

EQUITY, DIVERSITY, & INCLUSION PROGRESS REPORT 2020/21



As a British Columbia post-secondary institution located on S'olh Temexw, the traditional territory of the Stó:lō people, UFV recognizes the diversity of its population, the importance of creating and implementing equity, and exploring the ways in which inclusion can and should take place. Our efforts require concrete goals and actions if we are to achieve meaningful change.

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President's Message

Dear Colleagues,

As you are aware, I formed a President's Task Force on Equity, Diversity, and Inclusion (EDI) in the fall of 2019. I would like to offer my sincere thanks for the commitment and service of the members of both the Task Force and the Working Groups. Your contributions over these past two years have truly helped to solidify our institutional commitment to EDI.

The Task Force and Working Groups engaged in many thoughtful discussions around the inequities that exist at UFV and how we can create a more just and inclusive institution. I am proud of the honesty of these conversations, which led to the creation of UFV's first [EDI Action Plan](#). We acknowledge the Action Plan is a living document that will evolve over time because EDI work is an iterative and continuous process that requires collaboration and responsiveness to the needs of our community.

However, UFV's commitment to progress, transparency, and accountability through the Action Plan will remain fixed. An integral part of this commitment is our annual progress report to the UFV community. I was heartened to read the submissions from each area and while we are all at different stages in our EDI journey, they are a clear testament that inclusivity is indeed one of our core values.

Sundeep Hans, our EDI Director, will provide leadership as the EDI Task Force evolves into a cross-functional advisory council representing different perspectives that will co-develop solutions, set expectations, and help hold UFV accountable to the Action Plan. In order for change to be meaningful and lasting, we all must be active champions for progress. I sincerely thank those who are already committed to taking action to end the marginalization and oppression that so many equity-deserving groups experience, and I ask that we all consider the ways in which we may work towards dismantling the systems that perpetuate these inequities.

I hope that you will take care, be well, and I look forward to seeing you in person for the 2021-22 academic year.

Sincerely,

Joanne MacLean
UFV President & Vice-Chancellor

Office of the President and Vice-Chancellor

Goal 1: Integrate EDI into our institutional culture so that all members of the UFV community can thrive in their education, career, and leadership roles at UFV

- 2. Develop an EDI lens to be used as a tool for UFV's policies, programs, and practices.**
 - An EDI Lens Working Group, comprised of members from the EDI Task Force and other faculty and staff across UFV, has been working on the development of an overarching lens. The work is continuing with the Director, EDI.
- 3. Incorporate EDI goals into strategic planning and review processes of every unit, with each unit developing its own statement of commitment to EDI.**
 - The President's Office is currently working on developing its own statement of commitment to EDI and this will be posted on our website in fall 2021.
- 4. Develop EDI Champion program to create a greater EDI knowledge base, foster awareness, and to encourage those who wish to take a lead at the grassroots level of EDI.**
 - Allies Program: Indigenous faculty and staff would like trained and recognized allies to share some of the burden of their work. The Special Advisor to the President, the Senior Advisor on Indigenous Affairs, and the Director of the Peace and Reconciliation Centre have begun working with Chris Silver and Brenda Morgan of the Matsqui community to design a program for the training of committed allies. They intend to put out a call to Indigenous faculty and staff for nominations of potential allies around the end of August. The nominees would be enrolled in the program over the 2021-22 academic year.
- 6. Expand opportunities for employees and students to engage in dialogue and action around EDI.**
 - "UFV Reads *So You Want to Talk About Race*": During the 2020-21 academic year, the UFV community collectively read and discussed Ijeoma Oluo's *So You Want to Talk About Race*. In addition to discussion groups in each area of senior administration, three lunch-hour facilitated discussions were held with interested members of the campus community. A little over 50 people attended each session.
 - The President's Office and the EDI Task Force launched the Conversation Café - one-hour sessions for all UFV employees to discuss, unpack, and examine issues of equity, diversity, and inclusion. Two have been held to date and they will continue in the 2021-22 academic year.
- 8. Increase the representation of UFV's commitment to EDI on campuses, physical and virtual, helping to create a welcoming and safe environment for students and employees.**
 - The President's Office had the banners on the green on the Abbotsford campus replaced with banners with UFV's values in Halq'eméylem.
 - The EDI Task Force created a statement of solidarity with Black Lives Matter and this is posted on the EDI website.
- 9. Develop EDI "Beyond Awareness" campaign.**
 - The EDI Task Force, along with the UFV community, developed its first EDI Wall Calendar (2021) to help raise awareness of EDI. The project builds upon UFV's EDI "Beyond Awareness" campaign by highlighting dates of importance and the historical relevance of these dates while also creating a catalyst for discussion, reflection, and action. <https://www.ufv.ca/president/presidents-task-force-on-equity-diversity-and-inclusion/edi-calendar-project-form/>
 - The President's Office, with assistance from Research, Engagement, and Graduate Studies, wrote and submitted an application to the federal EDI Institutional Capacity-Building Grant program. Although the application was unsuccessful, it helped to develop some future EDI initiatives for the office.
- 11. Develop Inclusive Community Fund to support student and employee led EDI initiatives.**
 - Launched in January 2021 with a total of 4 applications received and approved. \$3,400 in funding granted to support Black Lives Matter social art project, youth panel on gender equality, development of

video materials for disability resources on campus, and externally facilitated marketing and communications review. <https://www.ufv.ca/president/presidents-task-force-on-equity-diversity-and-inclusion/inclusive-community-fund/>

Goal 3: Embed the principles of EDI within the policies and processes at UFV

21. Conduct a review of all policies examining with an EDI lens.

- An EDI Policy Review Working Group, comprised of members from the EDI Task Force and other faculty and staff across UFV conducted a review of existing policies, making recommendations around which policies had gaps in relation to EDI and additional policies UFV may want to consider. The work is continuing with the Director, EDI.

24. Conduct a review of employee recruitment and retention tools and methods examining with an EDI lens.

- Current Searches for Indigenous Faculty: 4 permanent positions (2 Open Discipline searches in Arts; English and Indigenous Studies; Teacher Education) and 1 sessional position in Indigenous Studies.
- Application to the BC Human Rights Commission: To address a serious under-representation of Indigenous people in the university and in specific (targeted) programs, a joint committee of the University and the Faculty and Staff Association is developing an application to the BC Human Rights Commission to allow UFV to target Indigenous candidates for UFV positions.
- *Indigenous Tools for Living*: In fall 2020, UFV brought in a training program for Indigenous employees. The *Indigenous Tools for Living Program* brought 12 Indigenous employees together in an Indigenous designed integrative therapy workshop. A variety of Indigenous treatment modalities were woven throughout, including experiential exercises, storytelling, ceremonial processes, and land-based healing techniques. Together these provided concrete tools and approaches for working with complex trauma in ways that avoid burnout and triggering, while at the same time maximizing impact and achieving better outcomes. Besides improving individual wellness and work performance and satisfaction, the program was meant to increase the sense of community among Indigenous employees while lessening tensions among them that can be created by the triggering of trauma.
- *Lálém ye mestíyexw*: In May 2021, the UFV Senate approved a new Indigenization plan, *Lálém ye mestíyexw* (“House of the Peoples”). It is designed to underpin and support UFV’s new Integrated Strategic Plan and particularly the following strategic imperatives:
 - Honour Indigenous knowledge at all touchpoints of learning (Engaging Learners/Yoystexw ye totilthet)
 - Dismantle settler colonialism by centering Stó:lō ways of knowing and being in the University (Transforming Lives/ Ayeqet kw’e shxwaylexws)
 - Commit to achieving the Calls to Action from the Truth and Reconciliation Commission and the United Nations Declaration on the Rights of Indigenous Peoples (Building Community/Thayt kw’e st’elt’elawtexw).

