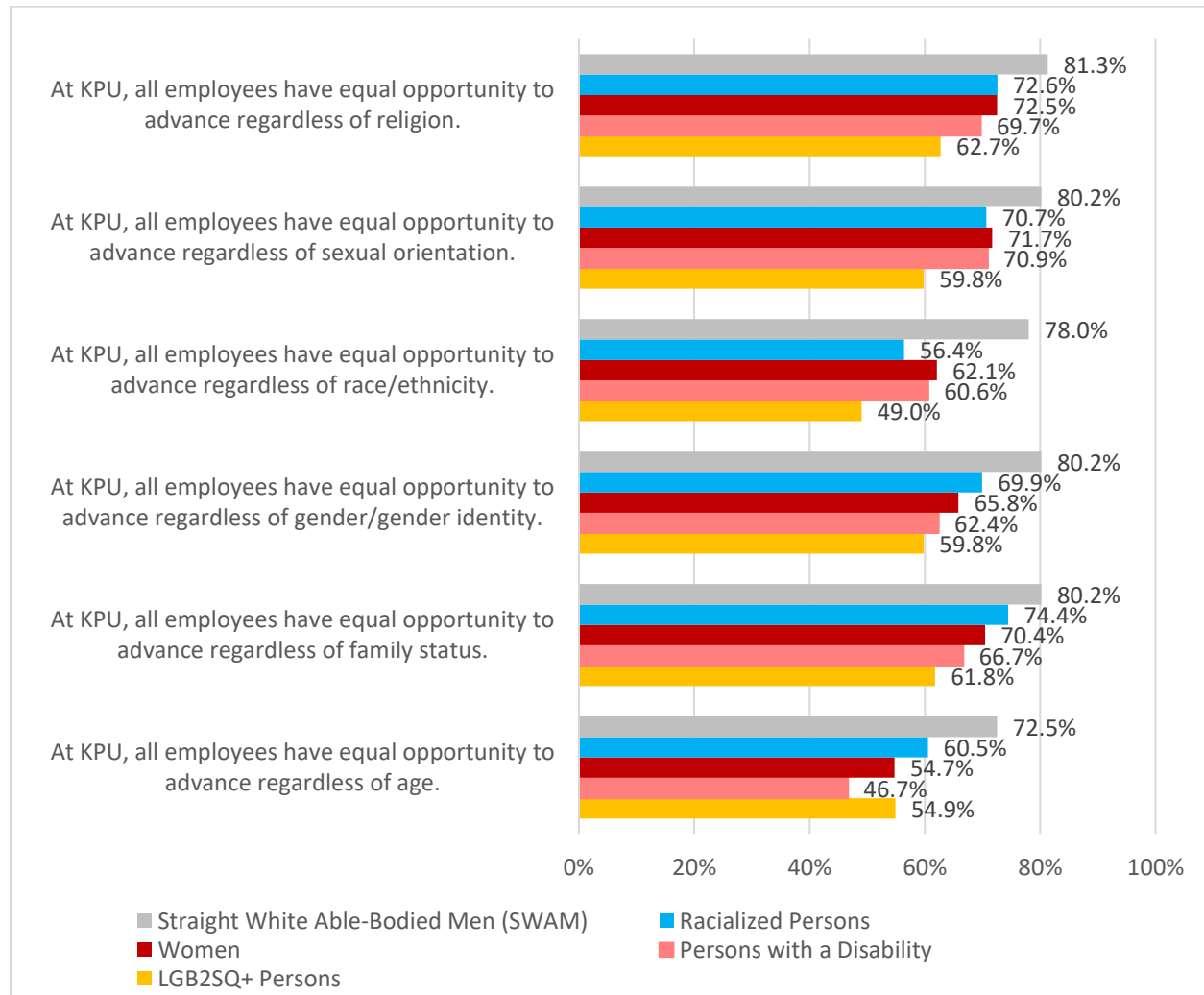
Figure 25: Perceptions of Fairness among Typically Underrepresented groups and Straight White Able-Bodied Men

Perceptions of fairness among different identity groups

Figures 26, 27, 28, 29, 30 and 31 present agreement ratings for six indicators that assessed perceptions of equal opportunities for advancement at KPU regardless of personal characteristics among different identity groups.

Key findings from Figure 26 include:

» Survey respondents across all age ranges reported low (60-69%) or very low (≤59%) agreement for the indicator that assessed perceptions that all employees have an equal opportunity to advance regardless of age.
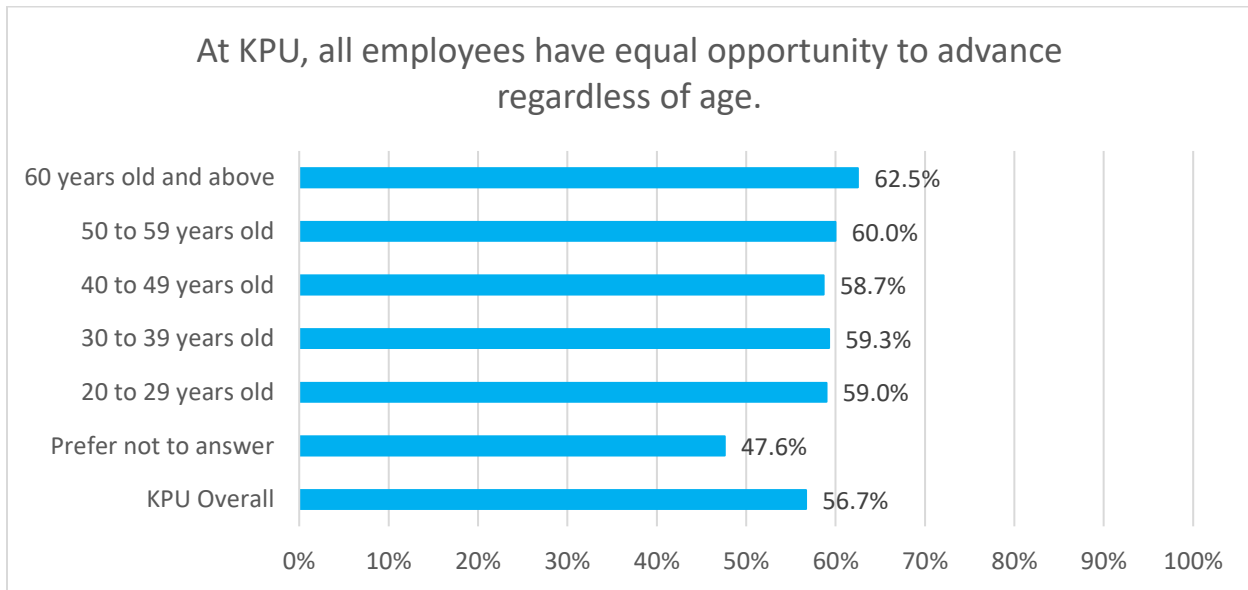
Figure 26: Perceptions of Fairness Related to Age across Age Ranges

Key findings from Figure 27 include:

» Survey respondents who identified as Women with Dependants agreed the least with employees having an equal opportunity to advance regardless of family status.

At KPU, all employees have equal opportunity to advance regardless of family status.

Men with Dependants	76.3%
Persons without Dependants	73.9%
Women with Dependants	67.1%
KPU Overall	71.1%
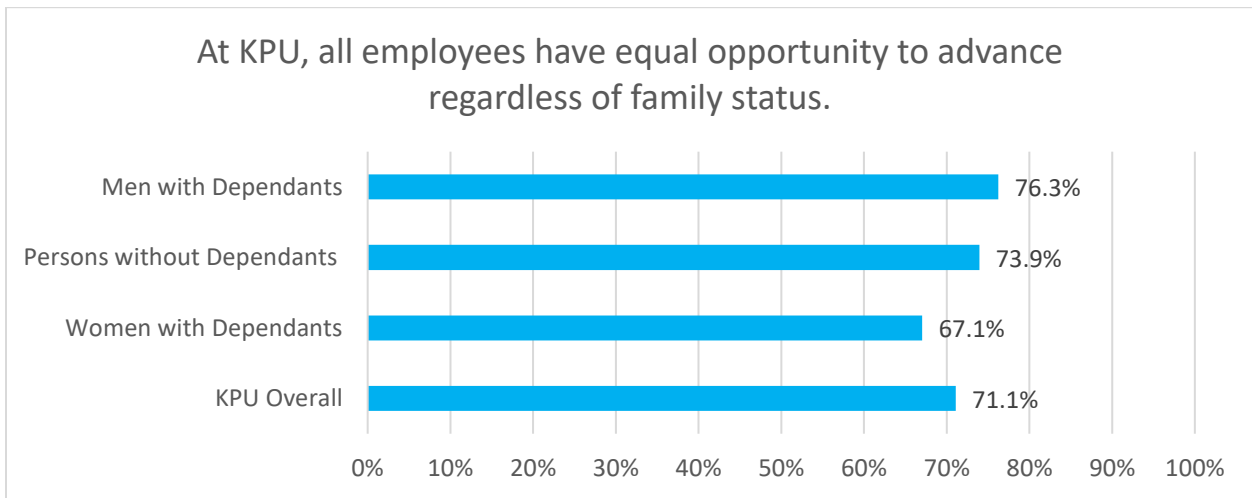
Figure 27: Perceptions of Fairness Related to Family Status among Persons with and without Dependants

Key findings from Figure 28 include:

» Survey respondents who identified as Women agreed the least with employees having an equal opportunity to advance regardless of gender/gender identity.

At KPU, all employees have equal opportunity to advance regardless of gender/gender identity.

Men	77.2%
Women	65.8%
KPU Overall	67.2%
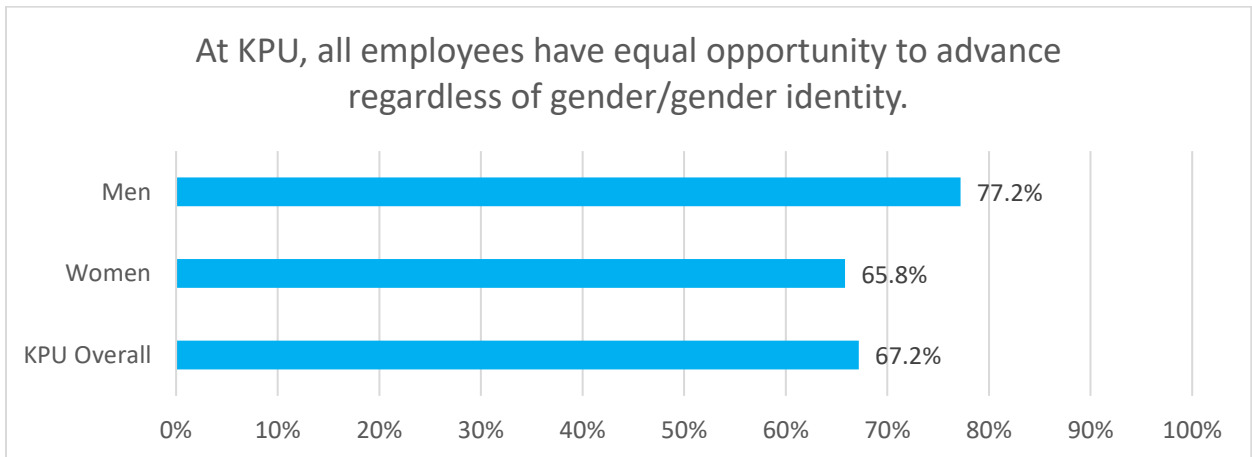
Figure 28: Perceptions of Fairness Related to Gender among Men and Women

Key findings from Figure 29 include:

» Survey respondents who identified as Racialized Women agreed the least with employees having an equal opportunity to advance regardless of race/ethnicity.
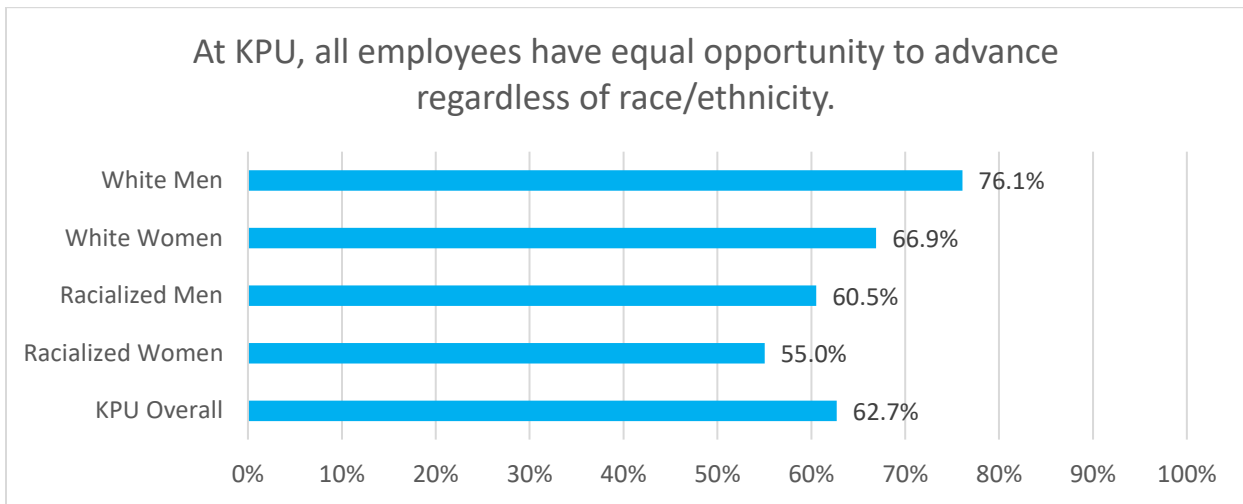
Figure 29: Perceptions of Fairness Related to Race/ethnicity among Racialized and White Men and Women

Key findings from Figure 30 include:

» Survey respondents who identified as LGB2SQ+ Persons agreed the least with employees having an equal opportunity to advance regardless of sexual orientation.
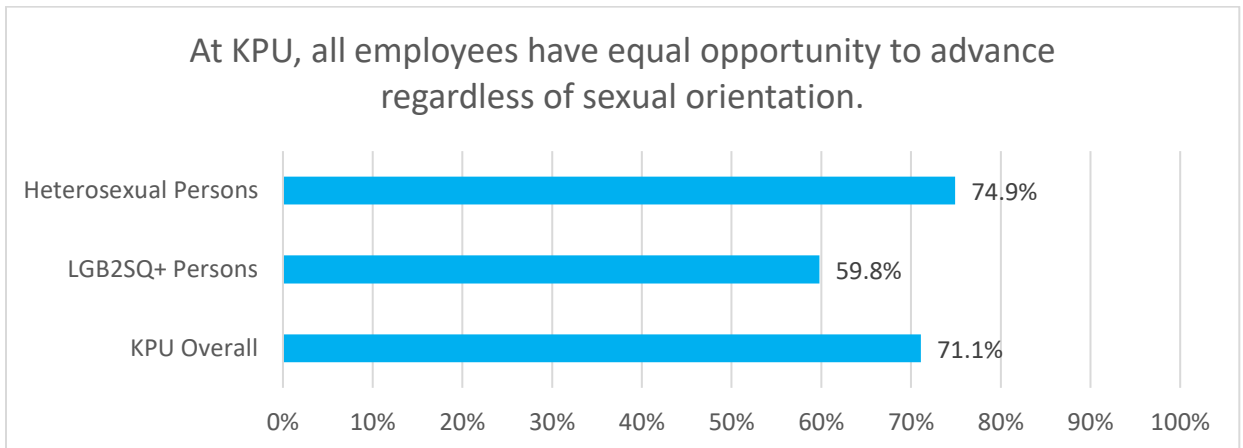
Figure 30: Perceptions of Fairness Related to Sexual Orientation among Heterosexual and LGB2SQ+ Persons

Key findings from Figure 31 include:

» Survey respondents who identified as Agnostic and as following non-Christian religions reported low agreement (60-69%) for the indicator that assessed perceptions of employees having an equal opportunity to advance regardless of religion.

At KPU, all employees have equal opportunity to advance regardless of religion.

Group	Percentage
Christian	78.4%
Non-Religious	72.8%
Atheist	71.6%
Non-Christian Religions	68.9%
Agnostic	68.7%
KPU Overall	72.1%
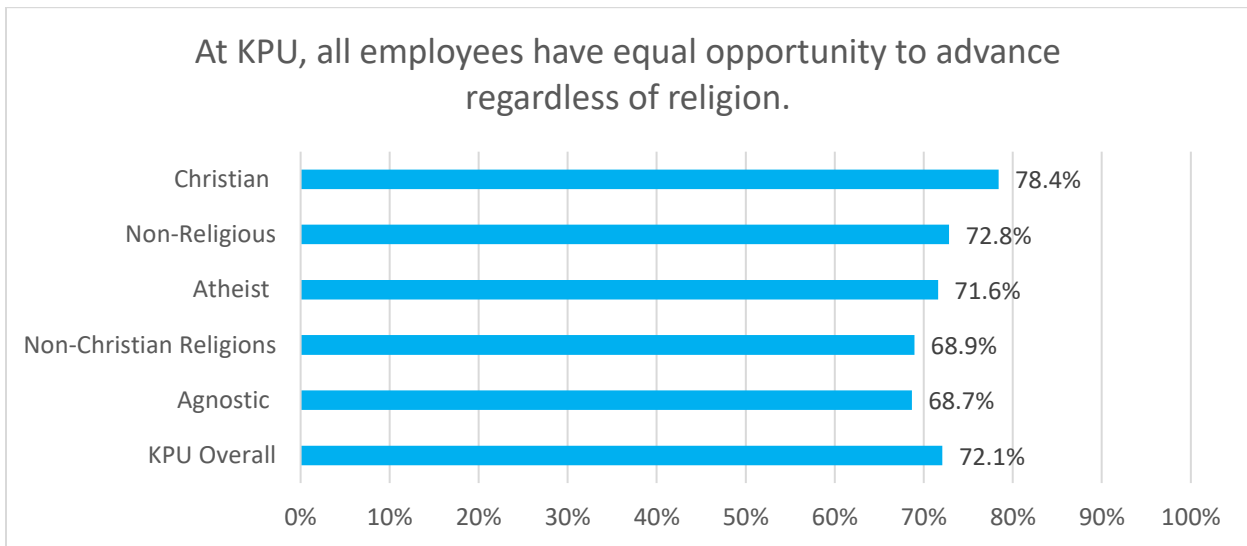
Figure 31: Perceptions of Fairness Related to Religion among Different Religious Identities

Perceptions of fairness across roles

Figure 32 presents agreement ratings across roles for six indicators that assessed perceptions of equal opportunities for advancement at KPU regardless of personal characteristics.

Key findings from this figure include:

» Survey respondents in Faculty roles reported the lowest agreement for all 6 indicators.
» Survey respondents in Excluded Administrator roles reported the highest agreement for 5 of the 6 indicators.
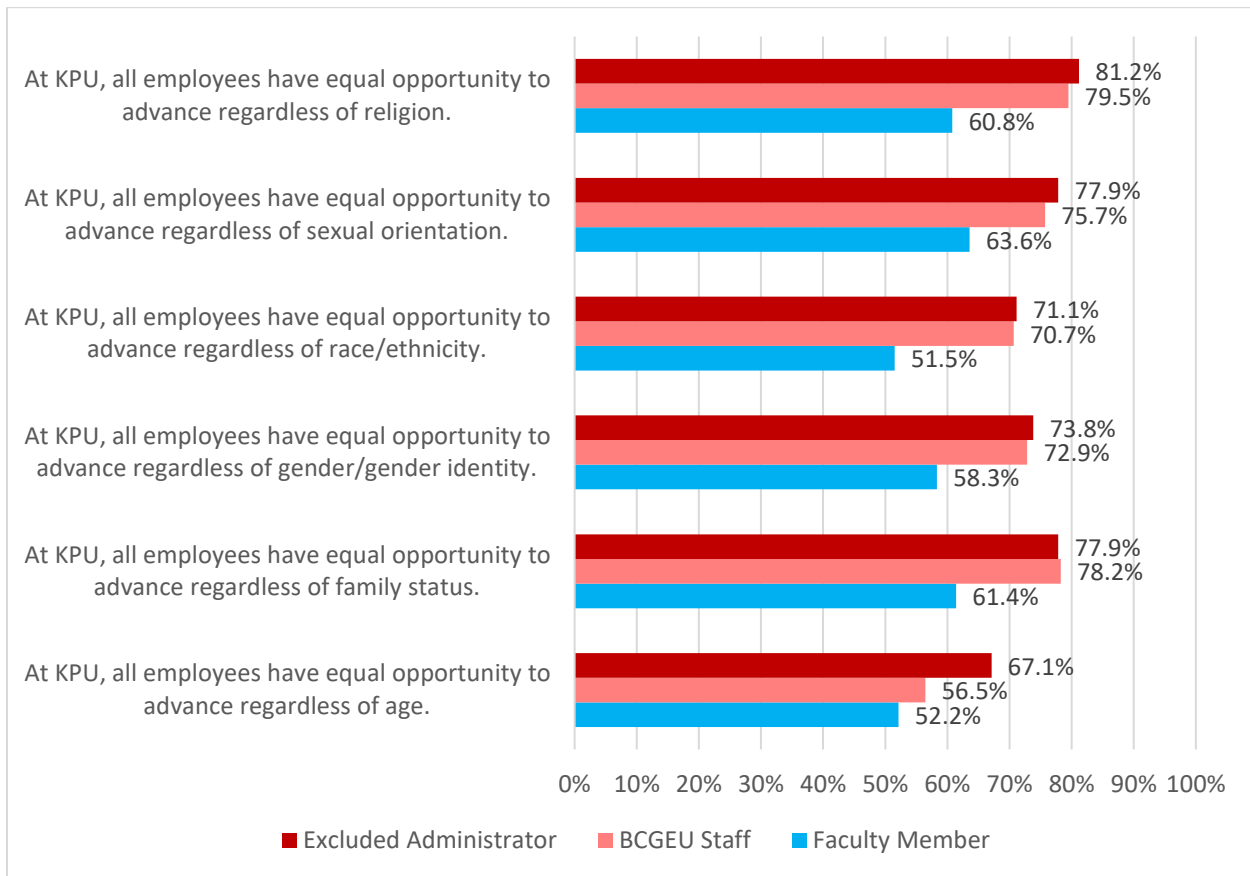
Figure 32: Perceptions of Fairness across Roles

Written feedback[55] on fairness and systemic discrimination

Respondents described perceived issues of systemic discrimination at KPU, which impacts fairness in recruitment and advancement. Examples of this feedback include:

» *"Systemic racism is well entrenched at KPU. It's difficult to see how positive change can happen when this system prevails."*

» *"Although KPU does a good job of avoiding discriminatory policies or practices within the institution, it certainly could do more to address broader systemic issues. For example, despite KPU having inclusive hiring policies, the majority of Faculty in many departments are white, and in some cases, mostly male. This occurs because of discrimination built into post-secondary education systems, where most applicants at the Ph.D. level are likely to be white. Overcoming this would require broader hiring searches, or to incentivize diverse hiring practices, rather than base new hires exclusively on CV. KPU should explore options in this direction."*

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[55] Comments are reported verbatim as provided by respondents. However, potentially identifying information has been removed.

- » *"my Faculty has had a strong and lasting tendency to select only white, Canadian-born (therefore "accent-less') Deans and Associate Deans. Their recruitment therefore might be explained by 'only such people apply for the job'...but it's worth investigating why only white/Canadian-born apply for the job."*
- » *"KPU is a white supremacy. Look at the Organizational Chart - Majority of anyone in a senior position is caucasian. I have seen many colleagues of a different race hit their glass ceiling at KPU and have chosen to leave and work at other institutions where they are valued and respected for their abilities and knowledge. This statement is coming from a caucasian; I'm actually ashamed of KPU for this fact. KPU likes to portray the image of being all inclusive, but in actual fact they are not."*
- » *"The message to Faculty of Colour by white fac mem, white mid mgmt. and HR is that you're a nice person and all, and we'll keep you around, but you gotta eat in the kitchen. It is accomplished by not letting Faculty of Colour showcase their valuable skills, not discussing their ideas further in meetings, not asking them to elaborate further etc. We gotta watch the white bandwagon travel by with a white grand marshal while we are spectators in the stands. We're mostly invisible despite being visible minorities."*

Takeaway: Findings indicate that Typically Underrepresented groups perceive a lack of fairness and transparency around career advancement at KPU. Particular attention can be paid to Women (Women with Dependants and Racialized Women), LGB2SQ+ Persons, and employees who identify as Agnostic or as following non-Christian religions. In addition, attention should be paid to employees in Faculty roles.

Written feedback indicated issues of system discrimination, which impacts fairness for Typically Underrepresented groups.

Strengthening Indigenous relations and inclusion

Written feedback[56] indicates a desire for KPU to strengthen relations and inclusion of Indigenous Persons

Written feedback indicated perceptions of a desire to further relationships and inclusion of Indigenous Persons. Examples of this feedback include:

- » *"I don't feel KPU is doing enough to be using an Indigenous nation's name"*
- » *"More effort in regards to Land Acknowledgments in staff meetings - showing inclusivity for Indigenous staff and students and creating a culture of doing so. More effort in regards to supporting Indigenous students to access KPU education and giving Land/items/artifacts BACK to the Indigenous Nations - offering KPU spaces for these People to meet, work, study outside of just "KPU" activities"*
- » *"A priority should be hiring an Indigenous person (or persons) for a key leadership position at the university."*
- » *"KPU can do a better job of attracting and retaining BIPOC faculty, with a particular emphasis on Indigenous faculty members."*

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[56] Comments are reported verbatim as provided by respondents. However, potentially identifying information has been removed.

> » *"I feel that we need to do more to create an inclusive environment to support Indigenous students in pursuing areas such as [PII]. In the past we have had Indigenous students complete the [PII] program and they have gone on to greatly impact the communities in which they live and work, in a positive way … I feel that we need to enhance our accessibility for Indigenous students to pursue [PII] if it is an area that they are interested in. We also need to ensure that we have seats set aside as well as supports set up for Indigenous students throughout their time in the program."*

Takeaway: Written feedback indicates there may be issues regarding hiring, advancement, and inclusion of Indigenous Persons at KPU, as well as the inclusion of Indigenous communities in KPU activities more widely.

EDI training

Written feedback[57] included EDI training suggestions

Written feedback included suggestions for EDI training. Examples of this feedback include:

> » *"I am encouraged by the recent offerings from the Anti-racism task force, but it would be nice to include anti-diability education as well."*
> » *"The annual anti-bullying training in workplace does not seem to be making a difference. We need to foster a friendly work environment that are open to different opinions and are cultural sensitive."*

Takeaway: Written feedback indicates a desire for more EDI training options and to see the impacts of the available EDI training.

Positive EDI experiences at KPU

Written feedback[58] indicates positive perceptions on KPU's EDI efforts

Written feedback included positive perceptions on KPU's EDI efforts. Examples of this feedback include:

> » *"Fully support the anti-racism cttee to begin dismantling structural racism."*
> » *"KPU is doing good job by introducing surveys and new employee onboarding courses on indigenous."*

Takeaway: Written feedback indicates that KPU's EDI-related efforts are being perceived positively by some employees.

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[57] Comments are reported verbatim as provided by respondents. However, potentially identifying information has been removed.
[58] Comments are reported verbatim as provided by respondents. However, potentially identifying information has been removed.

Canada Research Chair (CRC) Interviews

Canada Research Chair (CRC) Interviews

CCDI interviewed five individuals to develop insights into the Equity, Diversity, and Inclusion (EDI) of the Canada Research Chairs Program (CRCP) and research activities at KPU.

The Canada Research Chairs Program requires all institutions with one or more chairs to develop an equity, diversity, and inclusion action plan to increase openness, transparency, equity, diversity, and inclusion in the management of the institution's chair allocations. KPU engaged CCDI to conduct individual interviews with faculty members who had either applied to be considered for, or were nominated as, a Canada Research Chair (CRC) at KPU to inform the development of an EDI Action Plan that will meet the CRCP requirement.

Data Collection

Of the 11 faculty members invited to participate in the interviews, five did so. The five individual interviews were virtually conducted in May 2021.

Methodology and Analytical Approach

A structured interview guide was used to conduct each interview. The interview questions related to the following topics:

- » Understandings of EDI
- » The importance of EDI for KPU's success
- » KPU's CRC Program, with a focus on:
    - o Inclusivity of Application Process
    - o Transparency and Fairness of Application Process
    - o Barriers
- » Experiences of EDI at KPU, with a focus on:
    - o Fairness
    - o Systemic discrimination
    - o Harassment and discrimination
    - o EDI Resources

Following data collection, interview data was anonymized. CCDI used a structured approach (i.e., following the structured interview guide) to analyze the interview data. Descriptions of interviewees' responses that emerged within the interviews were developed. As only five interviews were conducted, these descriptions were developed when ideas were reported at least once by interviewees. The descriptions presented below comprehensively and anonymously represent the perceptions that emerged in the interviews.

Understandings of EDI

Interviewees' understandings of EDI

When asked to define 'diversity', interviewees shared the following perceptions:
  » Understanding that diversity refers to a variety of visible and invisible characteristics of individuals, which includes, but is not limited to age, ethnic background, race, disability status, gender, sexual orientation, religion, religion, economic background (i.e., class), and immigrant status.
  » Recognizing that diversity refers to the demographic representation of individuals within workforces and institutions.
  » Perception that post-secondary institutions' workforce demographic should closely reflect (i.e., be representative of) the demographic diversity of the communities that they serve and engage with.

When asked to define 'equity', interviewees shared the following perceptions:
  » Recognizing that equity relates to fairness (i.e., equal access to opportunities and resources).
  » Understanding that equity is related to the historical marginalization, or lack thereof, of particular groups.
  » Recognizing that systemic barriers limit opportunities for groups who have been historically marginalized.
  » Perception that equity includes providing resources for marginalized groups to ensure that there are equal opportunities for all individuals to succeed.
  » Acknowledging that different individuals have unique needs and that they may require different resources.

When asked to define 'inclusion', interviewees shared the following perceptions:
  » Recognizing that inclusion refers to an employee's sense of belonging, their perception of being valued, and their perception of being able to contribute to the institution.
  » Perception that inclusion refers to the active involvement and participation of all individuals.
  » Recognizing that inclusion involves ensuring that an institution's systemic structures and processes act to foster an accessible workplace culture as well as access to equal opportunities.

After interviewees' understandings of diversity, equity, and inclusion were provided, the interviewer shared the Natural Sciences and Engineering Research Council of Canada (NSERC)'s definitions of these terms[59].

Importance of EDI

Interviewees perceived high importance of EDI for the success of KPU

All five interviewees perceived that EDI plays an important role in the success of research, innovation, and scholarship at KPU. Interviewees provided an average rating of 9 out of 10 for the importance of EDI for KPU's success in research, innovation, and scholarship. When interviewees were asked why diversity is essential for the success of KPU, the following reasons were provided:

- » Diversity will build a stronger community at KPU.
- » Diversity will generate innovation in research.
- » Diversity will be an important component of the long-term success of KPU.
- » Further diversity among KPU employees is important for the workforce to reflect the communities where campuses are located as well as the student body.

Examples of feedback provided by interviewees include the following:

- » *"You cannot have research and innovation without pulling people from all sections of society."*

When interviewees were asked why equity is necessary for the success of KPU, the following perceptions were provided:

- » Equity will ensure every individual has an equal opportunity to excel in their role.
- » Equity will address and rectify the historical marginalization of particular groups.

When interviewees were asked why inclusion is necessary for the success of KPU, the following perceptions were provided:

- » Inclusion will ensure appropriate structures are in place for diverse individuals with intersectional identities.
- » Inclusion will enable equity for each employee at KPU.

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[59] Natural Sciences and Engineering Research Council of Canada (2017). Guide for Applicants: Considering equity, diversity, and inclusion in your application.

Inclusivity of CRC Application Process

Openness of Application Process

Interviewees reported that they perceived the application process for a CRC position at KPU to be open. There was an awareness of the different CRC pathways that universities could undertake and that KPU had chosen to pursue a retention pathway for its CRC program. When asked to describe the openness of the CRC of the application process, interviewees perceived the following:

- » Open advertisement of positions (i.e., job posting on HR website).
- » Clear and straightforward online application procedure.

Interviewees reported that they were aware of KPU's obligations to EDI in relation to its CRC program. When asked about KPU's EDI obligations, interviewees perceived the following:

- » KPU is committed to following an obligation set by the CRC to have a diverse pool of candidates for CRC positions.
- » KPU's selection committee underwent unconscious bias training.
- » The CRC application included an area where applications could identify the resources they needed. There was a perception that KPU would follow up to provide these resources as necessary.

Transparency of Application Process

Despite the perception that the CRC application process was open, only 2 out of 5 interviewees reported that KPU is transparent with its processes for nominating and renewing chairs. Interviewees perceived the following issues relating to transparency:

- » Lack of clarity on how applications are processed.
- » Unclear selection criteria for successful candidates.
- » Low amount of feedback in relation to why a candidate was unsuccessful in their application.

Barriers Related to Becoming a CRC at KPU

Barriers and challenges related to becoming a CRC

Although there were positive perceptions of the openness of the CRC application process, interviewees also perceived barriers and challenges related to becoming a CRC. Perceived barriers and challenges that were reported included:

- » There is a small number of CRC positions available at KPU, in general.
- » Perceptions of areas of resistance to EDI at KPU, which are perceived as barriers for underrepresented faculty in obtaining CRC positions.
- » Experiences of a lack of support or discouragement in applying for CRC positions.

Barriers for Underrepresented Faculty at KPU to Conduct Research and Barriers to Advancing EDI-Related Research[60]

Interviewees considered barriers for underrepresented faculty to conduct research, in general, to be interconnected with EDI-related barriers in becoming a CRC. Interviewees perceived that although there is an increased institutional emphasis on research activities at KPU, the following structural issues act as barriers for underrepresented faculty to conduct research at KPU:

» Lack of appropriate structures and resources to support research (i.e., low funding, low number of research office staff members, low allocation of workload to research activities).
  o Lack of resources dedicated to underrepresented faculty members.
» A hefty teaching workload leaves very little time for all faculty to engage in research activities.
  o As underrepresented faculty are more likely to invest time and resources into conducting EDI-related research (with little to no institutional support), in addition to already heavy teaching workloads, time constraints become compounded. Therefore, underrepresented faculty are at a higher risk of becoming over-burdened.
» Lack of formal recognition acknowledgment of research activities and publications among non-CRC faculty.
» Limited resources and lack of recognition of research activities contribute to low motivation to engage in research activities.

Interviewees reported that the above structural barriers act to stifle efforts of underrepresented faculty members to conduct research at KPU and therefore build strong CRC applications. In addition, barriers to advancing EDI-related research at KPU were shared, which included:

» Low awareness across KPU of EDI biases in research planning, procedures, and findings.
  o Low awareness and inclusion of non-Western (e.g., Indigenous) and non-male forms of knowledge, including knowledge acquisition, knowledge generation, and knowledge sharing.
» Lack of involvement of diverse groups and communities in research processes, including research planning, knowledge generation, and knowledge mobilization.

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[60] This section pertains to the responses that were provided to following questions: (1) Are you aware of and/or have you experienced barriers related to EDI in advancing your research, innovation or scholarship?, (2) Are you aware of and/or have you experienced EDI-related barriers to becoming a CRC?, (3) In terms of research, innovation, or scholarship across KPU, do you feel that EDI is appropriately considered for research processes (i.e., research design or methodologies, peer review, funding and the provision of other resources, including Indigenous communities or marginalized populations, interpretation and dissemination of results, and recognition and celebration of outcomes and impacts), and (4) Are diverse forms of scholarship, such as those rooted in Indigenous and non-Western knowledge systems, appropriately recognized at KPU?

Fairness at KPU Overall

Perceptions of fairness at KPU

Interviewees provided an average rating of 7.25 out of 10 for fairness at KPU overall. When asked to describe this rating, interviewees perceived the following:

- » There are institutional barriers in place for groups that have been historically marginalized.
- » Barriers need to be further investigated and reduced.

Harassment and Discrimination at KPU

Mixed Perceptions of Systemic Discrimination at KPU

Mixed perceptions of systemic discrimination were reported. Two out of the five interviewees reported that systemic discrimination exists at KPU. When asked about this systemic discrimination, interviewees shared the following perceptions:

- » Lack of representation of Typically Underrepresented groups (i.e., Racialized Persons, Women, Indigenous Persons, LGB2SQ+ Persons, and Persons with a Disability) among Faculty and in Senior Leader roles at the university.
- » Each Canadian institution has some level of systemic discrimination.
- » Further data is required to assess systemic discrimination at KPU.

Harassment and discrimination at KPU

Three out of five interviewees reported having witnessed or experienced harassment or discrimination at KPU. These issues that were witnessed or experienced were related to disability, gender, and race. The issues identified include the following:

- » Microaggressions.
- » Discrimination.
- » Bullying.

Two out of five interviewees reported they do not have confidence and trust in KPU's reporting process to address complaints at KPU effectively. The interviewees perceived the following challenges in using the conflict reporting system:

- » Perceptions that there are concerns around retaliation for reporting.
- » Concerns around the anonymity of the reporting system.
- » Concerns around maintaining emotional energy for reporting.

EDI and Teaching at KPU

Interviewees reported that EDI is not appropriately incorporated into the teaching curriculum at KPU. Although it was noted that KPU is offering resources to support the incorporation of EDI into teaching, there was a perception that faculty have not appropriately adopted EDI into their teaching yet. When asked about challenges relating to incorporating EDI in teaching, interviewees perceived:

» Very limited amount of time available to engage in EDI-training and to incorporate EDI into teaching.
» Faculty may have concerns around teaching EDI-related concepts incorrectly.

EDI Resources at KPU

Interviewees described perceptions that there is an intention to facilitate and support EDI at KPU. They discussed the existence of EDI resources at KPU that they were aware of or have engaged with. They also discussed resources that they accessed outside of KPU. EDI resources mentioned included:

» An anti-racism task force at KPU.
» EDI workshops and training at KPU (e.g., Office of Teaching and Learning's EDI workshops).
» KPU being a CCDI employer partner.
» External training and certificates.

There was low awareness of whether Senior Leaders, Chairs, Deans, or hiring committees have engaged in EDI resources such as training. Interviewees also perceived the following potential issues, challenges, and barriers for utilizing EDI resources and maximizing their potential impact:

» Lack of time availability to engage in EDI training.
» Unclear understanding on whether EDI training is having any positive impacts at KPU.
» Concerns on how to ensure accountability of those who engage in EDI training.

EDI Opportunities

Interviewees identified opportunities to strengthen EDI at KPU further. These perceived opportunities included the following:

» Allocation of a greater amount of time for faculty to incorporate EDI into their research and teaching.
» A higher volume of communication regarding EDI from Senior Leaders.
  o These communications could emphasize the importance of EDI to KPU.
» Acknowledgement of staff members who demonstrate positive EDI-related actions.

Summary of Findings

Interviewees provided an average rating of 9 out of 10 for the importance of EDI for KPU's success in research, innovation, and scholarship. Although the interviewees reported that the CRC application process at KPU is open, they expressed a perception of low transparency in the selection process of candidates.

Interviewees perceived barriers for underrepresented faculty to conduct research, which were interconnected with barriers to becoming a CRC. Perceived barriers for underrepresented faculty included limited research structures and resources to conduct research, limited time availability for faculty to engage in research activities (which acts to over-burden underrepresented faculty), a lack of formal recognition for research activities, and overall low motivation to conduct research. In addition, low awareness of EDI biases in research and the lack of involvement and inclusion of diverse groups in research processes at KPU were reported as barriers to advancing EDI-related research.

While interviewees perceived an intent within KPU to further its equity, diversity, and inclusion, they noted that KPU is early in its EDI journey. Interviewees rated fairness at KPU as 7.25 out of 10. Interviewees noted a lack of representation of Typically Underrepresented groups among faculty and leadership at KPU. 2 out of 5 individuals reported that systemic discrimination exists at KPU, and 3 out of 5 individuals reported incidents of harassment and discrimination at KPU. Issues were also reported regarding the conflict reporting process currently in place.

Individuals were keen to engage in EDI resources and to understand the positive impacts of EDI resources. Individuals also identified opportunities to strengthen EDI, which included the provision of further time resources for faculty and more consistent EDI communication.

Key Takeaways and Next Steps

This section presents the key takeaways and next steps based on the findings of the following assessments:

- » Diversity Census and Inclusion Survey (Diversity Meter)
- » Canada Research Chair (CRC) Interviews

Diversity profile of KPU

CCDI applies generalizations of demographic representation at an organization when a survey response rate of ≥80.0% is achieved. As KPU received a survey response rate of 43.9%, generalizations of demographic representation cannot be deduced. As such, demographic findings are provided to indicate possible patterns of demographic representation that will need to be further investigated.

Overall Representation of Typically Underrepresented demographic groups at KPU.[61,62]

- » No notable demographic findings with ≥10% differences between the KPU workforce and available benchmarks were found.
  - o Indigenous Persons are slightly less represented at KPU than B.C. labour force data and CCDI benchmarks.
  - o Women, Racialized[63] Persons, Persons with a Disability, and LGB2SQ+[64] Persons are more represented at KPU than B.C. labour force data and CCDI benchmarks.

Representation of Typically Underrepresented demographic groups across Roles at KPU.[65]

- » Survey respondents who identified as Women[66] are more represented in BCGEU Staff and Excluded Administrator roles and are less represented in Faculty roles.

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[61] Typically Underrepresented demographic groups in the Canadian employment context include: Indigenous Persons, LGB2SQ+ Persons, Persons with a Disability, Racialized Persons, and Women, who due to structural/systemic barriers are generally underrepresented in the workplace and are more likely to feel less included. The KPU Diversity Census and Inclusion Survey (Diversity Meter) respondents include the following demographics:
  - Women: 59.6%
  - Racialized Persons: 33.3%
  - Persons with a Disability: 20.7%
  - LGB2SQ+ Persons: 12.8%
  - Indigenous Persons: 1.8%

[62] Representation of Typically Underrepresented groups in this analysis refers to survey respondents who self-identified with the associated identities.

[63] Racialized Persons included respondents who identified as Asian, Black, Latin/Hispanic, Middle Eastern, and Mixed Race.

[64] LGB2SQ+, includes respondents of all gender identities (including Trans Persons) who identified as Lesbian, Gay, Bisexual, Two-spirit, Queer, Questioning, Asexual and Pansexual.

[65] Representation of Typically Underrepresented groups in this analysis refers to survey respondents who self-identified with the associated identities and roles.

[66] Women included respondents who identified as a Cisgender Woman or a Trans Woman.

- » Survey respondents who identified as Racialized are more represented in BCGEU Staff role and are less represented in Excluded Administrator and Faculty roles.
- » Survey respondents who identified as Persons with a Disability are less represented in Excluded Administrator roles.
- » Survey respondents who identified as LGB2SQ+ are less represented in Excluded Administrator roles.
- » There were fewer than 5 survey respondents who identified as Indigenous Persons in Excluded Administrator roles.
- » In BCGEU roles, survey respondents who identified as Racialized Persons are less represented in Full-time Regular roles than Full-time Temporary roles.
- » In Faculty roles, survey respondents who identified as Racialized Persons, Persons with a Disability, and as LGB2SQ+ Persons are less represented in Full-time Regular roles than Part-time Regular roles.

Recommended Next Steps:
- » Consider establishing specific career progression paths with quantifiable scores for promotions and/or advancement to minimize bias and increase transparency.
    - o Ensure that career progression paths are communicated to employees.
- » Consider establishing regular and transparent communication by Superiors and Senior Leaders about individual employee goals and achievement.
- » Consider establishing a requirement for all talent decisions to involve one or more stakeholders from Typically Underrepresented groups (i.e., Indigenous Persons, LGB2SQ+ Persons, Persons with a Disability, Racialized Persons, and Women).
- » Continuously assess and monitor the diversity profile of KPU to identify potential barriers and inequities for Typically Underrepresented groups (i.e., Racialized Persons, Indigenous Persons, Persons with a Disability, Women, and LGB2SQ+ Persons).

Inclusion climate

Overall inclusion climate at KPU.

- » 6 out of 13 inclusion indicators received moderate[67] (70-79%) overall agreement[68] ratings.
- » 8 out of 13 indicators received low[69] (60-69%) overall agreement ratings.
- » 6 out of 13 indicators received very low[70] (≤59%) overall agreement ratings, which suggests that there is a need for KPU to review its current policies and practices aimed

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[67] 'Moderate' refers to 70%-79% agreement.

[68] 'Agreement' refers to survey responses of "strongly agree" and "agree".

[69] 'Low' refers to 60%-69% agreement.

[70] 'Very low' refers to agreement that is under 59%. Though no 'high' and 'very high' overall agreement ratings were found for KPU, 'very high' refers to agreement greater than 90%, and 'high' refers to 80%-89% agreement.

at fostering inclusion experiences of employees. These indicators assessed the following:

- o The perception that one's unique value is known and appreciated.
- o Sense of comfort in seeking assistance if experiencing or witnessing workplace harassment and/or discrimination.
- o The perception that KPU is supportive in maintaining well-being.
- o The perception of equal opportunity to advance regardless of age.
- o The perception that career paths are not impacted by time away from KPU for family care.
- o The perception that career paths are not impacted by time away from KPU for cultural or religious obligations.

Inclusion climate for Typically Underrepresented groups, intersectional identities, divisions, and roles.

» Respondents who identified as Persons with a Disability reported the lowest agreement for 4 of the 5 baseline inclusion indicators out of the Typically Underrepresented groups.[71]
  - o Persons with a Disability agreed the least with the indicator assessing perceptions of the organization being supportive in maintaining physical and mental well-being.
» Employees in in Faculty roles and employees in the Academic division reported the lowest agreement for the 5 baseline inclusion indicators.

Recommended Next Steps

» Findings indicate that in an already low inclusion climate, attention should be paid to the inclusion of Persons with a Disability, Racialized Persons, and LGB2SQ+ Persons.
  - o Attention should also be paid to employees in the Academic division and employees in Faculty roles.

Harassment and discrimination.

» Survey findings show the indicator that assessed sense of comfort in seeking assistance if experiencing or witnessing workplace harassment and/or discrimination received very low (≤59%) overall agreement among respondents.
  - o Out of Typically Underrepresented groups, Persons with a Disability and LGB2SQ+ Persons reported the lowest agreement for this indicator.
  - o Out of KPU's roles, respondents in Faculty roles reported the lowest agreement for this indicator.

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[71] 5 key inclusion indicators captured perceptions and feelings of inclusion for the following: 1. KPU commitment to and support of diversity, 2. Being treated fairly and with respect at KPU, 3. One's unique value is known and appreciated at KPU, 4. Feeling included at KPU, and 5. Sense of support in maintaining one's physical and mental well-being.

» <u>Written feedback</u> received on the survey details experiences of harassment, discrimination, and bullying.
» Findings from <u>CRC interviews</u> also indicate perceptions of harassment and discrimination issues at KPU. Issues identified by interviewees include microaggressions, discrimination, and bullying.

Recommended Next Steps:

» Findings indicate a need to strengthen employee confidence and trust in reporting issues of harassment and discrimination at KPU.
   o Particular attention can be paid to Persons with a Disability, LGB2SQ+ Persons, and Racialized Persons. In addition, attention can be paid to employees in Faculty roles.
» Consider reviewing communications of how reports are handled (i.e., who reviews reports and the review process).
» Provide training to Senior Leaders, Superiors, and employees on identifying and issues of harassment and discrimination and how to report these issues through KPU's conflict resolution system.
   o Consider providing examples (e.g., case studies) of how reports are issued and handled, as well as potential outcomes.
» Consider establishing a third-party reporting tool to provide a safe space for employees to report harassment and discrimination-related issues.

Work-flexibility and accommodation supports.

» The <u>survey</u> found low overall agreement (60-69%) for the inclusion indicator that assessed the provision of flexible work options.
» The <u>survey</u> found that out of Typically Underrepresented groups, respondents who identified as Persons with Disabilities reported the lowest agreement with 3 inclusion indicators that assessed perceptions that career paths are not impacted by taking time away from work for health needs, cultural and religious obligations, and family care.
   o Out of KPU's roles, respondents in Faculty roles reported the <u>lowest agreement</u> for these 3 inclusion indicators.
   o Persons with a Mental Health Disability <u>reported</u> low (60-69%) and very low (≤59%) agreement for 2 inclusion indicators that assessed the provision of flexible work options at KPU and taking time away from work for health needs.
» Written feedback indicated that Persons with Dependants experience issues in accessing flexible work options and accommodation supports.
» <u>CRC interviewees</u> reported that heavy teaching workloads leave little time to engage in research activities.

Recommended Next Steps:

» Consider conducting confidential focus groups that seek to develop a deeper understanding of employees' perceptions and experiences of accessibility, accommodations, work-life flexibility, and mental health.

» Consider reviewing policies and practices related to the provision of accommodation and work flexibility supports with a focus on availability and accessibility of supports.
   o Consider continuous communication of these policies to increase comfort in requesting flexible work options and accommodation supports.

» Consider providing specialized training to Senior Leaders and Superiors to increase awareness and understanding of different forms of disabilities (including mental health), dependant care, and the available supports that may be provided.

Fairness in advancement opportunities.

» The survey found very low (≤59%) overall agreement for the inclusion indicator that assessed employees' perceptions of having equal opportunity to advance regardless of age.

» The survey found low (60-69%) overall agreement for the inclusion indicators that assessed employees' perceptions of having equal opportunity to advance regardless of gender/gender identity and race/ethnicity.

» Analysis of 6 indicators relating to fairness indicates that particular attention should be paid to Women (Women with Dependants and Racialized Women), LGB2SQ+ Persons, and employees who identify as Agnostic or as following non-Christian religions.
   o Survey respondents in Faculty roles reported the lowest agreement for the 6 indicators relating to fairness

» CRC interviewees rated fairness at KPU as 7.25 out of 10.

Recommended Next Steps:

» If not already present, consider defining clear and structured career progression paths for each role.
   o Establish a comprehensive performance review system with quantifiable criteria for performance evaluation to minimize any potential biases and increase transparency.

» Communicate career progression plans (and/or communicate that certain roles have limited advancement opportunities) to improve the visibility of career path trajectories.
   o Particular attention can be paid to career path trajectories of Faculty roles.

» Consider establishing regular and transparent communication about individual employee goals and achievements.

» Consider establishing a requirement for all talent decisions to involve one or more stakeholders from Typically Underrepresented groups (i.e., Indigenous Persons, LGB2SQ+ Persons, Persons with a Disability, Racialized Persons, and Women).

» Consider conducting confidential focus groups to gain a deeper understanding of employees' perceptions on fairness and barriers to advancement.

Commitment and support of EDI by Superiors and Senior Leaders.

» The survey found <u>moderate</u> (70-79%) overall agreement for the perception that one's Superior is promoting a respectful and inclusive workplace.

- o Out of Typically Underrepresented groups, respondents who identified as Persons with a Disability reported the <u>lowest</u> agreement for this indicator.
- o Out of KPU's roles, respondents in Faculty roles reported the lowest agreement for this indicator.

» However, the survey found <u>low</u> (60-69%) overall agreement for the perception that Senior Leaders are aware of and committed to EDI.

- o Out of Typically Underrepresented groups, respondents who identified as Persons with a Disability and LGB2sQ+ Persons reported the <u>lowest agreement</u> for this indicator.
- o Out of KPU's roles, respondents in Faculty roles reported the <u>lowest agreement</u> for this indicator.

» Findings from <u>CRC interviews</u> indicate that interviewees believe EDI is important for the success of KPU.

Recommended Next Steps:

» Develop involvement and accountability of Superiors and Senior Leaders for EDI at KPU.

- o Establish EDI accountability metrics for Superiors and Senior Leaders.
- o Continue to provide ongoing EDI-related learning and training opportunities for Superiors and Senior Leaders.

» Consider providing clear and consistent communication to employees on Senior Leaders' involvement in EDI-related initiatives at KPU.

Strengthening Relations and Inclusion of Indigenous Communities

» <u>Written feedback</u> from the survey indicated a desire to strengthen relations with Indigenous communities and the inclusion of Indigenous Persons at KPU.

» <u>CRC interviewees</u> noted low awareness of non-Western (e.g., Indigenous) forms of knowledge at KPU.

Recommended Next Steps:

» Continue to collect data on the inclusion of Indigenous Persons at KPU and how relations with Indigenous communities can be strengthened.

» Continue to develop relations with local Indigenous communities.

Appendix

Demographic Data of Diversity Census and Inclusion Survey (Diversity Meter) Respondents

Primary Role

Role	Percentage
Faculty Member	40.6%
BCGEU staff	39.7%
Excluded Administrator	18.7%
Researchers not in the above groups	1.1%
Prefer not to answer	0.0%

Figure 33: Primary Roles of Respondents

Employment Status

Status	Percentage
Full-time regular	81.0%
Part-time regular	8.8%
Full-time temporary contract	4.4%
Sessional faculty (NR1 contract)	2.1%
Prefer not to answer	2.0%
Part-time temporary contract	1.8%

Figure 34: Employment Statuses of Respondents

Instructional Activity

Activity	Percentage
I don't do any teaching, research or scholarship	48.7%
I teach and engage in research or scholarship	24.7%
I teach, but don't engage in research or scholarship	17.7%
Prefer not to answer	5.4%
I engage in research or scholarship but don't teach	3.6%

Figure 35: Instructional Activity of Respondents

Highest Level of Education

Doctorate degree (e.g. Ph.D., D.Sc., D.Ed.) — 18.4%

Master's degree (e.g. M.A., M.Sc., M.Ed., M.B.A.) — 31.9%

Professional degree — 3.0%

Bachelor's degree — 25.5%

Diploma or certificate — 13.6%

Secondary (High) school diploma or equivalent — 2.4%

No certificate, diploma, or degree — N

Prefer not to answer — 4.8%
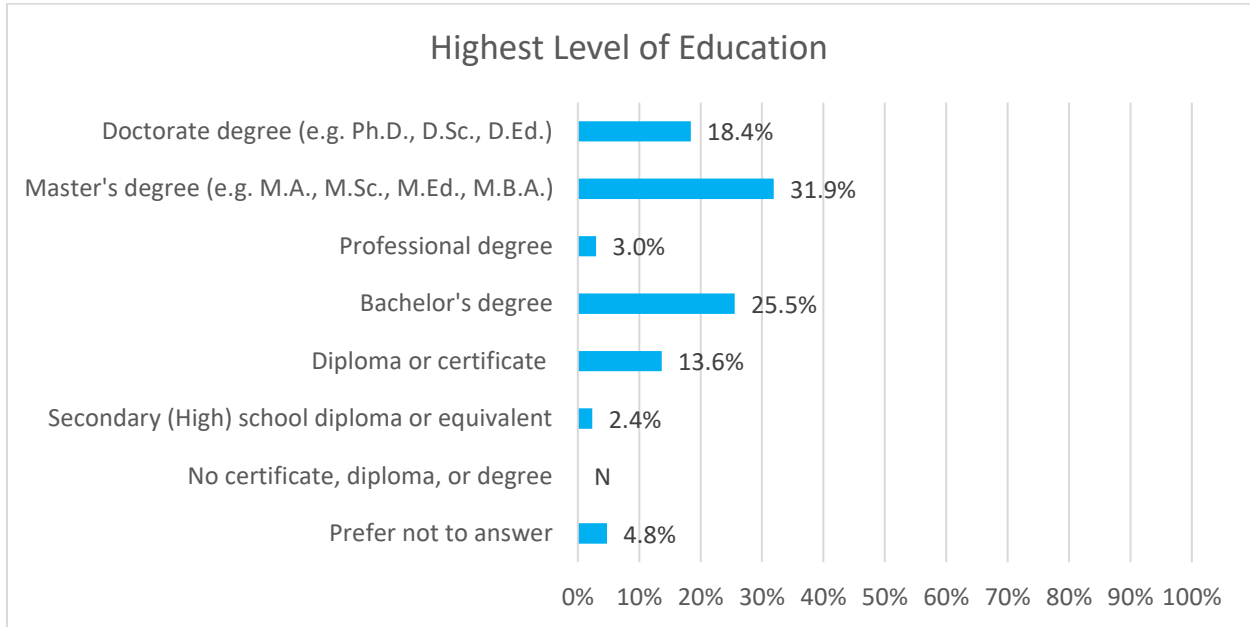
Figure 36: Highest Level of Education among Respondents

Highest Level of Education in Canada

2.8%

18.3%

78.6%

- Highest Level of Education in Canada
- Highest Level of Education outside Canada
- Prefer not to answer
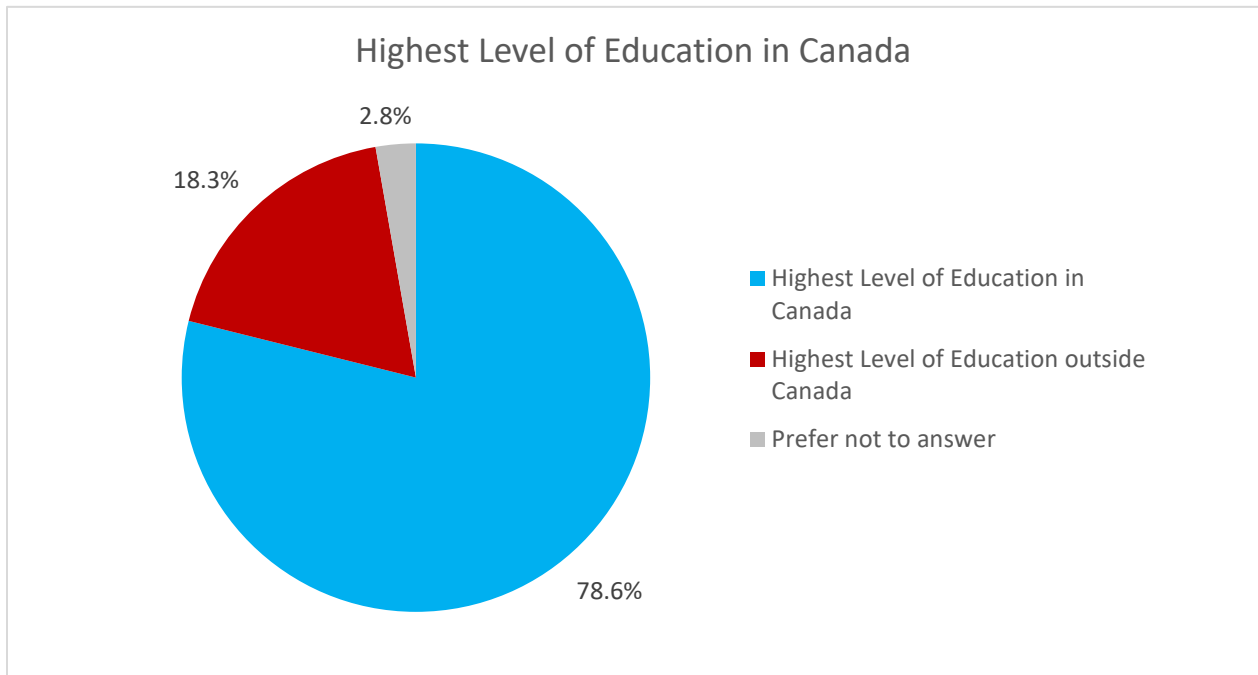
Figure 37: Highest Level of Education in Canada among Respondents

Gender Identity

Category	Percentage
Cisgender Woman	59.6%
Cisgender Man	28.4%
Non-Binary, Gender-fluid, Gender Non-Conforming, or Genderqueer	2.0%
Trans Woman	N
Trans Man	0.0%
Two-spirit (do not select if not Indigenous)	N
Not specified above	1.5%
Prefer not to answer	8.3%
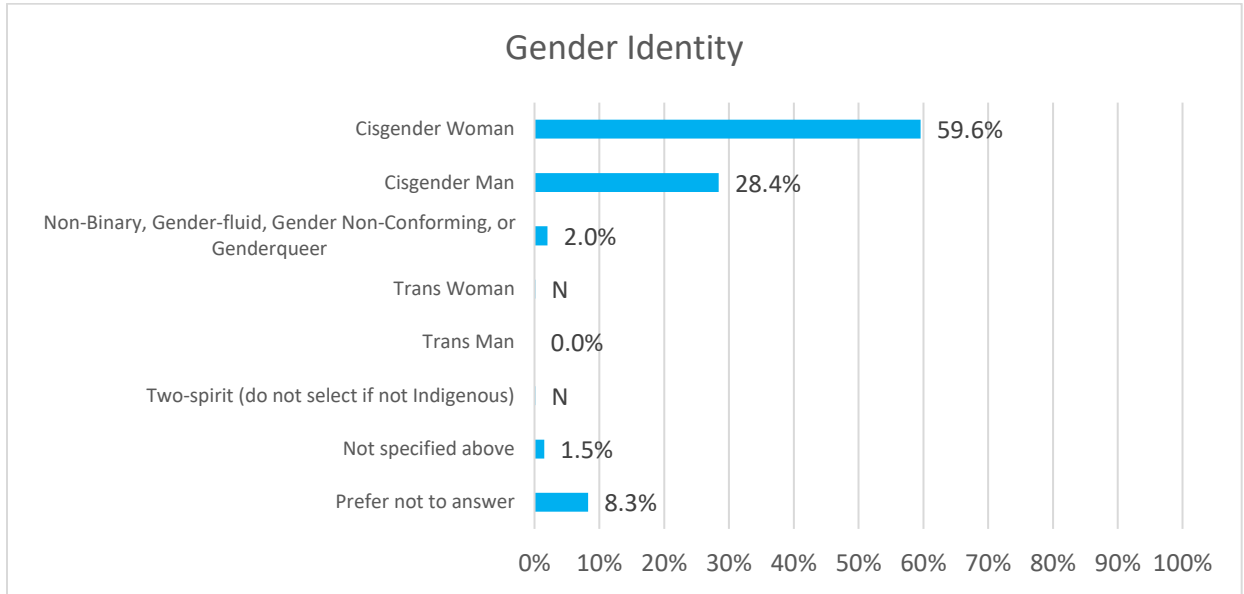
Figure 38: Gender Identities among Respondents

Racial/ethnic and Indigenous Identity

Category	Percentage
Prefer not to answer	4.8%
Not specified above	1.9%
Black	0.9%
Middle Eastern	1.7%
Latin/Hispanic	1.9%
Indigenous	1.8%
Mixed Race	2.9%
Asian	26.6%
White	59.4%
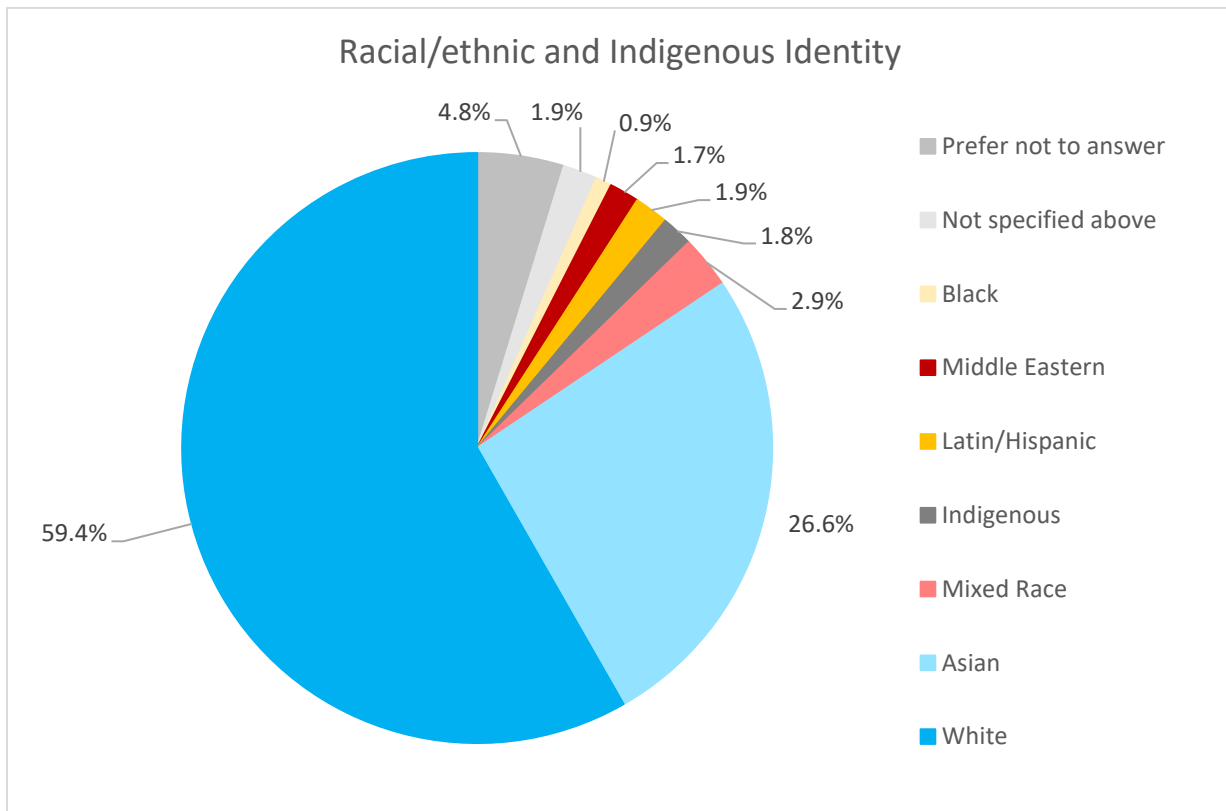
Figure 39: Racial/ethnic and Indigenous Identities among Respondents

Persons with a Disability

Category	Percentage
Persons with a Disability	20.7%
Persons without a Disability	73.1%
Prefer not to answer	6.3%
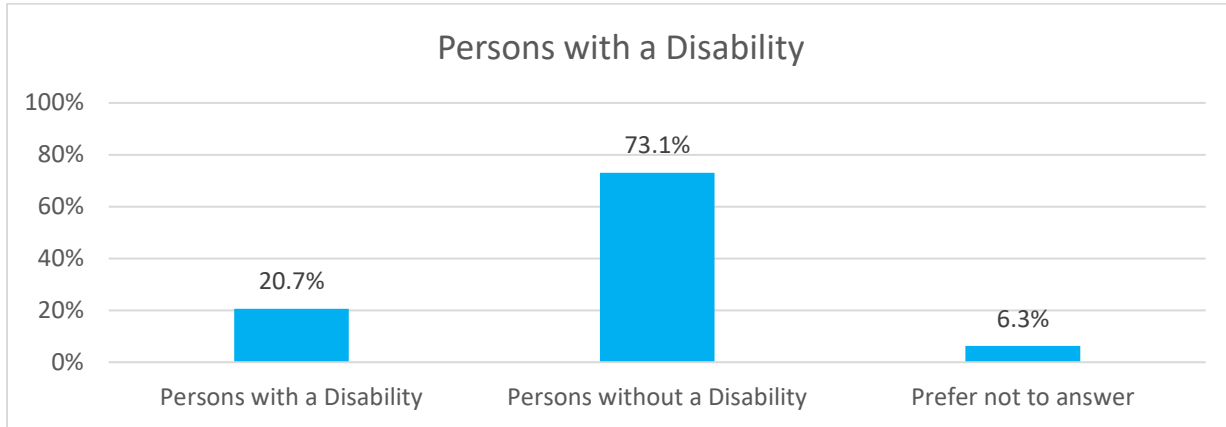
Figure 40: Respondents who Identified as Persons with a Disability

Disability Type

Disability Type	Percentage
Prefer not to answer	4.9%
Not specified above	7.3%
Developmental disability (e.g. autism, Down syndrome)	1.2%
Addiction (e.g. alcohol, drugs, gambling)	5.5%
Sensory disability (e.g. hearing or vision loss)	6.7%
Physical disability (e.g. cerebral palsy, spinal cord injury, amputation)	11.5%
Learning disability (e.g. dyslexia, attention deficit hyperactivity disorder (ADHD))	17.0%
Chronic condition (e.g. epilepsy, cystic fibrosis, diabetes, multiple sclerosis)	23.6%
Mental Health condition (e.g. schizophrenia, depression, anxiety)	53.9%

Figure 41: Disability Types among Respondents who Identified as Persons with a Disability

Sexual Orientation

10.6%
0.8%
12.8%
75.8%

- Heterosexual
- LGB2SQ+
- Not specified above
- Prefer not to answer

Figure 42: Sexual Orientation among Respondents

Persons with a Dependant

Persons with a Dependant — 34.9%
Persons without a Dependant — 59.6%
Prefer not to answer — 5.5%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
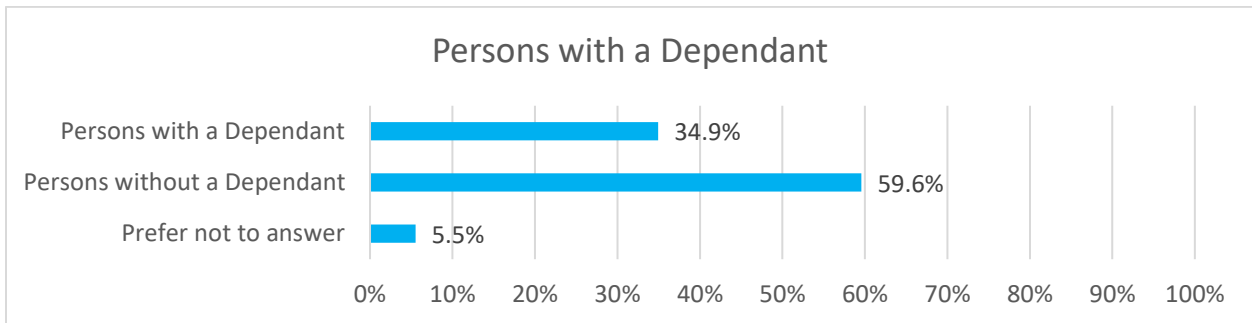
Figure 43: Respondents who Identified as Persons with a Dependant

Country of Birth

2.9%
35.9%
59.4%

- Born in Canada
- Born outside Canada
- Prefer not to answer
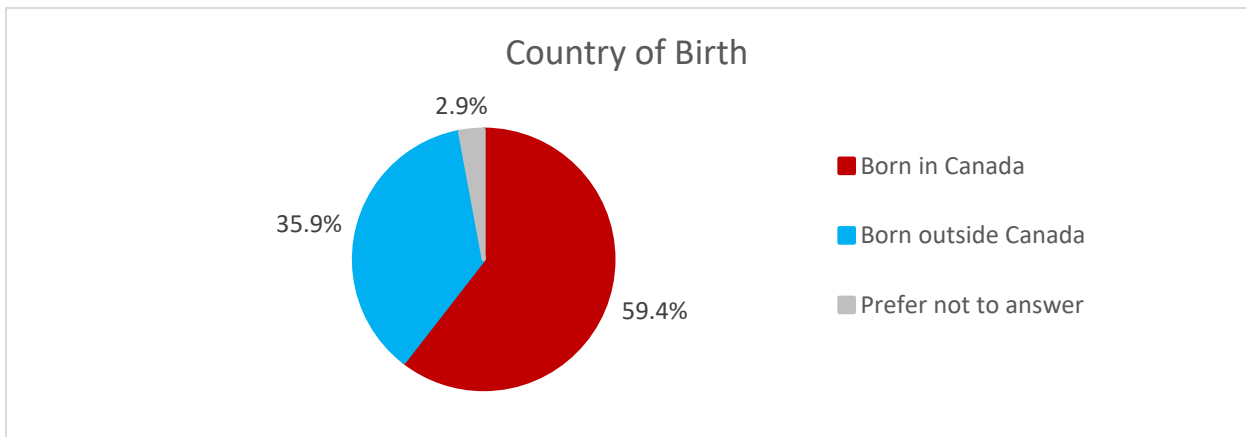
Figure 44: Country of Birth among Respondents

Theme	Sub-theme	Number of Comments
Accommodations for Disabilities	Perceived issues of availability and accessing accommodations	11
	Sense of low confidence/trust in KPU's ability to maintain confidentiality of requests	6
	Perceived barriers relating to mental health (e.g., stigma, negative repercussions, etc.)	6
	Accommodations deemed not necessary	5
Accommodations for Dependants	Perceived issues of availability and accessing accommodations	10
	Accommodations deemed not necessary	20
Accommodations for Cultural or Religious Reasons	Perceived issues of availability and accessing accommodations	N
Fairness	Perceived presence of fairness-related issues	16
	Perception of a lack of diversity in KPU's senior positions	10
	Perception of KPU's workforce lacking representation of diverse community/student community	9
Harassment/ discrimination	Perceived presence of harassment/discrimination issues	28
	Perceived tolerance of harassment/discrimination issues at KPU	18
	Low sense of safety in seeking assistance	14
	Perceived relationship between harassment/discrimination and poor mental health	8
Senior Leadership	Perceptions of Senior Leader awareness and commitment to Diversity and Inclusion	12
Indigenous Relations	Desire to improve relations and inclusion of Indigenous communities	6

EDI Training	Desire for EDI training to be pursued and offered	10
Positive EDI experiences at KPU	Positive EDI-related experiences at KPU	5
Feedback for the survey	Feedback for the survey and/or response options	23

Table 2: Themes of written comments provided on the Diversity Census and Inclusion Survey (Diversity Meter)

Canadian Centre for Diversity and Inclusion (CCDI)

The Canadian Centre for Diversity and Inclusion (CCDI) is a made-in-Canada solution designed to help employers, diversity and inclusion/human rights/equity, and human resources practitioners effectively address the full picture of diversity, equity and inclusion within the workplace. Founded and run by experienced diversity and inclusion practitioners, CCDI's focus is on practical sustainable solutions that help employers move toward true inclusion. Effectively managing diversity and inclusion, and human rights and equity is a strategic imperative for all Canadian organizations that wish to remain relevant and competitive.

We focus on the topics of inclusion that are relevant in Canada and the regional differences that shape diversity by addressing the issues that move employers from compliance to engagement. Our research, reports and events have become valuable cornerstones for people developing and implementing diversity plans.

CCDI is grateful for the support of our Employer Partners across Canada.

Contact us

Have questions about the benefits of becoming a CCDI Employer Partner, or any of our services? Please contact:

Nyla Camille Guerrera
Director, Partner Relations
1-416-968-6520 x 112
nyla.camille@ccdi.ca

CCDI is grateful for the ongoing support of our Founding Partners.

Canadian Centre for Diversity and Inclusion
Centre canadien pour la diversité et l'inclusion

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