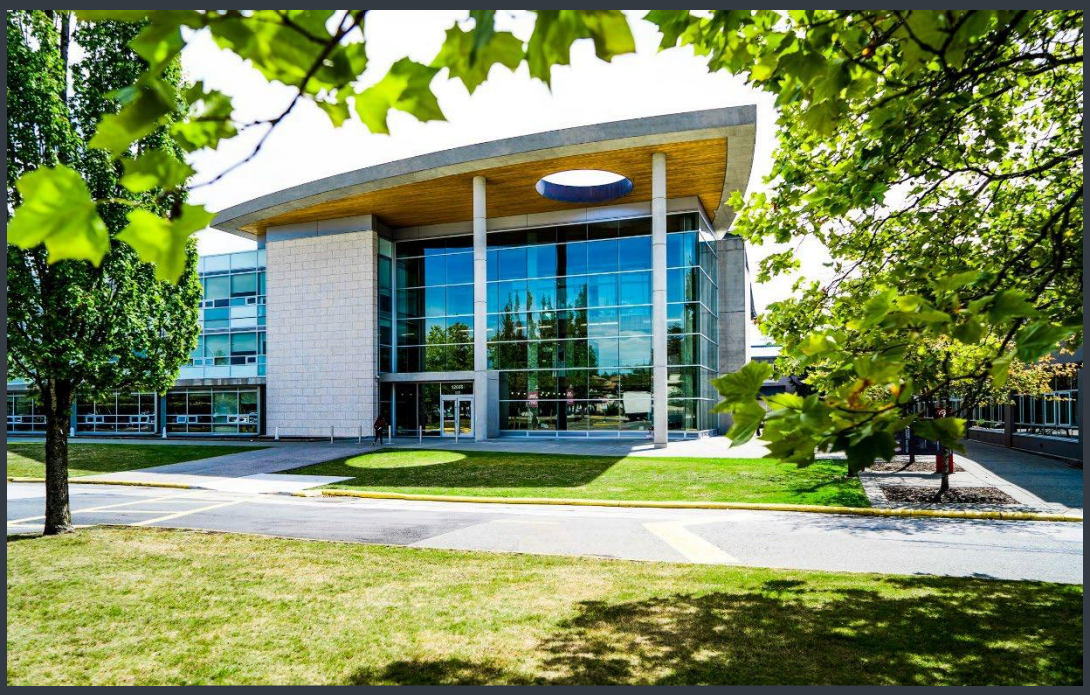
Kwantlen Polytechnic University's

Equity, Diversity, and Inclusion (EDI) Action Plan: Recommendations for Institutional Change

2025



KPU | Office of Equity and Inclusive Communities

Territorial Acknowledgement

We at Kwantlen Polytechnic University respectfully acknowledge that we live, work and study in a region that overlaps with the unceded traditional and ancestral First Nations territories of the Musqueam, Katzie, Semiahmoo, Tsawwassen, Qayqayt, and Kwikwetlem; and with the lands of the Kwantlen First Nation, which gifted its name to this university.

In the cause of reconciliation, we recognize our commitment to address and reduce ongoing systemic colonialism, oppression and racism that Indigenous Peoples continue to experience.

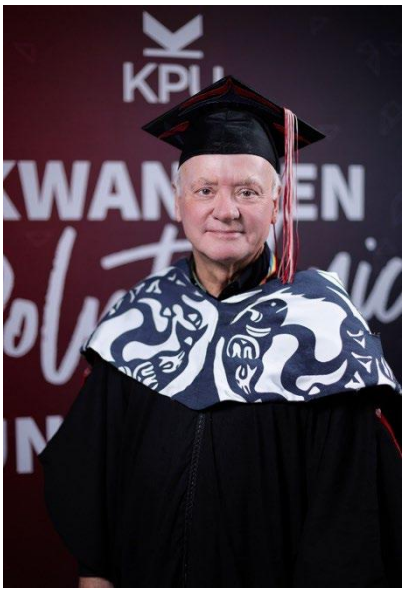


KPU | Office of Equity and Inclusive Communities

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Message from the President



As an open access institution, Kwantlen Polytechnic University has long aimed to be a welcoming place for all. For KPU's diverse and equity-denied groups, it is important we take action to remove obstacles so the university becomes an even more welcoming environment, one where they can feel truly included.

Our latest strategic plan, Vision 2026, made this explicit by committing KPU to advancing anti-racism, equity, diversity, inclusion, and accessibility across the university.

We have already developed the *xéʔelɬ Pathway to Systemic Transformation Framework* as a response and commitment to upholding the responsibilities expressed through the Truth and Reconciliation Commission of Canada's Calls to Action, the Calls for Justice stemming from the National Inquiry into Missing and Murdered Indigenous Women, Girls and 2SLGBTQQIA people, and the United Nation's Declaration Rights of Indigenous Peoples. We have also published the findings of our Task Force on Anti-Racism and have been implementing its recommendations. We have created the Office of Equity and Inclusive Communities which provides leadership to advance key EDI initiatives across the institution. And we have advanced our Accessibility Plan to make KPU fully inclusive for people with disabilities.

Now, we are officially launching our Equity, Diversity, and Inclusion Action Plan to drive forward the quest for fairness and justice, to ensure all employees have equitable opportunities to thrive at KPU regardless of their background. This plan promotes diverse perspectives, experiences, and identities with the intent of fostering a respectful and inclusive environment.

I encourage all employees to read this plan and play their part in continuing our efforts to make the university a welcoming place for all.

Sincerely,

Alan Davis PhD
President and Vice-Chancellor

Message from the Vice President, Equity and Inclusive Communities



Over the past few years, KPU has deepened its commitment to social justice making it one of the key pillars of Vision 2026. This includes a firm dedication to Indigenization and decolonization, anti-racism, accessibility, and equity, diversity and inclusion. With the launch of our Equity, Diversity, and Inclusion Action Plan, we are further affirming our responsibility to advance equity and inclusion across the institution.

I am happy to present this plan that has evolved over the years with help and feedback from various members of the KPU community. It highlights the need to address barriers and make ongoing systemic and structural changes to shape our institution into a more just and inclusive place. I thank everyone involved in developing and supporting the plan.

We have already started the work of implementing the recommendations in the plan and we will continue to hold ourselves accountable by measuring the progress. The plan will be updated regularly to ensure that we stay current with evolving EDI principles and practices.

I am committed to moving this work forward to ensure that every member of our community feels valued and included. I call upon all members of KPU to continue to champion equity and justice. By working together, we will build a more equitable and inclusive KPU.

Sincerely,

Dr. Asma Sayed
Vice-President, Equity and Inclusive Communities

Introduction

KPU is committed to actively fostering an equitable and inclusive learning and working environment that enables every member of our diverse community to thrive. Building such an environment is essential to being a unique, progressive and highly regarded university that upholds a culture of social justice, sustainability, creativity, and equity. KPU's goal is not only to reflect our diverse, dynamic and growing community, but also to enable our students and employees to enjoy rich, engaging, and supportive educational and working experiences.

In order to facilitate building a positive experience for all at KPU, we are developing an Equity, Diversity, and Inclusion (EDI) Action Plan using the Canada Research Chairs: Institutional Equity, Diversity and Inclusion Action Plans Best Practices Guide as a starting point.[1]

The EDI Action Plan is focused on employees and has the following goals:

1. To support EDI practices throughout the institution
2. To strengthen employee awareness and understanding of EDI
3. To address systemic barriers to create space for full participation of employees in the university community



[1] This plan is subject to changes based on the feedback we will receive from The Tri-agency Institutional Programs Secretariat (TIPS) which administers the Canada Research Chairs program.

How to Approach this Document

This document was originally written by the EDI Action Plan Development Committee and contains draft recommendations the committee proposed to be included in KPU's first EDI Action Plan. It was updated after receiving feedback through a survey of all KPU employees.

As you read through the document, you may come across terms you are unfamiliar with. To assist with this, you will find Definitions of key terms used within this document in the last section. These terms are hyperlinked in the report so you may click on the word and be taken to the definition.

The contents of this document are deeply connected to lived experiences and may trigger strong feelings and responses. If you need support, please consider the following resources. All organizations listed below are hyperlinked to their respective websites.

- KPU Employee and Family Assistance Program
- BC Mental Health Supports
- KUU-US Crisis Line
- Crisis Centre BC
- Indian Residential School Survivors Society
- Multicultural Mental Health Resource Centre Canada
- Vancouver Black Therapy and Advocacy Foundation
- Healing in Colour
- Salal Sexual Violence Support Centre
- Trans Lifeline

If you feel defensive or uncomfortable while reading these recommendations, please remember that discomfort is part of change.

Note to the Reader

The creation of the EDI Action plan began in 2021. KPU launched the Office of Equity and Inclusive Communities (OEIC) in response to the insights in the Task Force on Anti-Racism Report and Recommendations. The OEIC, since being created in 2023, now leads the development and implementation of the EDI Action Plan. Since the process began, many of the draft recommendations within the plan have been worked on and the current version of the plan has been updated to reflect this work.

EDI Action Plan Steering & Development Committees

The Equity, Diversity, and Inclusion (EDI) Action Plan Steering Committee was established in late 2019. Although this committee was formed in response to the Canada Research Chairs Program's (CRCP) requirement that institutions develop individual EDI action plans to ensure equitable distribution of and support for Canada Research Chair (CRC) allocations, KPU decided to take this opportunity to create a wider action plan that would benefit all employees. The Steering Committee contracted the Canadian Centre for Diversity and Inclusion (CCDI) to collect baseline data. CCDI administered a Diversity Census and Inclusion Survey (Diversity Meter) in March 2021 and conducted interviews with CRC applicants and nominees in May 2021. CCDI provided KPU with key findings and recommendations in a Current State Inclusivity Assessment (CSIA) report[2] in November 2021.

With data from the CSIA report regarding KPU's employee demographics and work culture, the Steering Committee approved the formation of a separate development committee led by Human Resources to draft recommendations on which to base the action plan. KPU faculty with recent experience participating on KPU EDI committees, lived experience and/or demonstrated understanding of EDI issues, and strong writing and editing skills, were invited to apply. Applications from equity-denied groups were encouraged.[3]

The EDI Action Plan Development Committee was formed in January 2022 and ended in March 2023 when the draft Plan was completed. Draft version of this document was shared with all KPU employees in March 2023. All feedback received was incorporated in the document over the following year. Changes were also made taking into consideration all the EDI-related developments that had already happened since March 2023 (for example, creation of the Office of Equity and Inclusive Communities). As of July 2023, all the work related to further revisions and development of the plan was transferred from Human Resources to the Office of Equity and Inclusive Communities.

[2] Throughout this document references will be made to some of this data. Readers are encouraged to review the entire CSIA report in full, including written feedback provided by respondents and interviewees.

[3] Time-releases were offered to mitigate the reality that equity-denied employees are often expected to do an institution's "diversity work" which amounts to additional unpaid labor including administrative work and mentoring colleagues (Canada Research Chairs Institutional Equity, Diversity and Inclusion Action Plans Best Practices Guide, p. 9).

EDI Action Plan Steering Committee Members

- **Dr. Alan Davis** (he/him), President and Vice Chancellor
- **Dr. Asma Sayed** (she/her), Vice President, Equity and Inclusive Communities, and Canada Research Chair in South Asian Literary and Cultural Studies, Department of English (*joined December 2022*)
- **Dr. Deepak S. Gupta** (he/him), Associate Vice President, Office of Research Services
- **Dr. Diane Purvey** (she/her), Provost and Vice President Academic (*joined January 2022*)
- **Gayle Bedard** (she/her), Associate Vice President, Indigenous Leadership (*joined December 2022*)
- **Laurie Clancy** (she/her), Vice President, Human Resources
- **Dr. Lori McElroy** (she/her), Associate Vice President, Planning and Accountability
- **Randall Heidt** (he/him), Vice President, External Affairs (*joined January 2022*)
- **Dr. Rajiv Jhangiani** (he/him), Associate Vice President, Teaching and Learning *(until July 2022)*
- **Dr. Romy Kozak** (they/she), Director of Diversity, and Faculty, Department of English (*until April 2024*)
- **Teresa Smith** (she/her), Director, Organizational Development and Employee Experience, Human Resources (*until June 2023*)
- **Trina Prince** (they/them)**,** Director, Equity, Diversity, and Inclusion, Office of Equity and Inclusive Communities *(joined January 2022)*

EDI Action Plan Development Committee Members **(January 2022 – March 2023)**

- **Dr. Asma Sayed** (she/her), Vice President, Equity and Inclusive Communities, and Canada Research Chair in South Asian Literary and Cultural Studies, Department of English
- **Dr. Cherylynn Bassani**, Faculty, Department of Sociology
- **Dr. Fiona Whittington-Walsh** (she/her), Lead Advisor on Disability, Accessibility, and Inclusion, and Faculty, Department of Sociology
- **Dr. Lilach Marom** (she/her), Faculty, Department of Educational Studies *(until August 2022)*
- **Dr. Romy Kozak** (they/she), Director of Diversity, and Faculty, Department of English
- **Teresa Smith** (she/her), Director, Organizational Development and Employee Experience, Human Resources
- **Trina Prince** (they/them)**,** Director, Equity, Diversity, and Inclusion, Office of Equity and Inclusive Communities
- **Dr. Daniel Tones** (he/him), Chair, Music Department (*until February 2022*)

Naming this Document

Over the past few years, many postsecondary institutions have created various actions plans with terms such as equity, diversity, inclusion, anti-racism, and accessibility. However, these concepts may become hollow words unless they are supported by strong and intentional actions.

When work began on this document, the EDI Action Plan Development Committee discussed calling it the Equity, Diversity, Inclusion, and Decolonization (EDID) Recommendations Report[4]. This title recognized that EDI initiatives must occur in partnership with decolonization efforts, and that developing EDI recommendations which did not acknowledge and attempt to address the wrongs that continue to be committed against Indigenous peoples would be misguided. Both equity and decolonization are central to successfully bringing about transformative, inclusive change.

Work on these recommendations proceeded with this awareness in mind. When it came time to release this draft for public comment, however, it was noted that that the appearance of "decolonization" in such a prominent place as the title may be problematic due to several factors. These include the following:

- No members of the EDI Action Plan Development Committee identified as Indigenous.
- The Diversity Census and Inclusion Survey (the starting point of these recommendations) did not adequately represent Indigenous voices, given the low response rate of KPU employees who identified as Indigenous.
- During the past two years, the Indigenous Advisory Committee — in collaboration with Campus Development, representatives from the nations whose unceded lands KPU occupies, and Indigenous students, faculty, and staff—have worked to develop the *xéʔelɬ - KPU Pathway to Systemic Transformation* which is a guiding document to support KPU's work on Indigenization and decolonization. There must be no confusion as to the role of *xéʔelɬ* in guiding KPU's work on decolonization.

In light of these concerns, it was decided that it was more appropriate for the title of this document to retain its initially assigned focus on "EDI": equity, diversity, and inclusion. The Committee hopes that the following Guiding Principles will clarify that this decision in no way reflects a lack of commitment to the essential work of decolonization, as well as anti-racism, accessibility and disability justice, and gender justice, but is rather a gesture of humility that recognizes the collaboration which must occur as we pull together toward these common goals.

[4] The discussion included following the lead of the Igniting Change: EDID Final Report and Recommendations.

Guiding Principles

Equity, Diversity, and Inclusion (EDI) principles advocate for fairness and justice by ensuring everyone has equitable opportunities to thrive regardless of their background. They promote diverse perspectives, experiences, and identities, fostering a respectful and inclusive environment. These principles and related practices are designed to reduce or eradicate social exclusion by addressing both obvious and subtle discriminatory and prejudicial behaviors in workplaces, schools, and other settings. In essence, EDI strategically responds to all forms of isms and phobias.

The recommendations in this document have been influenced by the following guiding principles:

1. ***EDI work cannot be done without centering decolonization and challenging the colonial context in which universities have historically operated***

Colonization has created long-lasting systems of oppression. Educational institutions have been built on and used as a tool for oppression for hundreds of years. By decolonizing the very institutions that marginalize equity-denied groups, it will be possible to transform these systems that cause harm into places that give everyone a space to belong.

KPU needs to have a strong commitment to honouring, centering, and being accountable to the communities on whose unceded lands KPU campuses are located. All EDI work must be done in consultation with Indigenous voices, and it should further the goals of and commitment to reconciliation and decolonization. KPU's EDI efforts must work in alignment with *xéʔeɬ - KPU Pathway to Systemic Transformation* and the *Truth and Reconciliation Commission of Canada: Calls to Action*.

2. ***EDI work cannot be done without combatting racism***

Post-secondary institutions were built on and continue to uphold racist ideologies, practices, cultures, and systems. Dismantling racism requires not only the acknowledgement of its existence, but a collective shift and deep commitment to actionable and ongoing anti-racism.

Many scholars who focus on anti-racist praxis argue that EDI initiatives can open space for discussions about racial inequities, but they should not become "a containment zone"[5]. It is important to acknowledge that words such as equity, diversity, and inclusion are not all

[5] Thobani, Sunera, (Ed.). (2022). *Coloniality and Racial (In)Justice in the University: Counting for Nothing?* University of Toronto Press. 6.

encompassing and can exclude areas of anti-oppression work. We must clearly commit to anti-racism.

All EDI work must be done in consultation with Black, Indigenous, People of Colour (BIPOC) (also identified as People of the Global Majority) and further the goals of and commitment to anti-racism. Therefore, KPU's EDI efforts must work in alignment with *KPU's Task-Force on Anti-Racism: Final Report and Recommendations (2022)*.

3. EDI work cannot be done without challenging ability bias and privilege

Disability justice experts argue that there is not only a lack of academic engagement with students and staff with disabilities, but that EDI work itself defines disability through an 'ability bias' and ableist perspective[6]. This disempowers disabled individuals, subjecting them to discrimination, and creates institution-wide barriers. KPU needs to commit to creating space to hear and centre the voices of employees with disabilities.

All EDI work must be done in consultation with people with disabilities and further the goals of disability justice and accessibility and inclusion. Therefore, KPU's EDI efforts must work in alignment with KPU's Accessibility Plan.

4. EDI work cannot be done without dismantling gender norms

Due to societal structures, gender norms are deeply rooted in the frameworks of organizations. Not only does this create unsafe spaces for Two-Spirit, trans, and non-binary people, but it also fosters a workplace where all marginalized genders experience a high rate of discrimination, bullying, misgendering, and harm. In order to create a gender inclusive workplace for everyone, KPU needs to commit to doing further work and consultation with 2SLGBTQIA+ employees and students. This includes, but is not limited to, creating a *Gender & Sexuality Equity Action Plan* that will work in alignment with KPU's EDI efforts and further the goals of gender and sexual equity and inclusion for all.

5. EDI work must recognize that people have multiple social identities

Everyone has multiple social identities (e.g., ability, gender, race) and many of these social identities are connected to systems of oppression (e.g., ableism, heterosexism, patriarchy, racism, transphobia, capitalism) and privilege (e.g., ability privilege, citizenship, cisgender privilege, male privilege, white privilege). EDI work cannot address specific forms or systems of oppression in isolation from others; the approach must be intersectional. EDI work must

[6] Wolbring, G. and Lillywhite, A. (2021). "Equity/Equality, Diversity, and Inclusion (EDI) in Universities: The Case of Disabled People." *In Societies*, 11, 49.

recognize that the systems of oppression impact everyone depending on their social identities.

6. EDI work centers equity-denied groups

EDI work moves equity-denied groups to the center by shifting attention from dominant viewpoints held by those with power and privilege to the viewpoints of those who are marginalized. It involves trusting and respecting what individuals from equity-denied groups have to say about their lived reality, being open to change, and ensuring that people participate in decision-making matters that impact them.

7. EDI work is a collective, intentional responsibility

EDI work must be intentional; it is not and cannot be the responsibility of a small group of people at KPU. Every individual and department across the University is accountable for actively contributing to a culture of equity and inclusion which values diversity and is rooted in decolonization. KPU's EDI work requires deliberate action by all members of our community.

8. EDI work is a responsibility that is ongoing

The recommendations in this document are only a starting point. Further data collection and ongoing relevant work will be necessary to address gaps in the existing data. While the EDI Action Plan, to which these recommendations contribute, will be the first of its kind at KPU, it cannot be the last. As KPU increases the collection of EDI-related data, KPU's EDI efforts will need to be monitored, revisited, reported on, reimagined, and renewed.

RECOMMENDATIONS

KPU | Office of Equity and Inclusive Communities

The EDI Action Plan Development Committee reviewed the CSIA report's qualitative and quantitative data and created a series of recommendations that form the foundation of this document.

Recommendations have been organized into nine themes:

1. Broad Institutional Support
2. Education, Training, and Resources
3. Leadership
4. Complaint Reporting and Processes
5. Health & Wellness
6. Accommodations and Supports
7. Hiring
8. Retention and Advancement
9. Ongoing Data Collection



1. Broad Institutional Support

The CSIA report indicates that there is low satisfaction regarding fairness, inclusion, and well-being, particularly among faculty and other employees from equity-denied groups (CSIA, p. 13). When asked about inclusion[7] at KPU, there was low overall agreement for 8 of 20 inclusion indicators (CSIA, p. 29). The perception that KPU is committed to and supportive of diversity also scored *low*, while the perception that one's unique value is known and appreciated scored *very low*. As an organization, KPU needs to demonstrate a strong and a sustained commitment to EDI principles throughout its institutional culture and values to respond to these critiques.

Recommendations:

1.1. Maintain and continue to support the Vice President, Equity and Inclusive Communities position on an ongoing basis[8] (see Appendix C). This position, through the Office of Equity and Inclusive Communities (OEIC), leads, connects and coordinates all EDI-related portfolios across the institution.

1.2. Continue to fund and resource OEIC to ensure the ongoing support and success of institutional EDI priorities.

1.3. OEIC leads, manages, and supports the following areas of EDI work: Anti-racism, accessibility, gender and sexual equity, social sustainability, and human rights. The scope, vision, and mandate for OEIC will be broadened and updated regularly as EDI portfolios, principles, and priorities change and/or expand internally and externally.

1.4. OEIC to develop, and implement, an institutional Action Plan focusing on gender and sexual equity.[9]

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[7] 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/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". These questions served as indicators to assess the extent to which employees perceive that the KPU is an inclusive environment.

[8] As suggested in the institutional structure outlined in the *KPU's Task-Force on Anti-Racism: Final Report and Recommendations,* the Vice President, Equity and Inclusive Communities position was launched in June 2023 and is currently held by Dr. Asma Sayed.

[9] Only a small amount of data was collected through the CSIA regarding the experience of 2SLGBTQIA+ people and all marginalized genders. With *KPU's Task-Force on Anti-Racism: Final Report and Recommendations, KPU's xéʔelɬ - Pathways to Systemic Transformation document,* and the *Accessibility Plan*, this recommendation is created to ensure the voices of 2SLGBTQIA+ people and all marginalized genders are heard. The data suggests 2SLGBTQIA+ people experience KPU as less welcoming than cisgender, heterosexual people.

1.5. Maintain and regularly update OEIC's webpage (https://www.kpu.ca/oeic) to include all EDI initiatives, events, and information. Develop communications and news releases to celebrate, honour, and elevate ongoing EDI work and events at KPU.

1.6. Ensure that all policies and procedures are developed and/or revised in an iterative process involving consultations with OEIC.[10]

1.7. Ensure that all governance processes and decision-making bodies, including Senate, Board of Governors, and relevant standing committees, are guided by EDI principles and practices.

1.8. As the EDI Action Plan is focused on employees, develop recommendations, in consultation with students and the Kwantlen Student Association, that work alongside this EDI Action Plan and increase student EDI initiatives at KPU, strengthen awareness and understanding among students, and address systemic barriers to full participation in the university community.

1.9. OEIC leads and supports the implementation of the recommendations of the *TFA's Final Report and Recommendations* and KPU's *Accessibility Plan* institution-wide.

1.10. Support the implementation of *the xéʔelɬ Pathway to Systemic Transformation Framework* institution-wide.

1.11. Create a framework to help diversify membership on committees across the institution.

[10] This process has begun through the latest updates to GV2. EDI consultations are now a part of the policy development process.

2. Education, Training, and Resources

The CSIA report indicates that many employees, faculty in particular, do not perceive KPU as a safe place where colleagues understand the importance of diversity, equity, and inclusion. In response to the statement "racist, sexist, homophobic, and other inappropriate comments or jokes are not tolerated at KPU," 58.3% of faculty agreed, compared to 81.25% of BCGEU staff.

Responding to the same statement, those who identified as Persons with a Disability (61.2%), LGB2SQ+[11] (62.7%), Women (70%), and Racialized Persons (72.6%) had a lower rate of agreement than Straight White Able-Bodied Men (80.2%) (CSIA, p. 43).

These indicators demonstrate the need to improve EDI awareness and understanding across all employee groups at KPU, including senior management[12], administrators, and Board of Governors members, through learning opportunities, training and resources.

Overall, as a place of learning, KPU needs to further commit time, resources, and funding to provide educational opportunities for all employees to deepen their knowledge of EDI and create safer, inclusive communities (CSIA, p. 66).[13]

Recommendations:

2.1. Develop and implement a plan for employees to engage in meaningful, sustainable, and incentivized learning opportunities that will deepen awareness and understanding of EDI topics.

2.2. Develop and implement incentivized learning programs, available to all employees that provide education around recognizing, identifying, and addressing microaggressions and identity-based harm.

2.3. Develop and implement ongoing training for senior management to learn how to support and facilitate EDI initiatives and person-centered accommodation processes.

2.4. Develop and implement training from an EDI principles lens that is mandatory for members of Senate, Board of Governors, and relevant standing committees.

2.5. Ensure infrastructure of training and resources available to employees is grounded in Universal Design principles.

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[11] The CSIA uses this acronym in the report.

[12] Senior Management refers to the following positions at KPU: President & Vice Chancellor; Provost & Vice President, Academic; Vice President; Chief Financial Officer; General Counsel; Chief Information Officer; Associate Vice President; Dean; University Librarian; and/or Executive Director.

[13] This work is ongoing under OEIC. Please see footnote number 7.

2.6. Create an incentive and appreciation program for employees who actively participate in EDI learnings and training and implement EDI principles in their day-to-day work practices with measurable outcomes.

2.7. Create and maintain a standard EDI glossary and language guide, with shared language to be used across the institution.

2.8. Create and provide programming that will assist faculty in integrating EDI practices into their curriculums. Ensure this is built into time they currently spend on classroom preparation.

2.9. Ensure infrastructure of training and resources available to employees is grounded in Indigenous ways of knowing and reconciliation practices.

2.10. Reduce institutional barriers by ensuring EDI principles are embodied in Finance, Human Resources, Risk, Procurement, Information Technology, Marketing, Communications, and Facilities, and all administrative units across the institution.



3. Leadership

The CSIA report identifies *low* levels of representation of equity-denied groups within leadership and senior administrative roles, yet high representation in part-time and temporary positions among other employees (CSIA, p. 22). Specifically, “survey respondents who identified as Racialized are more represented in BCGEU Staff roles and less represented in Excluded Administrator and Faculty roles,” and “survey respondents who identified as Persons with a Disability are less represented in Excluded Administrator[14] roles” (CSIA, p. 22). The CSIA also indicates *low* agreement by members of equity-denied groups—Persons with a Disability and LGB2SQ+ people—that managers and senior leadership are committed to EDI. These results indicate that KPU needs to significantly increase diversity in senior management positions, and that those in these positions need to actively empower all employees to create a culture of equity across the institution.

Recommendations:

3.1. Provide annual reports on senior management and board composition as per the principles outlined in the 50-30 Challenge or other such initiatives.[15]

3.2. Ensure OEIC reviews and reports on the progress on the EDI Action Plan and other relevant commitments on a regular basis.

3.3. Embed EDI responsibilities and goals into all senior management performance reviews, competencies, and position descriptions, and establish criteria to objectively assess these.

3.4. Implement a 360-degree performance appraisal for all leadership positions, that specifically focuses on EDI practices.

3.5. Improve diversity in senior management positions and Board of Governors through an increased representation of equity-denied groups as per the principles outlined in documents such as the 50:30 Challenge.

[14] Excluded administrator refers to administrative employees excluded from a bargaining unit.

[15] The 50-30 Challenge is a Government of Canada initiative that invites private and public sector organizations of all sizes to improve diversity and inclusion in their senior management and boards. By joining the Challenge in 2021, KPU committed to a "board and/or senior management" group with "gender parity (50% women and/or non-binary people") and "significant representation (30%) . . . of members of other equity-deserving groups, including those who identify as Racialized, Black, and/or People of colour. . . , People with disability . . . , 2SLGBTQ+ and/or gender and sexually diverse individuals, and Aboriginal and/or Indigenous Peoples" ("The 50-30 Challenge"). Data collection has begun for the 50-30 Challenge. Also see recommendation 7.10.

4. Complaint Reporting and Processes

While all employee groups reported some lack of comfort in seeking assistance when experiencing or witnessing workplace harassment and/or discrimination, some groups were much more likely to express disagreement with this indicator than their counterparts. Of particular note are the following:

- 44% of non-binary, trans, and Two-Spirit employees did not feel comfortable seeking assistance compared to 14% of cis men and women.
- 28% of LGB2SQ+ employees did not feel comfortable seeking assistance while only 13% of employees who identified as heterosexual felt uncomfortable.
- 28% of employees with a disability did not feel comfortable seeking assistance compared to 12% of employees without a disability.
- 21% of employees who identified as Indigenous did not feel comfortable seeking assistance compared to 15% of non-Indigenous employees.

These findings, alongside other indicators and relevant written feedback, indicate the need for a multi-dimensional approach to improving employees' access to, comfort with, and confidence in processes for reporting and addressing formal and informal complaints.

Recommendations:

4.1. Incorporate a safe system to provide support and advice throughout the current complaint and reporting process using an inclusive, people-centered, and trauma-informed approach.

4.2. Create policies and procedures for recognizing, identifying, and addressing microaggressions, racism, and identity-based harm.

4.3. Create an anonymous and confidential mechanism (separate from the current HR24 Protected Disclosure policy) providing multiple avenues for reporting instances of identity-based harm and microaggressions.

4.4. Create an employee guidebook that clearly outlines how to report instances of identity-based harm and microaggressions and list available supports.

4.5. Create an annual report that is shared with KPU employees to acknowledge identity-based harm and microaggressions that employees have reported.

4.6. Based on the annual report recommended in 4.5, develop resources to implement incentivized EDI learning programs, for all employees, that provides education around recognizing, identifying, and addressing microaggressions, conflict management, identity-based harm, and difficult conversations and/or interventions as identified in the report and as they relate to complaints.

4.7. Review and revise policy AC8 Principles of Academic Freedom and Responsibility in consultation with employees to include functional definitions of hate speech and respectful communication.

4.8. Create a process informed by culturally specific traditions and practices (for example, accessing the Elder in Residence for Indigenous employees) to access during a complaint process.

4.9. Integrate Restorative Justice principles into the complaints process.

5. Health and Wellness

Persons with a Disability agreed the least with the indicator assessing perceptions of the organization being supportive in maintaining physical and mental well-being. (CSIA p. 70). Two-Spirit, non-binary, and trans employees also showed a higher disagreement compared to cisgender men and women.

Data from the CSIA also indicates *low* overall satisfaction regarding the provision of flexible work options. For example, employees with disabilities reported experiencing barriers and had lower rates of agreement regarding flexible work options than employees without a disability. Disagreement rates were also high among Two-Spirit, non-binary, and trans employees.

These findings indicate the need for a greater focus on employees' physical and mental well-being.

Inclusive workplaces foster enhanced well-being in a variety of ways. KPU needs to take a holistic approach toward employee well-being and to create multiple support systems.

Recommendations:

5.1. Maintain and update HR3 Flexible Work and other policies and clear processes for flexible work options for all employees.

5.2. Improve the extended health benefits packages for all employees from an EDI lens, with particular attention to offering flexible benefits packages and a broader range of professional services and benefits.

5.3. Work with KPU's Employee and Family Assistance Program provider to prioritize and expand upon current EDI-informed services and practices to meet the needs of equity-denied employees, such as providing access to culturally competent counsellors who speak multiple languages and matching employees with counsellors who share similar lived experiences.

5.4. Provide education to all managers on how employees can easily access support for maintaining a healthy and ergonomic work environment.

5.5. Continue to implement training and resources for employees and leadership to deepen their understanding of the importance of psychological and physical health and wellbeing.

5.6. Implement training and resources for employees to deepen their understanding of the importance of supporting and working with neurodivergent people.

5.7. Expand and provide further resources and benefits to support employees' mental health.

5.8. Work with the union(s) to enhance benefits to include more services for employees' dependents.

5.9. Create resources available for employees to access and receive training on trauma-informed practices and support systems.

5.10. Create wellness frameworks that support employees to deepen their understanding about personal wellbeing and seeking supports for the same.

5.11. Create unit-specific internal feedback mechanisms to learn more about employee's workloads and create additional support as needed.



6. Accommodations and Supports

Data from the CSIA indicates a *low* rate of agreement from employees with physical disabilities with the statement, "At KPU, I feel included." Data also identified a *very low* rate of agreement from employees with physical disabilities with the statement, "At KPU, my unique value is known and appreciated." Employees without disabilities were twice as likely to agree with the same statement.

Having access to equitable accommodation processes, including those for family care and religious, spiritual, and/or cultural obligations, is central to creating a sense of inclusion and of being valued for all employees. It is important that the accommodation processes, as well as the accommodations themselves, be effective and respect the dignity and privacy of employees requesting accommodations. Most significantly, respondents expressed concerns regarding confidentiality, and they described difficult experiences requesting accommodations.

Recommendations:

6.1. Develop a new accessibility policy and process to uphold Universal Design and accessibility (as defined in the Accessible British Columbia Act, the Accessible Canada Act, National Standard for Psychological Health and Safety, and the UN Convention on the Rights of Persons with Disabilities) as core institutional values.[16]

6.2. Revise existing and develop new policies to create specific, person-centered approaches to different types of accommodations including family care, religious/spiritual, and/or cultural.

6.3. Within the new proposed portfolio in OEIC focused on disability justice and anti-ableism (see Recommendation 1.3), provide readily available tools and personal supplies for employees to use without them having to go through an extensive accommodation process (e.g. hearing aid batteries, amplifiers, crutches, voice to text transcription software, etc.).

6.4. Create an annual communication plan which provides detailed information about accommodation processes, including one's rights, supports available, KPU's duty to accommodate, and whom to approach with questions.

[16] Development of a new workplace accessibility policy has begun.

6.5. Conduct ongoing accessibility and inclusivity audits[17] and provide detailed reports to the KPU community on recommended updates and implemented changes.

6.6. Develop and promote a wayfinding strategy that makes KPU more accessible and inclusive (for example, through accessible signage). This should include an interactive digital map of each campus.

6.7. Enhance communications and provide further education to employees around flexibility and support for those who have family, elder and/or childcare responsibilities.

6.8. Review and audit current digital platforms across the institution for accessibility. Based on findings, update to make all digital spaces more accessible.

6.9. Provide ongoing learning programs about accessibility and universal design to all employees.

6.10. Review and revise the holiday calendar and provide more flexible options to accommodate cultural and religious celebrations.

6.11. Review and revise bereavement leave policies to provide more flexible understanding of family and provide more time as needed.

[17] Example: Gender and Trans Inclusive Washroom audit

7. Hiring

In the CSIA report, many employees' comments indicate a need for changes in hiring practices to better promote diversity at KPU. Faculty, employees with disabilities, and employees who are racialized reported experiencing challenges during the hiring process. The CSIA report also observes that "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" (CSIA, p. 58). Embedding EDI principles into KPU's hiring practices will allow us to create a more equitable experience for candidates and KPU will be able to attract a greater variety of talented applicants.

Recommendations:

7.1. Review and revise policies and procedures related to recruitment, hiring, and search committees to align with current and effective EDI practices. Mandate that final reports are created at the end of a search that highlights what EDI practices were implemented throughout.

7.2. Ensure all search committee members, hiring managers, and Human Resources (HR) representatives have completed relevant EDI training (see recommendation 2.1).[18]

7.3. Develop a guide in support of EDI practices in recruitment, hiring, and onboarding for use by search committees, hiring managers, and HR representatives.

7.4. Revise existing and develop future position descriptions, job advertisements, criteria, and/or competencies through an EDI lens.

7.5. Review and revise strategies for placing job advertisements in spaces and job boards that serve equity-denied groups.

7.6. Create partnerships with relevant search firms and recruiters to increase the hiring of individuals from equity-denied groups. Require any contracted search firm or recruiter to demonstrate an understanding of and commitment to EDI and a proven track record in facilitating the hiring of individuals from equity-denied groups.

7.7. Collect data during the hiring process to understand the demographics of who is applying and who gets hired. Analyze and report on the data annually to assess where there are gaps or areas for improvement.[19]

7.8. Pursue BC Office of Human Rights Special Program applications and other ways to increase representation of employees from equity-denied groups.[20]

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[18] Bias in Hiring training is currently offered. Further training needs to be provided.
[19] Data collection has begun.
[20] KPU has received approval from the BC Office of Human Rights for a special program expiring February 17, 2027 which permits preferential hiring of qualified self-identified Indigenous applicants for 10 faculty positions, 5

7.9. Develop a recruitment and hiring plan to increase the number of BIPOC faculty to better reflect KPU's diverse student population and the communities we serve.

7.10. Develop a recruitment and hiring plan to meet or exceed the goals of the 50-30 Challenge or similar initiatives.

7.11. Create a guide for EDI related questions to ask and integrate into all levels and all position interviews.



administrative positions, and 7 support staff positions. The expectation is to both hire and retain Indigenous employees.

8. Retention and Advancement

Employees from equity-denied groups reported a lack of fairness in relation to career advancement. People who identified as LGB2SQ+ and Persons with a Disability reported the lowest agreement with perceptions of equal opportunities for advancement. 17% of employees with disabilities felt that their career path at KPU was negatively impacted due to their health and wellness, versus only 5% of employees who did not identify as having a disability. In addition, employees with disabilities were two to three times more likely to disagree with the statement that employees had equal opportunity to advance based on family status, gender, sexual orientation and religion. LGB2SQ+ agreement on these indicators was 5% to 15% lower than those who did not identify as LGB2SQ+.

Recommendations:

8.1. Create a mentorship-focused program specifically for employees of equity-denied groups to receive peer-to-peer and leadership development support with the goal to enhance advancement opportunities internally.

8.2. Develop equitable career paths for faculty and staff that reward excellence in teaching, service, research, scholarship, and creativity.

8.3. Provide more transparency and communication around career advancement between internal positions including one for employees to work and transition across different groups (unionized, excluded etc.).

8.4. Build a stronger, more equitable culture of research, scholarship, service, and creativity at the department, Faculty, and institutional level for all employees at KPU through additional funding, time releases, training, recognition, and celebration.

8.5. Gather further data from all employee groups around career progression and potential barriers faced.

8.6. Ensure that anonymous self-identification questions are included in the employee exit process.

9. Ongoing Data Collection[21]

While the CSIA report provides us with some preliminary data to help form the recommendations presented here, further data is necessary to monitor progress, and revise and expand recommendations as indicated. The first set of data collected and presented in the CSIA report will act as the KPU benchmark against which to compare future EDI data. For KPU to maintain its commitment to EDI, data needs to be collected on an ongoing basis.

A key factor in data collection is to establish trust among employees. Data that is collected must be strictly confidential as per privacy legislation and must be used only to further advance EDI initiatives at KPU. Response rates for the survey in the CSIA report were less than ideal with 43.9% of employees completing the survey. High response rates for all employee groups will provide more useful information to guide decision-making, so establishing trust and understanding of the importance of this information is critical.

This data should be used to inform decision-making pertaining to hiring, retention, recruitment, promotion, wages, development and revision of policies and procedures, and other EDI matters at KPU.

Recommendations:

9.1. Continue to confidentially collect EDI-related data in a respectful manner that builds trust among employees and addresses privacy needs.

9.2. Provide an annual report on identity-based data of KPU employees using an intersectional lens to allow OEIC to set up goals, practices and supports for all employees.

9.3. Conduct a yearly comparison of student demographic data with faculty, staff, and administration demographic data, and report on differences.

9.4. Conduct an annual pay equity comparison for excluded administrative positions which analyzes the data with an EDI lens for position level inequities. If inequities are determined, develop and apply a strategy to achieve equity.

9.5. Collect data around quantitative and qualitative outcomes of those who participate in EDI learning programs and trainings.

9.6. Establish explicit diversity and inclusion metrics and targets that the organization can implement and then monitor internally within each unit.

[21] KPU has already begun this work.

Summary and Conclusion

These recommendations were formed using benchmark data that was collected in March 2021 by an external research agency, the Canadian Centre for Diversity and Inclusion (CCDI), to assess employee perceptions of EDI in the workplace. Nine themes emerged from the data that was collected, and multiple recommendations have been offered to create a stronger, more diverse, equitable, inclusive, decolonized workplace.

The EDI Action Plan Development committee noted limitations in data collected from the Diversity Census and Inclusion Survey with regard to Indigenous employees and trans employees, as well as faculty. While we cannot make up for the reliability and validity errors in the baseline data collection, the recommendations in this document emphasize that future data collection efforts must be more comprehensive and specifically seek to include Indigenous and trans voices.

It is the goal that these recommendations will work alongside *KPU's Task-Force on Anti-Racism: Final Report and Recommendations*, the *Accessibility Plan*, *xéʔelɬ - KPU Pathway to Systemic Transformation, and other relevant* documents. The critical comments of KPU employees indicate a desire and need for change in our workplace to foster feelings of belonging and inclusion. Most of the employees want to see that EDI principles are fully embedded in the policies, procedures, structures, and overall culture of KPU.



Definitions

The following are definitions of some key EDI terms that appear in this document. Many of these terms have evolving definitions and for some, different understandings are possible. These definitions provided here are the ones the committee has adopted and worked with while developing the Action Plan recommendations.[22]

2SLGBTQIA+: An acronym used to refer in general to sexually- and gender-diverse people. Specific letters/characters acknowledge Two Spirit, Lesbian, Gay, Bisexual, Trans, Queer, Intersex, and Asexual people, and the "+" signifies further, continually evolving diverse sexual orientations and gender identities and expressions. Two Spirit, a term used by some Indigenous people, is placed first in recognition that "Indigenous people are the first peoples of this land and their understanding of gender and sexuality precedes colonization" (https://equity.ubc.ca/). Two Spirit identity does not neatly align with either gender or sexuality as these are settler-imposed concepts; thus, "Two Spirit," "2S" or "2" appears in discussions of both.

LGB2SQ+: The Current State Inclusivity Assessment (CSIA) by CCDI uses this acronym to refer to people of diverse sexualities: that is, "respondents of all gender identities (including Trans Persons) who also identify as Lesbian, Gay, Bisexual, Two-spirit, Queer, Questioning, Asexual and Pansexual" (CSIA, p. 8). A separate question on the survey invited respondents to report their gender identity as "Cisgender Woman, Cisgender Man, Non-binary, Gender-fluid, Gender Non-Conforming, or Gender Queer, Two-spirit, Trans Woman, or Trans Man" (CSIA, p. 20). The CSIA report does not disaggregate non-cis individuals in its comparative analysis, but the raw data shows their responses correspond with and amplify those of LGB2SQ+ people. Accordingly, this document uses "LGB2SQ+" or "Non-binary, Two Spirit, and trans" when referring to CSIA data and “2SLGBTQIA+” when making recommendations.

Ableism: The systemic oppression of people with disabilities and privileging of those currently without disabilities, whether physical, intellectual, or emotional. Ableism is based on a normative presumption that certain types of bodies and minds are more fully human and valuable than others and that it is therefore acceptable to discriminate against, exclude, and otherwise dehumanize those with different bodies and minds. Like racism and sexism, ableism is embedded in and perpetuated through multiple levels of social systems, including

[22] The definitions of Diversity, Equity, Inclusion, Decolonization, and Healthy Organizational Climate were written by the EDI Action Plan Development Committee.

institutional, cultural, and individual.

Academic Freedom: "Academic freedom includes the right of all members of the University community to inquire, discuss and express themselves, study, conduct research, teach, publish, create and exhibit their work, associate and peaceably assemble without deference to prescribed doctrine on ideas, principles, concepts, or issues related to pedagogy and research; and without hindrance by the University, any of its representatives, or coercion by external agents. . . . In exercising academic freedom, there is a responsibility to remain within the bounds of all applicable institutional policies, municipal, provincial and federal laws, and to respect the rights and freedoms of all others within the University and society at large. Hence, academic freedom does not entitle anyone to promote hatred or contempt for any social, national, or ethnic group, to display incompetence in teaching or scholarship, or to violate the rights of others" (AC8: Principles of Academic Freedom and Responsibility Policy).

Accommodation: In an employment context, the adjustment of a qualified individual's work environment, schedule, responsibilities, or job assignment to support them in performing the essential duties of their job. Accommodation may involve additional support or the removal of barriers, and can be temporary, periodic, or long term, according to the needs of the individual. The term "accommodation" may or may not refer to an adjustment required to fulfill the employer's "duty to accommodate" as prescribed by the BC Human Rights Code.

Anti-racism: "Actively opposing systemic and individual racism and racial prejudice and taking constructive action/s to ensure equity and systemic justice in all facets of our lives" ().

BIPOC/IBPOC/People of the Global Majority: BIPOC is an acronym that stands for Black, Indigenous, and People of Colour. IBPOC is another common variation of this acronym which purposefully elevates Indigenous people as the First Peoples of the territories we currently call Canada. People of the Global Majority is a term which decenters whiteness and acknowledges Indigenous, Black, and People of Colour as the global majority. These acronyms and terms seek to acknowledge the different yet overlapping systems of racism and oppression faced by Black peoples, Indigenous peoples, and People of Colour in Canada. While the terms are designed to demonstrate solidarity between communities of Colour, it is important to know that [they] lack specificity and have the potential to ignore the unique experiences of individual racial and ethnic communities" (TFA Final Report and Recommendations).

Cis or cisgender: A term describing people who identify with the gender they were assigned at birth.

Decolonization: The process of exposing and dismantling colonial and colonizing worldviews, procedures, structures, and systems that presume the inherent superiority of white European-derived culture and thought, uphold settler entitlement to the land of Turtle Island, and erase and destroy Indigenous peoples, cultures, languages, and ways of being and knowing.

Disability: "[A] complex phenomenon, reflecting an interaction between features of a person's body and mind and features of the society in which they live. A disability can occur at any time in a person's life; some people are born with a disability, while others develop a disability later in life. It can be visible and/or invisible, temporary, permanent, temporary, or episodic. Disability can steadily worsen, remain the same, or improve. It can be very mild to very severe. The social model approach views disability as a natural part of society, where attitudes, stigma and prejudices present barriers to people with disabilities, and prevent or hinder their participation in mainstream society" (Federal Disability Resource Guide).

Diversity: Diversity is the presence of differences among members of a collective whole. Diversity is a fact of Canadian (as well as British Columbian and Metro Vancouver) society, but it must also be consciously valued and cultivated in order to counteract intentional and unintentional systemic exclusions and to ensure the sustainability and success of any organization. Diversity sometimes refers specifically to a range of characteristics protected under human rights legislation, e.g. Indigenous identity, race, colour, ancestry, place of origin, religion, marital or family status, disability, sex, sexual orientation, gender identity or expression, and age. It may also refer to the presence of individuals from underrepresented groups recognized in equity acts or charters: women, Indigenous people, racialized people, people with disabilities, and 2SLGBTQIA+ people. Unfortunately, in EDI contexts, diversity has often been understood superficially and celebrated as an end in itself, thereby containing and impeding the more difficult work of dismantling colonialist, racist, and patriarchal structures that uphold the privilege of a select homogeneous minority.

Equity: Equity is the principle and practice of fairness and justice grounded in the recognition that existing social systems do not support the success and wellbeing of all people equally. Equity acknowledges that treating people as though they are the same, or as though current systems and practices constitute an 'even playing field,' does not ensure equality or inclusion. Rather, equity involves intentional and proactive measures to remove or counteract historically

entrenched barriers, prejudices, disparities, and imbalances that have resulted in the exclusion and disempowerment of structurally marginalized groups.

Equity-denied groups: Groups or communities that, due to historical and ongoing systemic discrimination, have faced barriers and been denied equal access to opportunities and resources available to other groups. "Equity-denied" is an evolution of the terms "equity-seeking" and "equity-deserving"; in contrast to these, it takes the onus off disadvantaged groups from intentionally pursuing conditions that should exist for everyone in a just society.

Healthy Organizational Climate: At KPU, a healthy organizational climate is one in which inclusion, diversity, equity, decolonization, respect and justice are valued, expected and reflected in the day-to-day attitudes and behaviours of all community members.

Inclusion: Inclusion refers to the act of ensuring all members of a group feel they belong, are welcome as themselves, know that their ideas and contributions are valued, and can find the space and supports needed to participate fully and succeed. Inclusion is not only an individual but also an institutional obligation, grounded in equitable structures and actions that remove barriers, create access, support real empowerment, and are themselves open to transformation.

Inclusive Excellence: "Inclusive Excellence views anti-racism, equity, diversity, and inclusion as essential to individual and institutional innovation and excellence. It is a transformational framework that not only acknowledges, upholds, and celebrates diverse ways of knowing, learning, and engaging, but also encourages and supports creation and dissemination of this knowledge" (TFA Report).

Intersectionality: "'Intersectionality as an analytic tool examines how power relations are intertwined and mutually constructing. Race, class, gender, sexuality, dis/ability, ethnicity, nation, religion, and age are categories of analysis, terms that reference important social divisions' (Collins and Bilge 7). Intersectionality is a concept articulated by Black, feminist scholar Kimberlé Crenshaw that suggests that various forms of power and privilege intersect to create varied marginalizations (for example, a Black woman with a disability may face sexism, racism, and ableism). While one may face these power structures separately, the combined/intersectionality of multiple and overlapping forms of discriminations must be considered in assessing the impact of power structures" (TFA Final Report and Recommendations).

Microaggression[23]**: "**Microaggressions are everyday snubs and insults that marginalized groups face. They are often very subtle comments or actions that come from implicit bias and/or stereotypes. They might seem like a compliment . . ., a harmless comment . . . , or a subconscious action" (The Micropedia). The impact of such behaviours on those constantly targeted by them is far from 'micro,' leading many to refer to such acts simply as "aggressions."

Racism: "Racism is based on privilege and power, and it can be individual and/or systemic. It can include prejudice, discrimination, and mistreatment directed at an individual or community based on their race and ethnicity. Additionally, racism includes systems of advantage and oppression based on race, where certain individuals and communities receive privileges based on their race or ethnicity that others do not" (TFA Final Report and Recommendations)

Universal Design: An approach to design and creation that prioritizes accessibility, equity, and inclusion from the outset rather than relying on adaptation or retrofitting to accommodate some groups or individuals. Universal design ensures that any environment (and any physical structure, product, or service offered) can be used and understood by all people, inclusive of all abilities and other forms of diversity. To many proponents, universal design is simply good design.



[23] Although this is the definition most commonly used, we acknowledge that the impacts are not micro.

IMPLEMENTATION FRAMEWORK

KPU | Office of Equity and Inclusive Communities

	Recommendation	Institutional Lead	Department/s Involved
1. Broad Institutional Support			
1.1	Maintain and continue to support the Vice President, Equity and Inclusive Communities, position on an ongoing basis[1] (see Appendix C). This position, through the Office of Equity and Inclusive Communities (OEIC), leads, connects and coordinates all EDI-related portfolios across the institution.	President VP, Finance and Administration VP, Equity & Inclusive Communities (EIC)	Office of the President Board of Governors (BOG) Finance Office of Equity & Inclusive Communities (OEIC)
1.2	Continue to fund and resource OEIC to ensure the ongoing support and success of institutional EDI priorities.	President VP, Finance and Administration VP, EIC	OEIC
1.3	OEIC leads, manages, and supports the following areas of EDI work: Anti-racism, accessibility, gender and sexual equity, social sustainability, and human rights. The scope, vision, and mandate for OEIC will be broadened and updated regularly as EDI portfolios, principles, and priorities change and/or expand internally and externally.	VP, EIC	OEIC
1.4	OEIC to develop, and implement, an institutional Action Plan focusing on gender and sexual equity.	VP, EIC	OEIC
1.5	Maintain and regularly update OEIC's webpage (https://www.kpu.ca/oeic) to include all EDI initiatives, events, and information. Develop communications and news releases to celebrate, honour, and elevate ongoing EDI work and events at KPU.	VP, EIC	OEIC
1.6	Ensure that all policies and procedures are developed and/or revised in an iterative process involving consultation with OEIC.	Provost and VP Academic VP, EIC	Policy & Academic Affairs OEIC
1.7	Ensure that all governance processes and decision-making bodies, including Senate, Board of Governors, and relevant standing committees, are guided by EDI principles and practices.	President Provost and VP Academic VP, EIC	Senate BOG Deans OEIC Provost and VP Academic

1.8	As the EDI Action Plan is focused on employees, develop recommendations, in consultation with students and the Kwantlen Student Association, that work alongside this EDI Action Plan and increase student EDI initiatives at KPU, strengthen awareness and understanding among students, and address systemic barriers to full participation in the university community.	VP, Students VP, EIC	Student Services Kwantlen Student Association (KSA) OEIC
1.9	OEIC leads and supports the implementation of the recommendations of the TFA's Final Report and Recommendations and KPU's Accessibility Plan institution-wide.	VP, EIC	OEIC
1.10	Support the implementation of the xéʔelɬ Pathway to Systemic Transformation Framework institution-wide.	President VP, EIC	Indigenous Student Services OEIC
1.11	Create a framework to help diversify membership on committees across the institution.	VP, EIC	OEIC
2. Education, Training, and Resources			
2.1	Develop and implement a plan for employees to engage in meaningful, sustainable, and incentivized learning opportunities that will deepen awareness and understanding of EDI topics.	VP, EIC	OEIC
2.2	Develop and implement incentivized learning programs, available to all employees that provide education around recognizing, identifying, and addressing microaggressions and identity-based harm.	VP, EIC	OEIC
2.3	Develop and implement ongoing training for senior management to learn how to support and facilitate EDI initiatives and person-centered accommodation processes.	VP, EIC	OEIC
2.4	Develop and implement training from an EDI principles lens that is mandatory for members of Senate, Board of Governors, and relevant standing committees.	President Provost and VP Academic VP, EIC	OEIC BOG Office of the President Deans Senate Provost and VP Academic

2.5	Ensure infrastructure of training and resources available to employees is grounded in Universal Design principles.	VP, EIC	OEIC
2.6	Create an incentive and appreciation program for employees who actively participate in EDI learnings and training and implement EDI principles in their day-to-day work practices with measurable outcomes.	VP, EIC VP, Human Resources (HR)	OEIC ODEX, HR
2.7	Create and maintain a standard EDI glossary and language guide, with shared language to be used across the institution.	VP, EIC	OEIC
2.8	Create and provide programming that will assist faculty in integrating EDI practices into their current curriculums. Ensure this is built into time they currently spend on classroom preparation.	Provost and VP Academic VP, EIC	Deans Teaching and Learning Commons (TLC) OEIC
2.9	Ensure infrastructure of training and resources available to employees is grounded in Indigenous ways of knowing and reconciliation practices.	President VP, EIC	Indigenous Student Services OEIC
2.10	Reduce institutional barriers by ensuring EDI principles are embodied in Finance, Human Resources, Risk, Procurement, Information Technology, Marketing, Communications, and Facilities, and all administrative units across the institution.	VP, External VP, Finance and Administration VP, HR VP, EIC	Finance HR Risk and Security IT Marketing Communications Major Events Facilities OEIC
3. Leadership			
3.1	Provide annual reports on senior management and board composition as per the principles outlined in the 50-30 Challenge or other such initiatives.	President VP, EIC VP, HR	OPA OEIC ODEX, HR
3.2	Ensure OEIC reviews and reports on the progress on the EDI Action Plan and other relevant commitments on a regular basis.	VP, EIC	OEIC
3.3	Embed EDI responsibilities and goals into all senior management performance reviews, competencies, and position descriptions, and establish criteria to objectively assess these.	VP, HR VP, EIC	HR OEIC

3.4	Implement a 360-degree performance appraisal for all leadership positions, that specifically focuses on EDI practices.	VP, HR VP, EIC	HR OEIC
3.5	Improve diversity in senior management positions and Board of Governors through an increased representation of equity-denied groups as per the principles outlined in documents such as the 50:30 Challenge.	VP, HR VP, EIC	HR OEIC
4. Complaint Reporting and Processes			
4.1	Incorporate a safe system to provide support and advice throughout the current complaint and reporting process using an inclusive, people-centered, and trauma-informed approach.	VP, HR VP, EIC	People Relations OEIC
4.2	Create policies and procedures for recognizing, identifying, and addressing microaggressions, racism, and identity-based harm.	Provost and VP Academic VP, EIC	Policy and Academic Affairs OEIC
4.3	Create an anonymous and confidential mechanism (separate from the current HR24 Protected Disclosure policy) providing multiple avenues for reporting instances of identity-based harm and microaggressions.	VP, HR VP, EIC	People Relations OEIC
4.4	Create an employee guidebook that clearly outlines how to report instances of identity-based harm and microaggressions and list available supports.	VP, HR VP, EIC	People Relations OEIC
4.5	Create an annual report that is shared with KPU employees to acknowledge identity-based harm and microaggressions that employees have reported.	VP, HR VP, EIC	People Relations OEIC
4.6	Based on the annual report recommended in 4.5, develop resources to implement incentivized EDI learning programs, for all employees, that provides education around recognizing, identifying, and addressing microaggressions, conflict management, identity-based harm, and difficult conversations and/or interventions as identified in the report and as they relate to complaints.	VP, EIC	OEIC

4.7	Review and revise policy AC8 Principles of Academic Freedom and Responsibility in consultation with employees to include functional definitions of hate speech and respectful communication.	Provost and VP Academic VP, EIC	Policy and Academic Affairs OEIC
4.8	Create a process informed by culturally specific traditions and practices (for example, accessing the Elder in Residence for Indigenous employees) to access during a complaint process.	VP, HR VP, EIC	People Relations OEIC ODEX, HR
4.9	Integrate Restorative Justice principles into the complaints process.	VP, EIC VP, HR	People Relations OEIC ODEX, HR
5. Health and Wellness			
5.1	Maintain and update HR3 Flexible Work and other policies and clear processes for flexible work options for all employees.	VP, HR	HR
5.2	Improve the extended health benefits packages for all employees from an EDI lens, with particular attention to offering flexible benefits packages and a broader range of professional services and benefits.	VP, HR	People Services
5.3	Work with KPU's Employee and Family Assistance Program provider to prioritize and expand upon current EDI-informed services and practices to meet the needs of equity-denied employees, such as providing access to culturally competent counsellors who speak multiple languages and matching employees with counsellors who share similar lived experiences.	VP, HR	People Services
5.4	Provide education to all managers on how employees can easily access support for maintaining a healthy and ergonomic work environment.	VP, HR	ODEX, HR
5.5	Continue to implement training and resources for employees and leadership to deepen their understanding of the importance of psychological and physical health and wellbeing.	VP, HR	ODEX, HR

5.6	Implement training and resources for employees to deepen their understanding of the importance of supporting and working with neurodivergent people.	VP, HR VP, EIC	People Relations ODEX, HR OEIC
5.7	Expand and provide further resources and benefits to support employees' mental health.	VP, HR VP, EIC	People Services OEIC
5.8	Work with the union(s) to enhance benefits to include more services for employees' dependents.	VP, HR VP, EIC	People Services OEIC KFA BCGEU
5.9	Create resources available for employees to access and receive training on trauma-informed practices and support systems.	VP, HR VP, EIC	People Services OEIC
5.10	Create wellness frameworks that support employees to deepen their understanding about personal wellbeing and seeking supports for the same.	VP, HR	People Services
5.11	Create unit-specific internal feedback mechanisms to learn more about employee workloads and create additional support as needed.	VP, HR VP, EIC	ODEX, HR OEIC
6. Accommodations and Support			
6.1	Develop a new accessibility policy and process to uphold Universal Design and accessibility (as defined in the Accessible British Columbia Act, the Accessible Canada Act, National Standard for Psychological Health and Safety, and the UN Convention on the Rights of Persons with Disabilities) as core institutional values.	VP, EIC	OEIC Policy and Academic Affairs
6.2	Revise existing and develop new policies to create specific, person-centered approaches to different types of accommodations including family care, religious/spiritual, and/or cultural.	VP, HR VP, EIC	People Services Policy and Academic Affairs OEIC

6.3	Within the new proposed portfolio in OEIC focused on disability justice and anti-ableism (see Recommendation 1.3), provide readily available tools and personal supplies for employees to use without them having to go through an extensive accommodation process (e.g. hearing aid batteries, amplifiers, crutches, voice to text transcription software, etc.).	VP, Finance and Administration VP, EIC VP, HR	People Services OEIC
6.4	Create an annual communication plan which provides detailed information about accommodation processes, including one's rights, supports available, KPU's duty to accommodate, and whom to approach with questions.	VP, EIC VP, HR	People Services OEIC
6.5	Conduct ongoing accessibility and inclusivity audits and provide detailed reports to the KPU community on recommended updates and implemented changes.	VP, Finance and Administration VP, EIC	Facilities OEIC
6.6	Develop and promote a wayfinding strategy that makes KPU more accessible and inclusive (for example, through accessible signage). This should include an interactive digital map of each campus.	VP, Finance and Administration VP, EIC	Marketing IT Facilities OEIC
6.7	Enhance communications and provide further education to employees around flexibility and support for those who have family, elder and/or childcare responsibilities.	VP, HR	People Services
6.8	Review and audit current digital platforms across the institution for accessibility. Based on findings, update to make all digital spaces more accessible.	VP, Finance and Administration	IT Marketing
6.9	Provide ongoing learning programs about accessibility and universal design to all employees.	VP, EIC Provost and VP Academic	OEIC Teaching & Learning Commons
6.10	Review and revise the holiday calendar and provide more flexible options to accommodate cultural and religious celebrations.	VP, EIC VP, HR VP, Finance and Administration	IT OEIC People Services Marketing
6.11	Review and revise bereavement leave policies to provide more flexible understanding of family and provide more time as needed.	VP, EIC VP, HR	People Services OEIC

7. Hiring			
7.1	Review and revise policies and procedures related to recruitment, hiring, and search committees to align with current and effective EDI practices. Mandate that final reports are created at the end of a search that highlights what EDI practices were implemented throughout.	VP, HR VP, EIC	People Relations OEIC
7.2	Ensure all search committee members, hiring managers, and Human Resources (HR) representatives have completed relevant EDI training (see recommendation 2.1).	VP, HR VP, EIC	People Relations OEIC
7.3	Develop a guide in support of EDI practices in recruitment, hiring, and onboarding for use by search committees, hiring managers, and HR representatives.	VP, HR VP, EIC	People Relations OEIC
7.4	Revise existing and develop future position descriptions, job advertisements, criteria, and/or competencies through an EDI lens.	VP, HR VP, EIC	People Relations OEIC
7.5	Review and revise strategies for placing job advertisements in spaces and job boards that serve equity-denied groups.	VP, HR VP, EIC	People Relations OEIC
7.6	Create partnerships with relevant search firms and recruiters to increase the hiring of individuals from equity-denied groups. Require any contracted search firm or recruiter to demonstrate an understanding of and commitment to EDI and a proven track record in facilitating the hiring of individuals from equity-denied groups.	VP, HR VP, EIC	People Relations OEIC
7.7	Collect data during the hiring process to understand the demographics of who is applying and who gets hired. Analyze and report on the data annually to assess where there are gaps or areas for improvement.	President VP, HR VP, EIC	People Relations HRIS OPA OEIC
7.8	Pursue BC Office of Human Rights Special Program applications and other ways to increase representation of employees from equity-denied groups.	VP, HR VP, EIC	People Relations OEIC

7.9	Develop a recruitment and hiring plan to increase the number of BIPOC faculty to better reflect KPU's diverse student population and the communities we serve.	VP, HR Provost and VP Academic VP, EIC	People Relations Deans OEIC
7.10	Develop a recruitment and hiring plan to meet or exceed the goals of the 50-30 Challenge or similar initiatives.	President VP, HR VP, EIC	People Relations OEIC OPA
7.11	Create a guide for EDI related questions to ask and integrate into all levels and all position interviews.	VP, HR VP, EIC	People Relations OEIC
8. Retention and Advancement			
8.1	Create a mentorship-focused program specifically for employees of equity-denied groups to receive peer-to-peer and leadership development support with the goal to enhance advancement opportunities internally.	VP, HR VP, EIC	ODEX, HR OEIC
8.2	Develop equitable career paths for faculty and staff that reward excellence in teaching, service, research, scholarship, and creativity.	VP, HR Provost and VP Academic VP, EIC	People Relations Deans OEIC
8.3	Provide more transparency and communication around career advancement between internal positions including one for employees to work and transition across different groups (unionized, excluded etc.).	VP, HR	People Relations
8.4	Build a stronger, more equitable culture of research, scholarship, service, and creativity at the department, Faculty, and institutional level for all employees at KPU through additional funding, time releases, training, recognition, and celebration.	Provost and VP Academic	Deans Teaching and Learning Commons ORS
8.5	Gather further data from all employee groups around career progression and potential barriers faced.	President	OPA
8.6	Ensure that anonymous self-identification questions are included in the employee exit process.	VP, HR	ODEX, HR

9. Ongoing Data Collection			
9.1	Continue to confidentially collect EDI-related data in a respectful manner that builds trust among employees and addresses privacy needs.	President VP, EIC	OPA OEIC
9.2	Provide an annual report on identity-based data of KPU employees using an intersectional lens to allow OEIC to set up goals, practices and supports for all employees.	President VP, EIC	OPA OEIC
9.3	Conduct a yearly comparison of student demographic data with faculty, staff, and administration demographic data, and report on differences.	President VP, EIC	OPA OEIC
9.4	Conduct an annual pay equity comparison for excluded administrative positions which analyzes the data with an EDI lens for position level inequities. If inequities are determined, develop and apply a strategy to achieve equity.	VP, HR VP, EIC	People Services OEIC
9.5	Collect data around quantitative and qualitative outcomes of those who participate in EDI learning programs and trainings.	President VP, EIC	OPA OEIC
9.6	Establish explicit diversity and inclusion metrics and targets that the organization can implement and then monitor internally within each unit.	President VP, EIC	OPA OEIC