Lálém ye mestíyexw provides a structure for Indigenization in which people and their work come together from their distinct areas throughout the university to strengthen their presence and relationships.

- *Syos:ys [Siya:ye yoys]*: the Indigenous Initiatives Committee, now renamed as “Syos:ys [Siya:ye yoys] (Friends working Together),” was created in fall 2020, to strengthen community and improve communication among Indigenous employees. The Purpose Statement of Syos:ys is:

As a community, create a framework for Indigenous faculty, staff, and administrators to connect and share the work and initiatives across all areas. Syos:ys will provide the information for the Indigenous Initiatives Coordinator to plan, create awareness and support Indigenous Initiatives in all areas of UFV. Further, Syos:ys will provide guidance for Indigenous Initiatives throughout the University community.

Syos:ys began meeting monthly in November. The Chair is the Indigenous Initiatives Coordinator. All Indigenous Leads in the university attend.

Goal 4: Develop data collection and reporting mechanisms to measure initiatives and progress, maintain transparency and accountability, and acknowledge success

40. Conduct an annual review of the action plan and develop an annual report that assesses deliverables for each action item.

- The President's Office requested reports detailing EDI work done in 2020-21 from each area and these have been compiled into this progress report.

Office of the Provost and Vice-President, Academic

Goal 1: Integrate EDI into our institutional culture so that all members of the UFV community can thrive in their education, career, and leadership roles at UFV

3. Incorporate EDI goals into strategic planning and review processes of every unit, with each unit developing its own statement of commitment to EDI.

- The Academic Planning and Priorities Committee (APPC) is completing an extensive review of their terms of reference. At the end of this review, the APPC will commit to review the terms against the EDI lens when it has been developed and approved for use.
- A Strategic Initiatives Fund will soon be implemented and people will be able to apply for funding to start/develop initiatives related to the Integrated Strategic Plan. EDI related initiatives could qualify for funding. Deans Council will consider how to prioritize and develop criteria.
- Currently developing ideas for ways to incorporate EDI into curriculum review and development, governance, and policies; program reviews and development; expand Undergraduate Education Committee (UEC) requirements to include EDI; incorporate more EDI into the Institutional Research and Planning (IRP) data books –are there better ways to present and collect data? what about a student census?; employees should represent the communities – do we collect this information in Human Resources (HR)?; embed EDI on research applications.

5. Develop an EDI Learning Outcome.

- This work is in the idea stage and the following questions are being asked: Should EDI learning outcomes be at the course or program level?; Should we review our Institutional Learning Outcomes (ILO) in general to ensure they are still current?

6. Expand opportunities for employees and students to engage in dialogue and action around EDI.

- The Senior Academic Leadership Team (SALT) and Deans Council commits 30 minutes a month to conversations about EDI.
- Senior admin/exempt team are participating in UFV Reads. Everyone was asked to think individually and collectively on what they want to get out of this initiative.
- In its idea stage, to get students engaged – they are unsatisfied but do they have a space for dialogue and debate?; what about a student led event on race and anti-racism (possibly led/co-organized with a faculty member)?
- Provost Mandigo intends to fund a workshop for the Deans and Associate Deans to facilitate difficult conversations and to unpack personal privilege. For example, how to deal with uncomfortable situations and how to navigate LGBTQ2 conversations.

7. Hold gatherings that have the purpose of building awareness and a deeper knowledge around diversity.

- The Provost's office organized a Lunch and Learn in September 2020. Drawing upon our shared reading of Ijeoma Oluo's So You Want to Talk About Race, the Special Advisor to the President kicked-off a discussion about the meaning and urgency of anti-racism. What does anti-racism mean to each of us and for how we live our lives? What does it mean for what we do in each of our areas at UFV? How do we take what we learn from Oluo (and others) and apply it in our areas at UFV? The Provost's office had Devirani Naidoo from Rebecca Frame and Associates facilitate a working session with members of SALT and the Exempt Academic Assistants in March.
- Currently exploring ideas for talks and/or forums on Indigenization – and brainstorming services/programming that we should consider. The Metis Nation feels that they are being left out of conversations so need to engage them too.

Goal 2: Integrate inclusive excellence throughout UFV in teaching, research, service and community engagement

15. Develop a statement regarding pronouns to be used in all courses.

- UFV has a statement in Blackboard about personal pronouns; need to continue the discussion on the use and importance of pronouns.

Goal 3: Embed the principles of EDI within the policies and processes at UFV

20. Hire a Director of Equity, Diversity, and Inclusion.

- The Director, EDI started on April 1. The Director will develop a plan to move UFV forward with the EDI Action Plan.

23. Develop and implement mandatory training for selection advisory committees.

- When soliciting calls for expressions of interest to serve on senior administration Selection Advisory Committees (SACs), the Provost's Office now asks that a statement regarding bringing an EDI lens to the SAC be provided and used for consideration of SAC members.
- Mandatory training for SACs is a big gap and it's recommended that all SAC Chairs and members take training before they can be on an SAC. Marnie and the HR team will discuss this, consider what training will look like and who will take it, and bring their recommendations to SALT for further discussion.

24. Conduct a review of employee recruitment and retention tools and methods examining with an EDI lens.

- The Provost's Office is committed to learning and implementing hiring strategies that support EDI, as well as supporting EDI professional development opportunities for employees.

Office of the Vice-Provost and Associate Vice-President, Academic

Goal 1: Integrate EDI into our institutional culture so that all members of the UFV community can thrive in their education, career, and leadership roles at UFV

3. Incorporate EDI goals into strategic planning and review processes of every unit, with each unit developing its own statement of commitment to EDI.

- The Program Development and Quality Assurance (PDQA) office has begun requesting all new programs in development should address the EDI Action Plan as part of demonstrating a program's contribution to the university's strategic goals.
- The EDI Action Plan will be flagged as an essential item to address as part of the program review process.
- EDI principles will be incorporated into the new Vice-Provost team mission statement.
- *Lálém ye mestíyexw*: In May 2021, the UFV Senate approved a new Indigenization plan, *Lálém ye mestíyexw* ("House of the Peoples").
- The Faculty Standards Committee (FSC) of Senate completed its five-year review of the University-Wide Principles for the Establishment and Review of Standards for Tenure and Promotion. Consultation was sought from various stakeholders, including the EDI Task Force. This review was completed in January 2021, at which time the FSC committed to again review them against the EDI lens for UFV, once it is created.
- Revisions will be made to Tenure and Promotion documents including gender-neutral language.

6. Expand opportunities for employees and students to engage in dialogue and action around EDI.

- Vice-Provost team participates in UFV Reads for the book "So You Want to Talk About Race" by Ijeoma Oluo facilitated by team members.
- The PDQA office incorporates accessibility into its process for a variety of faculty program developers, providing support, assistance and championing where necessary (for example Program Working Groups for the Halq'eméylem graduate certificate/diploma, Indigenous Studies certificate, and Spanish minor).
- Discussions have been started about issues of representation on Tenure and Promotion review committees.
- Discussions of issues related to EDI (e.g. student evaluation bias) will be incorporated into orientation sessions for new members of University and Division Review Committees.

Goal 2: Integrate inclusive excellence throughout UFV in teaching, research, service and community engagement

19. Develop training for students, faculty, and staff regarding UFV's commitment to EDI and how it extends to off-campus and out-of-country activities.

- In its idea stage, Fraser Valley India (FVI) faculty professional development may be developed on how to incorporate EDI principles into teaching and curriculum.
- The Vice-Provost team is currently brainstorming ideas of how to build awareness of EDI principles into FVI events for students.

Goal 3: Embed the principles of EDI within the policies and processes at UFV

23. Develop and implement mandatory training for selection advisory committees.

- EDI related interview questions have and will continue to be incorporated into the selection process for hiring.

24. Conduct a review of employee recruitment and retention tools and methods examining with an EDI lens.

- The ability to "ensure that all voices are included in an open and equitable exchange of perspectives" was embedded into the qualifications required for the Student Voices Coordinator position.

32. Develop plan for incorporating EDI into the new faculty and staff orientation process.

- Discussion of EDI will be incorporated into the orientation session on Faculty Evaluation processes at UFV (Individual Probationary Evaluation Committee (IPEC), Tenure and Promotion) which has been part of New Faculty Orientation.

33. Develop guiding principles and an annual EDI professional development plan for employees.

- Support will be provided in the Vice-Provost's area for team members to undertake professional development opportunities that expand knowledge and understanding of EDI and how to apply to their roles.

Human Resources

Goal 1: Integrate EDI into our institutional culture so that all members of the UFV community can thrive in their education, career, and leadership roles at UFV

6. Expand opportunities for employees and students to engage in dialogue and action around EDI.

- Human Resources (HR) has engaged in a department-wide book study related to “So You Want to Talk About Race” by Ijeoma Oluo.

Goal 2: Integrate inclusive excellence throughout UFV in teaching, research, service and community engagement

15. Develop a statement regarding pronouns to be used in all courses.

- Pronouns were updated in the collective agreement during the last round of collective bargaining including the removal of he/she.

Goal 3: Embed the principles of EDI within the policies and processes at UFV

20. Hire a Director of Equity, Diversity, and Inclusion.

- HR managed inquires and claims made during the transition period from the former model (Human Rights Advisor) to the Director, EDI. This included managing formal and informal complaints of discrimination. The bullying and harassment work done by the former Human Rights Advisor will now be posted as a position and filled.

22. Conduct a review of UFV Policy 18 (Discrimination, Bullying, and Harassment Protection).

- HR will work closely with the Director, EDI on a revision to this policy. At this point, the majority of claims relate to bullying and harassment - it is possible that the two items will be better served in individual policies.

23. Develop and implement mandatory training for selection advisory committees.

- The “Making Fair and Effective Selection Decisions” course has been offered over a two-year period, with specific content related to human rights legislation and addressing discrimination in hiring practices. It is not a mandatory course at this time, but over 125 employees have voluntarily taken the course.

31. Develop and implement supports so that members of the UFV community can report and/or address behaviour when a concern or complaint is identified.

- As an interim solution, Rebecca Frame and Associates was hired in February 2020 to support students and employees in addressing behaviour when a concern or complaint is identified. Human Resources has managed investigations and informal conflict resolution during the year as complaints arise.

32. Develop plan for incorporating EDI into the new faculty and staff orientation process.

- HR has been working with Teaching and Learning and the Senior Advisor on Indigenous Affairs to develop an orientation module for employees. It will be ready for implementation by September 2021.

33. Develop guiding principles and an annual EDI professional development plan for employees.

- The HR Learning Series has included the following offerings: “Unconscious Bias”, “Cultural Fluency”, “Respect in the Workplace”, “Making Fair and Effective Selection Decisions”, and “Understanding Gender Diversity”.

34. Develop and implement a mandatory learning series for excluded leaders.

- UFV Reads program “So You Want to Talk About Race” was implemented across UFV for excluded employees.

Goal 4: Develop data collection and reporting mechanisms to measure initiatives and progress, maintain transparency and accountability, and acknowledge success

36. Develop and implement an EDI data collection plan.

- HR has drafted a revised Self Identification Form for employees. It was provided to the Director, EDI for review and feedback. HR has reached out to the Community Health and Social Innovation Hub (CHASI) to discuss gathering employee EDI data.

39. Recognize EDI achievements.

- In its idea stage, discussions are taking place around a potential new award offered through the existing employee recognition program.

Institutional Research and Planning

Goal 1: Integrate EDI into our institutional culture so that all members of the UFV community can thrive in their education, career, and leadership roles at UFV

3. Incorporate EDI goals into strategic planning and review processes of every unit, with each unit developing its own statement of commitment to EDI.

- Institutional Research and Planning (IRP) is committed to including EDI goals and to developing a statement of commitment to EDI. IRP meets twice monthly on EDI and is working with the Director, EDI on data collection to support EDI. As IRP learns about what UFV's needs are regarding EDI, the team will develop a statement on its commitment to EDI.

6. Expand opportunities for employees and students to engage in dialogue and action around EDI.

- IRP is committed to discussing EDI and how to report data through an EDI lens. IRP will connect, engage, and learn from IRP colleagues, both within in the university and throughout the broader IRP community on their experiences with EDI data initiatives.
- In reviewing their regular reports, such as the Factbook, databooks, and Accountability Report, IRP considers how these reports can support EDI. IRP's goal is to provide information on EDI issues such as course and program access for students of different backgrounds to the university. Equally important, IRP writes all of their reports with a deliberate intent of allowing all UFV students to see themselves in these reports.
- The Associate Vice-President, IRP sits on four provincial committees that are involved in formulating the policy and processes related to EDI data collection. For example, the self-determined Aboriginal student target in the Accountability Report was addressed by the Performance Measures Working Group.
- The Association of Institutional Research (AIR) provides reports and links with information about EDI and Institutional Research. Taking part in such external bodies provides a broader perspective and gives IRP fresh ideas on EDI data.
- IRP wrote about several EDI items including the Mandate Letter in the Accountability Report:
 - Priority 1: Improving access to post-secondary education with a focus on vulnerable and under-represented students.
 - Priority 3: Improving student safety and overall well-being in the areas of mental health and the prevention of sexual violence and misconduct, including creating greater awareness of available supports.
 - Priority 6: Developing a balanced approach to international education, participating in the development and implementation of a provincial framework for international education.
- IRP submitted artwork from student Ashley Mulder for the 2021 EDI wall calendar. It was included as the art for the month of July.

7. Hold gatherings that have the purpose of building awareness and a deeper knowledge around diversity.

- IRP holds EDI meetings in the department twice per month where the book "So You Want to Talk About Race" by Ijeoma Oluo is discussed. Going through this exercise has been emotional for everyone in the department. In addition to discussing the book, the team thinks about what they can do personally, and as a department, to contribute to the EDI Action Plan.

Goal 3: Embed the principles of EDI within the policies and processes at UFV

24. Conduct a review of employee recruitment and retention tools and methods examining with an EDI lens.

- IRP provided the Special Advisor to the President with a forecast of the proportion of Indigenous people in the Fraser Valley in 2030. The request was for use by a UFV committee that seeks to make an application to the BC Human Rights Commission for permission to target and prefer Indigenous candidates in hiring competitions.

25. Conduct a review of Indigenous student recruitment and retention tools and methods examining with an Indigenous lens.

- IRP addressed Ministry Priority 1, Truth and Reconciliation, from the 2020/21 Mandate Letter in Appendix B of the Accountability Report. Along with others, IRP collected information on, and wrote Appendix B. IRP received commendations from the Ministry on this 21-page section that describes UFV's plans and actions for progress on Truth and Reconciliation.
- IRP has worked with the Senior Advisor on Indigenous Affairs, and others, to set UFV's Aboriginal student target. We have written several reports on the fast-growing Aboriginal population in the Fraser Valley and how this will affect our Aboriginal student target.
- IRP has engaged in initial discussions with the Director, EDI regarding student data and EDI. Regular meetings will soon start to ensure IRP is providing data and analysis, particularly on Indigenous students, that best supports Indigenous and EDI initiatives.

26. Conduct a review of international student recruitment and retention tools and methods examining with an EDI lens.

- IRP provides student data that is useful for recruitment in several places. Static reports include the annual Factbook, the 45 annual departmental databooks, as well as extensive data on retention, graduation, and time to graduation. The databooks provide data such as student grades broken up by domestic and international.

27. Conduct a review of domestic student recruitment and retention tools and methods examining with an EDI lens.

- UFV has a Business Intelligence tool, referred to internally as BI Gateway. The BI Gateway is a self-service platform that provides all manners of current and historical student data. On the Custom Reg Report dashboard, Student Headcount and FTEs can be parsed by 15 different filters such as fee type and new and returning. A dashboard that will be particularly useful for recruitment is the one that forecasts new student arrivals, by fee type, by program, and by upcoming term. Another dashboard maps students in programs to departmental FTEs, providing a bridge between student enrolment in programs and budgeting by department and faculty.

Goal 4: Develop data collection and reporting mechanisms to measure initiatives and progress, maintain transparency and accountability, and acknowledge success

36. Develop and implement an EDI data collection plan.

- UFV is currently not collecting all of the information available on gender in the student application forms. The Office of the Registrar (OReg) has stated that our current version of Banner does not include fields for this data. IRP will work with OReg to collect this data once the new version of Banner, Banner 9, is implemented.
- The EDI Working Group on data collection started last year and the AVP, IRP distributed a note describing the EDI student data UFV had available in three surveys from: National Survey of Student Engagement (NSSE), Faculty Survey of Student Engagement (FSSE), and Canadian University Survey Consortium (CUSC). This committee was suspended and will restart now that the Director, EDI has started.
- IRP is committed to working with the Director, EDI, and others, to create an EDI data collection plan. This could include conducting a staff, faculty, and student survey to determine a baseline understanding of EDI principles. Focus groups could also be conducted. IRP will work with the Senior Advisor on Indigenous Affairs on how UFV can best represent Indigenous students in our reports.

For more information submitted by IRP, please see Appendix A.

Research, Engagement, and Graduate Studies

Goal 1: Integrate EDI into our institutional culture so that all members of the UFV community can thrive in their education, career, and leadership roles at UFV

3. Incorporate EDI goals into strategic planning and review processes of every unit, with each unit developing its own statement of commitment to EDI.

- EDI goals are being incorporated into the Strategic Research Plan, and a statement will be added with the launch of the Plan.
- A statement of commitment to EDI in the Canada Research Chairs program is posted on the office's website. <https://www.ufv.ca/research/research-office/featured-researchers/research-chairs/canada-research-chairs-equity-diversity-and-inclusion/>

4. Develop EDI Champion program to create a greater EDI knowledge base, foster awareness, and to encourage those who wish to take a lead at the grassroots level of EDI.

- The Director, Research Services and Industry Engagement is a member of the EDI Task Force and leads the EDI Subcommittee of the Research Advisory Council (RAC).

6. Expand opportunities for employees and students to engage in dialogue and action around EDI.

- Research, Engagement, and Graduate Studies (REGS) reallocated student research dollars (that are typically used to support students to travel to present their research) for EDI, anti-racism, Indigenization, accessibility, and disability research this year.
- The Research Advisory Council (RAC) established an EDI Subcommittee that reports to RAC. The RAC EDI Subcommittee provides a report at each RAC meeting on activities and recommendations.
- REGS is holding workshops on the inclusion of EDI in research applications and decolonization in research.
- EDI grant writing workshops for researchers were offered in Spring 2021.

7. Hold gatherings that have the purpose of building awareness and a deeper knowledge around diversity.

- The Peace and Reconciliation Centre (PARC) holds events on domestic violence and reconciliation.
- The South Asian Studies Institute (SASI) conducts research and holds events on diversity and anti-racism.

Goal 3: Embed the principles of EDI within the policies and processes at UFV

22. Conduct a review of UFV Policy 18 (Discrimination, Bullying, and Harassment Protection).

- REGS will be requesting a review of Policy 236 - Prevention, Education and Response to Sexualized Violence.
- REGS developed a Code of Conduct statement to align with Global Affairs Canada on sexual exploitation and harassment for project partnerships.

24. Conduct a review of employee recruitment and retention tools and methods examining with an EDI lens.

- Canada Research Chair (CRC) EDI Protocols are being implemented in the current CRC search.

For more information submitted by REGS, please see Appendices B, C, D, and E.

UFV International

Goal 1: Integrate EDI into our institutional culture so that all members of the UFV community can thrive in their education, career, and leadership roles at UFV

1. Develop overarching statement of UFV's commitment to EDI.

- This is in the idea stage as the department plans to develop statement of commitment to EDI (as per Internationalization Goals).

4. Develop EDI Champion program to create a greater EDI knowledge base, foster awareness, and to encourage those who wish to take a lead at the grassroots level of EDI.

- Hosted by a team of staff and community leaders, Friends Without Borders (FWB) is an intercultural peer support program that builds social and cultural connections for students by giving them the opportunity to participate in fun events and activities. <http://international.ufv.ca/international-student-life/friends-without-borders/>
- Global Citizenship Grant
- Two employees from UFV International were members of the EDI Task Force.

6. Expand opportunities for employees and students to engage in dialogue and action around EDI.

- Staff have completed intercultural training and bystander training.
- Leadership team is engaging in bystander training and book study of "So You Want to Talk About Race" by Ijeoma Oluo.

7. Hold gatherings that have the purpose of building awareness and a deeper knowledge around diversity.

- FWB events.
- Various Global Lounge events (eg. Lunar New Year, Holi, a chat on EDI).
- International Education Week.
- Global Development Week which is an opportunity to learn about local and global internship opportunities, scholarships available, current projects, and how to get involved.

Goal 2: Integrate inclusive excellence throughout UFV in teaching, research, service and community engagement

15. Develop a statement regarding pronouns to be used in all courses.

- International is discussing including the statement for students to read in early documentation.

16. Develop an inclusion and non-discrimination statement to be used in all courses.

- When the statement is developed, International will include as a resource for students to read in early documentation, and will consider including in MOUs along with a land acknowledgement.

19. Develop training for students, faculty, and staff regarding UFV's commitment to EDI and how it extends to off-campus and out-of-country activities.

- Pre-departure orientation takes place.
- Intercultural/bystander training.

Goal 3: Embed the principles of EDI within the policies and processes at UFV

25. Conduct a review of Indigenous student recruitment and retention tools and methods examining with an Indigenous lens.

- Federal mobility project on indigenous student mobility; collaboration with Douglas College and Langara College in successful consortium proposal to Colleges and Institutes Canada (CICan). This could position UFV as a solid destination for prospective indigenous students from the region.

26. Conduct a review of international student recruitment and retention tools and methods examining with an EDI lens.

- Website review is in progress regarding accessibility (to audiences at grade 6 level, making accessible to visually impaired and reading assistive devices) and how to reach students via channels that may be more relevant in their context.

27. Conduct a review of domestic student recruitment and retention tools and methods examining with an EDI lens.

- Continue recent advances in attracting local high school students; promote UFV as destination for students who want to be equipped with global competencies via international mobility experiences; proposal currently underway for Federal mobility project on under-represented student mobility

33. Develop guiding principles and an annual EDI professional development plan for employees.

- UFV International is discussing the creation of a "category" in the Internationalization Fund for EDI/Internationalization initiatives.

Goal 4: Develop data collection and reporting mechanisms to measure initiatives and progress, maintain transparency and accountability, and acknowledge success

36. Develop and implement an EDI data collection plan.

- Plans to work with Institutional Research and Planning (IRP) on reports including region within country and collecting info on EDI initiatives from partner institutions.

Teaching and Learning

Goal 1: Integrate EDI into our institutional culture so that all members of the UFV community can thrive in their education, career, and leadership roles at UFV

3. Incorporate EDI goals into strategic planning and review processes of every unit, with each unit developing its own statement of commitment to EDI.

- Language has been developed to ensure Indigenization is recognized in parallel to the work of EDI.
- The Teaching and Learning Centre (TLC) is working on its own EDI statement.
- The Academic Success Centre (ASC) uses UFV's EDI Statement on the main page of its website; in consultation with TLC, ASC will add to or change the wording to have a more specific focus on the services offered by the ASC.
- The Centre for Experiential and Career Education (CECE) is developing its statement and reviewing its processes.

4. Develop EDI Champion program to create a greater EDI knowledge base, foster awareness, and to encourage those who wish to take a lead at the grassroots level of EDI.

- TLC has Indigenization and Internationalization specialists - EDI champions.
- CECE, along with faculty and community partners, is supporting students to develop a Black Lives Matter Social Justice Art Project. Students are creating the art under the mentorship of both a cultural mentor and artist mentor.
- ASC will develop a role or roles for ASC tutors to become peer EDI specialists and provide additional training for them to become peer mentors similar to our academic integrity mentors.

6. Expand opportunities for employees and students to engage in dialogue and action around EDI.

- Introduced Blackboard Ally to improve accessibility in online courses.
- Partnered with the Centre for Accessibility Services to support students through faculty support.
- UFV Launch models inclusive practices in each session as well as has three modules on, "Culturally Responsive Teaching," Accessibility and UDL", and "Weaving Knowledge" (decolonizing and Indigenizing curriculum).
- Participated in UFV Reads and TLC Reads where we developed our own PD sessions around, "So You Want to Talk About Race."
- TLC's Online Course Guidelines include recommendations for Land Acknowledgement, globalized content/examples, and UDL.
- UFV's micro-courses include modules on Universal Design for Learning (UDL), Inclusive Learning, and Indigenization.
- Encouraged TLC staff to take PD and webinars on EDI topics.
- Moved Indigenizing workshops online and increased participation - "Educator's Journey to Reconciliation" and "Weaving Knowledge Systems".
- Hiring summer student to assist faculty with accessibility course components.
- Developed workshops regarding international students and learning at UFV.
- ASC will develop a workshop and discussion topics connecting EDI and academic success for use in our events (Long Night Against Procrastination (LNAP), Procrastination Avoidance Week (PAW)), and support services.
- Supported Learning Groups (SLG) include EDI principles in training, have sessions on international students, and hire Punjabi speaking leaders to support international students.

7. Hold gatherings that have the purpose of building awareness and a deeper knowledge around diversity.

- Brought in guest speaker Dr. Rebekah Taussig to present on accessible learning.
- Continue to hold series of CHAT-R sessions - open online opportunities to discuss reconciliation, internationalization, or other teaching and learning topics.
- TLC partnered with the Centre for Accessibility Services to host Accessibility Awareness Week with online speakers/workshops/events June 1-3, 2021.

- CECE invited a discussion with alternate language speaking students to better understand their experiences participating in the Co-op program and specifically in their work placements. The student's feedback is helping CECE to revise curriculum and supports to enhance EDI for our future Co-op students.

Goal 2: Integrate inclusive excellence throughout UFV in teaching, research, service and community engagement

15. Develop a statement regarding pronouns to be used in all courses.

- UFV statement posted to Blackboard login page.
- CECE is developing a statement regarding pronouns to be used in our student programming and outreach.

16. Develop an inclusion and non-discrimination statement to be used in all courses.

- CECE is developing an inclusion and non-discrimination statement for our student programming and outreach.
- ASC developed a set of questions about EDI and the role of a tutor to be used during the peer tutor interview process.

17. Develop guide for faculty on how to incorporate EDI into the classroom.

- In UFV Launch, TLC provides resources and opportunities for discussion with specialists and guests.
- With faculty, TLC recommends use of pronouns on email signature, Zoom, Collaborate, etc.
- Recommended, co-facilitated workshops, and enabled Blackboard Ally in courses.
- Collaborated with EDI Task Force members to develop a draft EDI lens model that can be applied to policies/procedures, programs, practices, and positionality.
- ASC and SLG incorporate EDI principles into training for tutors and leaders.

19. Develop training for students, faculty, and staff regarding UFV's commitment to EDI and how it extends to off-campus and out-of-country activities.

- CECE is participating with Teaching and Learning in developing training for student workers (Work-Study and Co-op) regarding UFV's commitment to EDI.
- ASC incorporates EDI themes in the tutor training activities, both pre-service and in-service.

Goal 3: Embed the principles of EDI within the policies and processes at UFV

32. Develop plan for incorporating EDI into the new faculty and staff orientation process.

- EDI principles are included in UFV Kickstart and UFV Launch for new and sessional faculty.

Goal 4: Develop data collection and reporting mechanisms to measure initiatives and progress, maintain transparency and accountability, and acknowledge success

36. Develop and implement an EDI data collection plan.

- TLC's Support Tracker database has a category for EDI and accessibility requests/discussions.

Goal 1: Integrate EDI into our institutional culture so that all members of the UFV community can thrive in their education, career, and leadership roles at UFV

3. Incorporate EDI goals into strategic planning and review processes of every unit, with each unit developing its own statement of commitment to EDI.

- The current Library Strategic Plan 2019-2021 has identified EDI goals. The new University Librarian will lead the planning process for the new strategic plan and the Library's statement of commitment to EDI.

4. Develop EDI Champion program to create a greater EDI knowledge base, foster awareness, and to encourage those who wish to take a lead at the grassroots level of EDI.

- Several UFV librarians have stepped up and taken leadership in the Library's EDI activities.

6. Expand opportunities for employees and students to engage in dialogue and action around EDI.

- Permanent library employees participated in a 2-part Conversations about Culture workshop. This workshop was tailored to the Library and was developed and facilitated by Victoria Surtees, UFV's Teaching and Learning Specialist in Internationalization.
- Two librarians have partnered with the Indigenous Student Centre (ISC) for the ISC Virtual Book Clubs, which have been running for students and employees.
- All UFV librarians and the University Librarian have been participating in monthly discussion sessions, focused around readings or videos related to Indigenization and EDI. These are led by one of the librarians.
- A UFV librarian is a faculty advisor for the South Asian Canadian Digital Archive: <https://www.southasiancanadianheritage.ca/saclp/sacda-4/>
- A number of librarians and library technicians have independently taken courses and workshops to support their EDI learning. These include:
 - University of Alberta's **Indigenous Canada** MOOC: <https://www.ualberta.ca/admissions-programs/online-courses/indigenous-canada/index.html>
 - University of Toronto's **Aboriginal Worldviews and Education** MOOC: <https://www.coursera.org/learn/aboriginal-education>
 - Educators Journey to Reconciliation**, and **Weaving Knowledge Systems**, through UFV's Teaching and Learning Centre.
- The Library continues to prioritize acquiring collection materials that are written by Indigenous authors, or that focus on issues relating to Indigenous peoples and/or Indigenization.
- In 2020-21, librarians prioritized selecting collection materials relating to EDI issues including anti-Black racism and anti-Asian racism.
- Cataloguing staff are working to make collection materials relating to EDI more accessible. In 2020-21, the Library added "Indigenous author" as a heading to many catalogue records, to help users identify these titles.
- The Library developed a new LibGuide on Anti-Black Racism: <https://libguides.ufv.ca/antiblackracism>

Goal 3: Embed the principles of EDI within the policies and processes at UFV

33. Develop guiding principles and an annual EDI professional development plan for employees.

- The Library is having early conversations about the expectation that all library employees should be engaged in some kind of EDI professional development during the year. The Library looks forward to direction from UFV on this.

Goal 4: Develop data collection and reporting mechanisms to measure initiatives and progress, maintain transparency and accountability, and acknowledge success

39. Recognize EDI achievements.

- The Library has not yet developed a program around this, although leadership and activities are acknowledged informally by supervisors.

For more information submitted by the Library please see Appendix F.

Goal 1: Integrate EDI into our institutional culture so that all members of the UFV community can thrive in their education, career, and leadership roles at UFV

- 3. Incorporate EDI goals into strategic planning and review processes of every unit, with each unit developing its own statement of commitment to EDI.**
 - The College of Arts Council (CAC) has established a committee to develop a draft Anti-Racism Action Plan that has been discussed at CAC through the semester, at Council as a whole, and in break out groups. The Plan will be provided for approval by Council in June 2021 with ongoing review. Departments have followed suit e.g. Psychology and the School of Creative Arts.
- 4. Develop EDI Champion program to create a greater EDI knowledge base, foster awareness, and to encourage those who wish to take a lead at the grassroots level of EDI.**
 - The College of Arts (Arts) has identified champions and has committed to compensation for the heavy lifting work. College of Arts Curriculum Committee members are engaged in PD and returning to their individual departments to help foster awareness, dialogue, and curriculum development
- 5. Develop an EDI Learning Outcome.**
 - The College of Arts Curriculum Committee is working on EDI learning outcomes in discussing proposals for and reviews of curriculum. Some of our departments and schools have worked these learning outcomes into the core rationale of their delivery.
- 6. Expand opportunities for employees and students to engage in dialogue and action around EDI.**
 - The Arts' Collegium program hosts a round table that encourages open dialogue between students and faculty. One session was completed in 2020-21 and these will be ongoing in 2021-22.
- 7. Hold gatherings that have the purpose of building awareness and a deeper knowledge around diversity.**
 - Arts dedicated its Student Leadership Symposium this year to EDI with a keynote speaker from Vancouver Black Lives Matter, and workshops around this theme and wellness. Arts has developed a Collegium round table for discussion between international and domestic students about intercultural exchanges and racism, hosted by the Centre for Peace and Reconciliation. The Collegium facilitator is Dr. Rashad Mammadov, a Communications faculty member.

Goal 2: Integrate inclusive excellence throughout UFV in teaching, research, service and community engagement

- 16. Develop an inclusion and non-discrimination statement to be used in all courses.**
 - Arts is working on recommended language for inclusion in syllabi.
- 17. Develop guide for faculty on how to incorporate EDI into the classroom.**
 - Arts' Talking About Teaching events have included a session on inclusive assessment practices. Faculty have suggested EDI topics for future sessions. One session was held in 2020-21 and these will be ongoing in 2021-22.
- 19. Develop training for students, faculty, and staff regarding UFV's commitment to EDI and how it extends to off-campus and out-of- country activities.**
 - Arts is developing a "future ready grad" strategy for Work Integrated Learning (WIL) and part of that strategy includes improved attention to EDI learning as a result of off-campus and out-of-country experiences.
 - Arts has supported the development of an Inclusive Assessment Guidelines document for discussion at the CAC. Arts has sponsored a team-taught course on Race, Space, and Place. The students presented on the

life-changing experience of this course at Council and faculty presented on their experience of teaching this course at the Scholarly Sharing Initiative forum.

Goal 3: Embed the principles of EDI within the policies and processes at UFV

24. Conduct a review of employee recruitment and retention tools and methods examining with an EDI lens.

- Arts has included a statement on EDI on its standards for tenure and promotion. This has been completed with Senate approval.

25. Conduct a review of Indigenous student recruitment and retention tools and methods examining with an Indigenous lens.

- Arts is developing an Indigenous Academic Success program. It has been offered in pilot form and will now be developed as an Associate Certificate.

26. Conduct a review of international student recruitment and retention tools and methods examining with an EDI lens.

- In 2019-2020 Arts conducted focus groups with international students. This work is furthering revisions to UNIV 101, CSM 104, ARTS 299 and course outlines, assessment practices, and delivery practices for the Arts Studies department.

34. Develop and implement a mandatory learning series for excluded leaders.

- Arts excluded leaders have attended a variety of workshops, conferences and webinars such as Anti-Racism in Higher education: Ensuring it is Movement and not a Moment (Academic Impressions); Inclusive Pedagogy (Academic Impressions); AAC&U training sessions on Equity, Diversity and Inclusion: A Dialogue with Human Rights and Decolonization.
- Arts has instituted a series of anti-racism and unconscious bias training workshops for department assistants.

Faculty of Access and Continuing Education

Goal 1: Integrate EDI into our institutional culture so that all members of the UFV community can thrive in their education, career, and leadership roles at UFV

- 3. Incorporate EDI goals into strategic planning and review processes of every unit, with each unit developing its own statement of commitment to EDI.**
 - Faculty and departments have started discussing the development of a statement of commitment to EDI within all Faculty of Access and Continuing Education (FACE) units.
- 5. Develop an EDI Learning Outcome.**
 - Faculty and departments have started discussing the development of a FACE program-level EDI learning outcome.
- 6. Expand opportunities for employees and students to engage in dialogue and action around EDI.**
 - An EDI FACE Faculty Council Standing Committee has been established and is developing its Terms of Reference for Council to review and approve.
 - EDI is included as a standing item on all Faculty Council agendas to ensure ongoing discussion.
 - Faculty and departments have started discussing how to apply the principles of content and language integrated learning through an EDI lens.
 - Faculty and departments use a variety of texts, authors, and topics relevant to EDI perspectives.
 - FACE is developing sociolinguistic knowledge and cross-cultural competencies alongside language skills through English Language Studies (ELS) programming.
 - FACE is applying principles of Universal Design through hybrid and multimedia course delivery.

Goal 2: Integrate inclusive excellence throughout UFV in teaching, research, service and community engagement

- 15. Develop a statement regarding pronouns to be used in all courses.**
 - Faculty and departments are discussing the development of a statement regarding pronouns to be used in all of their courses.
- 16. Develop an inclusion and non-discrimination statement to be used in all courses.**
 - Faculty and departments are discussing the development of an inclusion and non-discrimination statement to be used in all of their courses.
- 17. Develop guide for faculty on how to incorporate EDI into the classroom.**
 - Faculty and departments are discussing ways in which their faculty can engage in ongoing education regarding improvements in technology and access.

Goal 4: Develop data collection and reporting mechanisms to measure initiatives and progress, maintain transparency and accountability, and acknowledge success

- 39. Recognize EDI achievements.**
 - FACE is discussing ways to share examples of EDI achievements at their Faculty Council meetings.

Faculty of Applied and Technical Studies

Goal 1: Integrate EDI into our institutional culture so that all members of the UFV community can thrive in their education, career, and leadership roles at UFV

- 3. Incorporate EDI goals into strategic planning and review processes of every unit, with each unit developing its own statement of commitment to EDI.**
 - The Faculty of Applied and Technical Studies (FATS) is working with program areas on the development of a statement of commitment to EDI.
- 6. Expand opportunities for employees and students to engage in dialogue and action around EDI.**
 - FATS supported faculty and staff involvement in the Canadian Apprenticeship Forum National Conference which highlighted sessions on women and Indigenous people in the trades.
 - FATS provides ongoing support for faculty and staff's continued involvement in annual community Trades Events such as the Women's Trade Show held at Heritage Park in Chilliwack.
 - Some FATS students and faculty participate in UFV WEST - Women in Engineering, Science, and Technology.
 - Currently developing opportunities for Indigenous high school students, including in partnership with Seabird Island School, to participate in pre-Trades training.
 - Currently FATS is building discussion of EDI into their Faculty Council meetings.
 - FATS is creating opportunities for dialogue on EDI in their retreat/intensive on teaching and learning.
 - FATS is incorporating discussion of EDI in their "Best Practices" sessions on teaching and learning.
 - Currently developing a plan for FATS faculty and staff to participate in UFV Reads.

Goal 3: Embed the principles of EDI within the policies and processes at UFV

- 23. Develop and implement mandatory training for selection advisory committees.**
 - FATS has begun discussions about how to incorporate EDI into recruitment and selection at the Faculty and program level.
- 25. Conduct a review of Indigenous student recruitment and retention tools and methods examining with an Indigenous lens.**
 - FATS is considering opportunities to further work with Indigenous communities and organizations as well as with local school districts to recruit and retain Indigenous students, including through pre-trades and Explore Trades programming.
- 27. Conduct a review of domestic student recruitment and retention tools and methods examining with an EDI lens.**
 - FATS is considering opportunities for how to better recruit women to their programs.

Goal 4: Develop data collection and reporting mechanisms to measure initiatives and progress, maintain transparency and accountability, and acknowledge success

- 39. Recognize EDI achievements.**
 - FATS is discussing ways in which to celebrate best practices and current successes in advancing EDI within their area.

Faculty of Health Sciences

Goal 1: Integrate EDI into our institutional culture so that all members of the UFV community can thrive in their education, career, and leadership roles at UFV

- 3. Incorporate EDI goals into strategic planning and review processes of every unit, with each unit developing its own statement of commitment to EDI.**
 - Kinesiology (KIN) is in the process of developing a statement of commitment to EDI in the School and adding an EDI lens to the Faculty Standards revision process.
- 4. Develop EDI Champion program to create a greater EDI knowledge base, foster awareness, and to encourage those who wish to take a lead at the grassroots level of EDI.**
 - In KIN, a departmental EDI Task Force was formed in Fall 2020. The Task Force meets regularly and has taken the role of building the KIN EDI knowledge base, fostering EDI awareness, and assisting with EDI-related learning/training opportunities for KIN faculty. As part of this, the Task Force creates and circulates a monthly e-newsletter.
- 6. Expand opportunities for employees and students to engage in dialogue and action around EDI.**
 - At each KIN School meeting, time is taken to discuss issues related to the semester. These discussions are usually centered on EDI-related topics. This dialogue is informal and usually part of the "warm-up" for each meeting.
 - In 2020, the School of Health Sciences (SHS) connected with the Canadian Nursing Student Association group, and initiated student dialogue in response to Black Lives Matter.
- 7. Hold gatherings that have the purpose of building awareness and a deeper knowledge around diversity.**
 - 13 KIN faculty members (as a cohort) will be participating in an Educator's Journey Towards Reconciliation and Weaving Knowledge Systems workshops.
 - The SHS is currently setting up the Educator's Journey Towards Reconciliation and Weaving Knowledge Systems workshops for the School.
 - The SHS funded the opportunity for faculty to complete the San'yas Cultural Sensitivity training and are now planning for Dr. Colleen Varcoe and Dr. Helen Brown to provide nursing specific workshops related to Weaving Knowledge Systems and Educator's Journey.

Goal 2: Integrate inclusive excellence throughout UFV in teaching, research, service and community engagement

- 15. Develop a statement regarding pronouns to be used in all courses.**
 - At the start of the Fall 2020 semester, all KIN instructors, for each course they teach, were asked to include the UFV's pronoun statement within Blackboard.

Goal 3: Embed the principles of EDI within the policies and processes at UFV

- 26. Conduct a review of international student recruitment and retention tools and methods examining with an EDI lens.**
 - Currently, there are 7 international students in the KIN program. The School is in the process of surveying (or holding a focus group) with these students to learn about their experiences and challenges as they relate to being in the KIN program.

30. Conduct a review of faculty workload: teaching, service, and scholarly activity to identify inequitable workload conditions or patterns.

- In the SHS, a Workload Task Force has been struck to examine equity in workload in the School. Data has been collated from other similar schools across BC.

Goal 4: Develop data collection and reporting mechanisms to measure initiatives and progress, maintain transparency and accountability, and acknowledge success

36. Develop and implement an EDI data collection plan.

- A KIN EDI Task Force goal is to collect EDI related data from students, faculty and staff in KIN. The Task Force will be meeting with the Director, EDI for guidance on this.

Faculty of Professional Studies

Goal 1: Integrate EDI into our institutional culture so that all members of the UFV community can thrive in their education, career, and leadership roles at UFV

- 3. Incorporate EDI goals into strategic planning and review processes of every unit, with each unit developing its own statement of commitment to EDI.**
 - Most of the courses in the School of Social Work and Human Services (SOWK), Teacher Education Department (TED), Department of Child, Youth, and Family Studies (CYFS), Department of Information Studies (DIS), and Department of Adult Education (ADED) already have strong foci of EDI. The School of Business (SoB) and School of Computing (CIS) have begun conversations about EDI and curriculum. See Appendix G for more detail.
- 4. Develop EDI Champion program to create a greater EDI knowledge base, foster awareness, and to encourage those who wish to take a lead at the grassroots level of EDI.**
 - Within SOWK, TED, CYFS, DIS and ADED, most faculty are champions for EDI. The SoB has several faculty champions and work will continue. See Appendix G for more detail.
- 5. Develop an EDI Learning Outcome.**
 - Most of the courses in SOWK, TED, CYFS, DIS, and ADED already have strong foci of EDI in relation to learning outcomes. Discussions are ongoing with the SoB regarding both EDI and Indigenization inclusions in curricular content. SOWK has two anti-racist anti-oppressive courses and two required Indigenous courses HSER 140 and SOWK392. CIS has begun conversations regarding EDI. See Appendix G for more detail regarding TED, ADED, and CYFS.
- 6. Expand opportunities for employees and students to engage in dialogue and action around EDI.**
 - Most schools and departments in Professional Studies have or do engage in this dialogue, action, and professional development around EDI. CYFS has, as a department, attended the Educators Guide to Reconciliation and the SoB has it in their plan to attend at their next retreat. DIS has requested EDI training for staff. Other aspects of EDI PD are implemented by the Faculty of Professional Studies Indigenization Committee, as a discussion for individual PD plans and debriefings with the Associate Dean. More will commence in 2021-2022.

Goal 2: Integrate inclusive excellence throughout UFV in teaching, research, service and community engagement

- 15. Develop a statement regarding pronouns to be used in all courses.**
 - SOWK has committed to revising current course outlines and future documents to reflect pronouns changes. Conversations in the SoB and CIS will begin. See Appendix G for more detail regarding TED, ADED, and CYFS.
- 16. Develop an inclusion and non-discrimination statement to be used in all courses.**
 - SOWK mission statement reflects principles of social justice, equality, and respect for diversity. Equity seeking applicants receive additional points or are prioritized for admission. Conversations in the SoB and CIS will begin. See Appendix G for more detail regarding TED, ADED, and CYFS.
- 17. Develop guide for faculty on how to incorporate EDI into the classroom.**
 - Planning for this will commence 2021-2022 to be used alongside any university-wide guide that is created.

For more information submitted by the Faculty of Professional Studies, please see Appendix G.

Faculty of Science

Goal 1: Integrate EDI into our institutional culture so that all members of the UFV community can thrive in their education, career, and leadership roles at UFV

- 3. Incorporate EDI goals into strategic planning and review processes of every unit, with each unit developing its own statement of commitment to EDI.**
 - Each unit is currently engaged in developing their own statement of commitment to EDI.
- 4. Develop EDI Champion program to create a greater EDI knowledge base, foster awareness, and to encourage those who wish to take a lead at the grassroots level of EDI.**
 - The School of Land Use and Environmental Change (SLUEC) and department of Mathematics and Statistics have various champions for EDI work. Please see Appendices H and I for more information.
- 5. Develop an EDI Learning Outcome.**
 - The Faculty of Science is currently discussing the development of an EDI Learning Outcome.
- 6. Expand opportunities for employees and students to engage in dialogue and action around EDI.**
 - The Dean of the Faculty of Science contributed personal artwork to the 2021 EDI calendar project.
 - Please see Appendices H and I for more information.
- 7. Hold gatherings that have the purpose of building awareness and a deeper knowledge around diversity.**
 - Please see Appendices H and I for more information.

Goal 2: Integrate inclusive excellence throughout UFV in teaching, research, service and community engagement

- 15. Develop a statement regarding pronouns to be used in all courses.**
 - The development of this will be discussed in 2021-22.
- 16. Develop an inclusion and non-discrimination statement to be used in all courses.**
 - The development of this is currently being discussed in the Faculty.

For more information submitted by the Faculty of Science, please see Appendices H and I.

Office of the Vice-President, Students

Goal 1: Integrate EDI into our institutional culture so that all members of the UFV community can thrive in their education, career, and leadership roles at UFV

3. Incorporate EDI goals into strategic planning and review processes of every unit, with each unit developing its own statement of commitment to EDI.

- The current VPS leadership team goal: “Engage in individual and unit professional development in equity, diversity, and inclusion, using this knowledge to review, assess, and update current approaches, policies, programming, and practices across your areas of responsibility.”
- Planning is underway for formal EDI review of Student Life drawing on learnings from a first attempt at this work in 2020/21.

6. Expand opportunities for employees and students to engage in dialogue and action around EDI.

- Launched the VPS leadership team book club; first book was *So You Want to Talk About Race* (<https://www.sealpress.com/titles/ijeoma-oluo/so-you-want-to-talk-about-race/9781580056779/>); second book is *They Said This Would be Fun*. (<https://www.penguinrandomhouse.ca/books/605288/they-said-this-would-be-fun-by-eternity-martis/9780771062186>).
- Counselling team completed an online, counselling-specific program focused on racial trauma and implicit bias.
- Athletics and Campus Recreation administration, staff, and coaches (as well as several assistant coaches) completed the Return on Inclusion Certificate program (<https://www.roinclusion.com/>).
- Sixteen members of the Student Affairs team will be completing Anti-Racism Response Training (<https://www.cacuss.ca/upcoming-events.html/event-info/details/id/145>) through CACUSS in July 2021.
- The Academic Advising team has formed their own inclusion committee; they publish a monthly newsletter for advisors in EDI and Indigenization, while also facilitating group discussion.
- Campus Housing launches a Living Learning community in Baker House Fall 2021 focused on anti-racism.
- Student Affairs partnered with Archway Community Services to offer workshops on EDI and anti-racism for staff across the VPS division.
- The Academic Advising team has formed their own inclusion committee; they publish a monthly newsletter for advisors and staff in EDI and Indigenization, while also facilitating group discussion.
- The Advising team has started a monthly book club: first book is *So You Want to Talk About Race*.
- Last summer, counsellor Bonnie Chi worked closely with UFV Pride Collective and co-facilitated a series of support sessions for the LGBTQ2IA+ student population here at UFV, the first of its kind.

7. Hold gatherings that have the purpose of building awareness and a deeper knowledge around diversity.

- The Student Life team hosted the second inaugural Pride Culture Conference (<https://www.ufv.ca/pride/>), offering a series of workshops, dialogues, and events through Fall 2020 and Winter 2021 with a particular focus on intersectionality, allyship, and body and sex positivity.
- UFV Housing and Campus Living, Student Life, the Indigenous Student Centre, the South Asian Studies Institute, and UFV Risk and Safety hosted “Seen and Unseen: Missing Women and the Media,” (<https://blogs.ufv.ca/blog/2021/03/seen-and-unseen-missing-women-and-the-media-panel-on-march-29/>) focusing on community safety, violence against women, reporting to the police, media bias, and the unseen women of colour who go missing.
- The Indigenous Student Centre offered a series of events this year focused on Indigenous peoples including Métis Awareness Day; “Standing Up Against Violence Against Women and Girls” as part of this year’s Moosehide Campaign (<https://events.ufv.ca/events/moose-hide-campaign/>); and events for Orange Shirt Day (<https://blogs.ufv.ca/blog/2020/09/phyllis-webstad-whose-story-inspired-orange-shirt-day-to-speak-at-ufv-event/>).

Office of the Chief Financial Officer & Vice-President, Administration

Goal 1: Integrate EDI into our institutional culture so that all members of the UFV community can thrive in their education, career, and leadership roles at UFV

- 3. Incorporate EDI goals into strategic planning and review processes of every unit, with each unit developing its own statement of commitment to EDI.**
 - This work has started. The Director, Campus Planning and Facilities Management (CPFM) has developed framework for the CPFM department.
- 4. Develop EDI Champion program to create a greater EDI knowledge base, foster awareness, and to encourage those who wish to take a lead at the grassroots level of EDI.**
 - The Director, CPFM has a Masters in Global Leadership and a keen interest in championing this work within the division.
 - CPFM has developed EDI framework for the department with plans to share with the division for further consideration/adoption.
 - Legal Counsel member has taken Indigenous Course - "CBA The Path - Your Journey Through Indigenous Canada".
 - Senior leaders are actively participating in EDI webinars, for example "In-House Departments and Law Firms Driving Diversity and Inclusion Together: More Than Just Talk" and "Keep On Steppin': Everyday Activism in the Anti-Racist Movement".
- 6. Expand opportunities for employees and students to engage in dialogue and action around EDI.**
 - Division leadership is engaged in UFV Reads initiative having group dialogue sessions around the book "So You Want to Talk About Race" by Ijeoma Oluo.
 - Joanna Sheppard (EDI Task Force Co-Chair) and Christina Forcier (EDI Task Force member) attended VP Admin Division meeting to discuss EDI and how to incorporate EDI in the division.
- 7. Hold gatherings that have the purpose of building awareness and a deeper knowledge around diversity.**
 - CPFM employees have committed to strive to have fun; to be mindful and purposeful in planning meetings; and get together and learn from each other.
- 8. Increase the representation of UFV's commitment to EDI on campuses, physical and virtual, helping to create a welcoming and safe environment for students and employees.**
 - Rick Hansen Foundation Assessment of physical campus environment was completed in 2019 and CPFM is continuing accessibility improvement work as identified in the assessment.
 - Director, CPFM attended Rick Hansen Foundation conference in 2021.
- 13. Increase the diversity of UFV's senior leadership.**
 - Incorporating EDI into hiring within the division, the CPFM senior leadership team will, through the development of behavioural expectations, identify EDI gaps for workplace environment improvements.

Goal 2: Integrate inclusive excellence throughout UFV in teaching, research, service and community engagement

16. Develop an inclusion and non-discrimination statement to be used in all courses.

- The CPFM senior leadership team will develop departmental guidelines to close the EDI gaps identified in the division during the 2021-22 year.

19. Develop training for students, faculty, and staff regarding UFV's commitment to EDI and how it extends to off-campus and out-of- country activities.

- The CPFM leadership team will be considerate of UFV's EDI goals in all community interactions and relationships with 3rd party providers at UFV.

Goal 3: Embed the principles of EDI within the policies and processes at UFV

21. Conduct a review of all policies examining with an EDI lens.

- All divisions under the Office of the CFO & VP Administration will review current and applicable UFV policies, practices and procedures through an EDI lens.
- