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You may complete sections individually by selecting them from the table of contents. At the end of each section, you will be redirected to this table of content to select another section to complete or to review. Alternatively, you may complete the full report, without going back to this table of content between each section, by selecting the option "Complete Full Report".

Submit and Exit Survey

This report includes mandatory reporting on 1) the CRCP institutional equity, diversity and inclusion action plan (IEDIAP) and 2) the \$50,000 EDI Stipend.

Your institution must submit the report by the deadline date indicated by the program, and must cover the reporting period identified by the program.

Institutions are required to post the most up to date version of their EDI action plan on their [public accountability web pages](#).

Each year, institutions must publicly post a copy of this report to their [public accountability web pages](#) within 7 working days after the deadline for submitting the report to TIPS. TIPS will review the report each year; in addition, the annual report(s) will be provided to the external EDI Review Committee, when it is convened every few years, to evaluate the progress made in bolstering EDI at the respective institution and to provide context for future iterations of the EDI action plan. Ensure that you remove all numbers less than 5 from both the plan and the report prior to posting on your website in cases where your report includes the representation of individuals from underrepresented groups among your chairholders, as well as any other identifying information. This is a requirement of the Privacy Act.

All sections of the form are mandatory (unless otherwise noted).

Contact information

Please complete the fields below.

Name of Institution:

British Columbia Institute of Technology

Contact Name:

Jackie Gruber

Position Title:

Director - Respect, Diversity, and Inclusion

Institutional Email:

jackie_gruber@bcit.ca

Institutional Telephone Number:

604-451-6721

Does your institution have an EDI Action Plan for the CRCP?

No

PART A: EDI Action Plan - Reporting on Key Objectives Analyses, Systemic Barriers, Objectives and Indicators

In developing their action plans, institutions were required to conduct: 1) an employment systems review; 2) a comparative review; and 3) an environmental scan (see program requirements [here](#)). These assessments were required in order to identify the specific systemic barriers and/or challenges that are faced by individuals from underrepresented groups (e.g. women and gender minorities, persons with disabilities, Indigenous Peoples and racialized individuals, 2SLGBTQIA++ individuals) at the respective institution; institutions were then required to develop key S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) objectives and actions to address them.

Indicate what your institution's key EDI objectives are (up to six) as outlined in the most recent version of your action plan, as well as the systemic barriers/challenges identified that these objectives must address. Please note that objectives should be S.M.A.R.T. and include a measurement strategy. List the corresponding actions and indicators (as indicated in your institutional EDI action plan) for each objective, and outline: a) what progress has been made during the reporting period; b) the main actions were undertaken (up to six) and how they have progressed; c) the data gathered; and d) indicators used to assess the outcomes and impacts of the actions. Please note that indicators can be both quantitative and qualitative and should be specific. Outline next steps and use the contextual information box to provide any additional information (e.g., course correction, obstacles, lessons learned, etc.) for each objective. If your institution has not yet prepared or received a formal evaluation of its CRCP EDI action plan (institutions having fewer than five Chairs) then section A is optional.

Key Objective 1

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

Key Objective 2

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

Key Objective 3

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

Key Objective 4

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

Key Objective 5

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

Key Objective 6

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

PART C: Reporting on EDI Stipend objectives not accounted for in Part A

Instructions:

- Institutions with EDI Action Plans, use this section to report on EDI Stipend objectives that are not accounted for in Section A.
- Institutions without EDI Action Plans, use this section to report on EDI Stipend objectives.
- If you did not receive an EDI stipend during the reporting year, please leave this section blank.

Objectives associated with your institution's EDI Stipend application

Table C1. Provide information on the objectives associated with your institution's EDI Stipend application, including the funding and timelines, for the reporting period.

EDI Stipend Objective 1

Indicate the S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) objective(s) towards which this funding has been directed:

Update for funding on Initiative 2: To develop the BCIT EDI Strategy document based on the information gathered, through surveys and focus groups, in the grant period. Funding was used to hire a consultant (Veza Global) to develop our EDI Action Plan; the results from the Inclusion, Diversity, Equity, Accessibility and Belonging (IDEA+B) audit highlighted that BCIT is committed to, and has taken important steps towards, embedding inclusivity within our Institute's culture. The report is designed to support BCIT in continuing to foster an inclusive workplace and educational setting where staff, faculty, and students feel psychologically safe and have a sense of belonging. We leveraged data gathered from previous initiatives (Anti-Racism Framework, Campus Well-Being survey results) as well as gathering new data to review policies/practices/processes at BCIT as follows: 1. Human Resources document review 2. Focus groups 3. Targeted one-on-one interviews 4. Survey (students, alumni, faculty and staff) 5. Recommendations to develop the EDI Strategy The focus of the report assists BCIT with: • Creating an inclusive campus that fosters belonging; • Attracting and retaining diversity of thought amongst staff and faculty; and • Supporting innovative and inclusive teaching and scholarship.

Indicator(s): Describe indicators, as presented in the EDI Stipend application, and how they are calculated.

Indicators from all the environmental scans as listed in the SMART objectives are utilized by Veza Global to provide guidance to BCIT on where we fall on the Inclusion, Diversity, Equity, Accessibility, and Belonging (IDEA+B) Maturity Model. Veza Global was engaged to perform a comprehensive IDEA+B audit of BCIT. The audit focused on the internal organization of BCIT including existing policies and procedures. Surveys and focus groups were conducted to allow a safe and welcoming space for staff, faculty, students, and alumni from various departments to share their ideas on the Institute's IDEA+B efforts. Veza's audit approach includes qualitative and quantitative analysis, the Gender-Based Analysis Plus approach, and Global Diversity and Inclusion Benchmarks, integrated with a foundation of personnel expertise in IDEA+B, human resources, human rights, marketing, change management, and certified internal audits. The audit includes the following: • 8 Focus groups with staff, faculty, and students in the Winter of 2023 • 11 one-to-one interviews • Employee Inclusion and Organizational survey • Student Inclusion and Organizational survey • Alumni Inclusion and Organizational survey • Review of policies and procedures Note: union reps and other members of the organization were contacted for one-to-one meetings. Some of whom participated. Sentiments gathered through the surveys, the focus groups, and the review of organizational documents were captured to strengthen and identify common themes and recommendations. The strengths, opportunities, and best practices offered were categorized based on Veza's four pillars. The following four pillars comprise the core components that guide Veza's audits: 1. Inclusive Culture and Diverse Teams 2. Inclusive Marketing 3. Supplier Diversity 4. Inclusive Services and Programs Finally, the results are assessed against Veza Global's IDEA+B Maturity Model to provide BCIT with an overall score and ranking.

Progress: Describe results observed, including indicator results, outcomes, impacts. Include timelines (start and end dates).

Building on the work that had been done previously, we requested an extension for the stipend which was granted in February 2023. The focus groups and individual were offered in January/February 2023 The Surveys were launched in June 2023 This report focuses on advancing the IDEA+B of equity-deserving groups and those who are disproportionately disadvantaged, including but not limited to: • Indigenous, Black, People of Colour • 2S/LGBTQIA+ • People with Disabilities • Women and gender diverse • People who identify as Neurodiverse • People affected by Age Discrimination The number of BCIT staff, faculty, students, and alumni that engaged in the process: • 103 staff, faculty and students participated in the focus groups • 737 of 43442 eligible (2%) students (including continuing studies) completed the survey • 503 of 3130 (16%) eligible staff and faculty completed the survey • 236 out of 94000 (3%) eligible alumni completed the survey • 11 people had an individual conversation or further email correspondence BCIT received a score of 57% on Veza Global's IDEA+B Maturity Model and ranked in the Committed stage of our IDEA+B journey: Committed (45-64%) The committed stage marks the implementation of an organization-wide strategy. At this point in their journey, organizations start embedding IDEA+B into all aspects of their business and operations and increase their focus on inclusive culture. Scores correlating to each of Veza's 4 Pillars, which the model is based on are as follows: • Inclusive Culture and Diverse Teams: 59% • Inclusive Marketing: 54% • Supplier Diversity: 8% • Inclusive Services and Programs: 42% Reporting back to the BCIT community (leadership table, BCIT President's Forum, Alumni Board, EDI committee) occurred in fall 2023. The RDSI website has been updated with the Executive Summary. We are currently meeting with stakeholder groups with respect to recommendations made to create the EDI Action Plan with an operationalization strategy. This will be complete in 2024.

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective:	50000
Institutional commitment (if applicable):	22000
Total funds spent:	

Table C2. EDI Stipend Impact Rating

Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this objective as identified in your application, for the reporting period:

Extensive impact (the EDI Stipend had an extensive impact on achieving progress)

Provide a high level summary of how the stipend was used:

The stipend was used to hire a consultant to develop our EDI Action Plan.

Do you have other objectives to add?

No

PART C: Reporting on EDI Stipend objectives not accounted for in Part A

Additional Objectives (if applicable)

Table C1. Provide information on the objectives associated with your institution's EDI Stipend application, including the funding and timelines, for the reporting period.

EDI Stipend Objective 2

EDI Stipend Objective 3

EDI Stipend Objective 4

EDI Stipend Objective 5

EDI Stipend Objective 6

Part D: Engagement with individuals from underrepresented groups

Outline how the institution has engaged with underrepresented groups: e.g., racialized individuals, Indigenous Peoples, persons with disabilities, women, 2SLGBTQIA+ individuals, during the implementation of the action plan (during the reporting period), including how they have been involved in identifying and implementing any course corrections/adjustments, if applicable. For example, how was feedback gathered on whether the measures being implemented are resulting in a more inclusive research environment for chairholders of underrepresented groups? How has intersectionality been considered in developing and implementing the plan (if applicable)? Have new gaps been identified? How will members of underrepresented groups continue to be engaged? (limit: 10 200 characters)

The focus of advancing the IDEA+B of equity-deserving groups and those who are disproportionately disadvantaged the following groups were consulted: • Indigenous, Black, People of Colour • 2S/LGBTQIA+ • People with Disabilities • Women and gender diverse • People who identify as Neurodiverse • People affected by Age Discrimination Additionally, respondents to the surveys were asked demographic questions (e.g., race/ethnicity, gender, sexuality) and sense of belonging on campus, experiences/witnessing of harassment/discrimination/microaggression to name a few. The information provided above assisted with the compilation of a current state at BCIT with respect to IDEA + B, and recommendations for the development of the EDI Action Plan.

PART E: Efforts to Address Systemic Barriers More Broadly within the Institution

Briefly outline other EDI initiatives underway at the institution (that are broader than those tied to the CRCP) that are expected to address systemic barriers and foster an equitable, diverse and inclusive research environment. For example, are there projects underway that underscore the importance of EDI to research excellence? Is there additional training being offered to the faculty at large? Are there initiatives to improve the campus climate? Please provide hyperlinks where relevant, using the hyperlink boxes provided below (URLs should include https://). Note that collecting this information from institutions is a requirement of the 2019 Addendum to the 2006 Canadian Human Rights Settlement Agreement and provides context for the work the institution is doing in addressing barriers for the CRCP. (limit: 4080 characters)

<https://www.bcit.ca/applied-research/research-support/equity-diversity-inclusion/>

<https://www.bcit.ca/accessibility-hub/>

<https://www.bcit.ca/indigenous-initiatives/>

<https://www.bcit.ca/respect/>

<https://www.bcit.ca/anti-racism-framework/>

<https://www.diversitycircles.com/>

The British Columbia Institute of Technology acknowledges with respect and humility that our campuses are located on the unceded traditional territories of the Coast Salish Nations of xwməθkwəyəm (Musqueam), Skwxwú7mesh (Squamish), and səliilwətaʔ (Tsleil-Waututh). BCIT supports the offices of Indigenous Initiatives and Partnerships, and Respect, Diversity, and Inclusion (RDI). BCIT values of championing diversity and inclusion, engaging with respect and pursuing collaboration towards fostering a community infused with equality and inclusivity. BCIT is committed to providing an inclusive and barrier-free environment as follows: The Accessible British Columbia Act (ABCA) came into effect in June 2021 and initially applied only to core government operations. In September 2022, these requirements were extended to public sectors. The Regulation required post-secondary education institutions to comply with the specific following obligations effective September 1, 2023: • Establishment of the steering committee • Accessibility Plan • Establish feedback mechanism BCIT has met full compliance with the legislation. Additionally, we have completed: • Four community engagement/consultation sessions • Socialization of the feedback mechanism as the main conduit to receive feedback on barriers at BCIT • Development of a feedback mechanism working group Hiring process as noted in job ads advised who to contact should an applicant require accommodations. BCIT provides health and wellness programs and initiatives to support our employees. BCIT is also committed to employment equity, diversity, and inclusion and this is embedded in our 2019-2023 Strategic Plan. BCIT welcomes applications from underrepresented groups and the four designated groups: women, Indigenous peoples, persons with disabilities, and members of visible minorities. For more information, please visit BCIT's Employment and Educational Equity Policy. Questions or concerns related to equity and diversity, or requests for accommodations can be directed to: Director, Respect, Diversity, and Inclusion. BCIT is committed to creating a working and learning environments that fosters respect, equity, and inclusion. To that end BCIT has a number of mechanisms in place to address EDI related concerns. The RDI Office at BCIT works to assist the community with a respectful and inclusive working and learning environment by creating awareness and belonging through education, events, and training. The Director of the RDI Office reports directly to the VP People, Culture, and Inclusion, and also provides bi-annual reports to the Board of Governors Human Resources Committee, and a yearly report to the BCIT Community. The RDI team provides assistance and support, including confidential consultations to individuals with EDI related concerns and assists people to resolve conflicts. RDI also accepts complaints of discrimination or harassment related to prohibited grounds, personal harassment or bullying, or sexual harassment under the Harassment and Discrimination Policy. BCIT recognizes the importance of being proactive with respect to creating a respectful, accessible, and inclusive environment. To that end BCIT is committed to offering online training, workshops, and events for staff, students, and sometimes general community members, on EDI topics such as anti-racism, allyship, gender diversity, unconscious bias, etc. Additionally, all of the employee online training modules created by RDI have been made available for free to the public. The RDI Office in conjunction with HR is actively working to ensure employees come from diverse groups and represent the communities within which we live and work by creating equitable hiring practices and training selection committee members to remove systemic barriers and unconscious bias.

Hyperlink 1:

<https://www.bcit.ca/applied-research/research-support/equity-diversity-inclusion/>

Hyperlink 2:

<https://www.bcit.ca/accessibility-hub/>

Hyperlink 3:

<https://www.bcit.ca/indigenous-initiatives/>

Hyperlink 4:

<https://www.bcit.ca/respect/>

Hyperlink 5:

<https://www.bcit.ca/anti-racism-framework/>

Hyperlink 6:

<https://www.diversitycircles.com/>

Before submitting your report, please ensure that your responses are complete. You will not be able to edit the information after it is submitted.

This information will be sent to the Tri-agency Institutional Programs Secretariat when you click 'Submit'. You will receive a confirmation email with a copy of your completed form in HTML format once it is submitted.

Jointly administered by:

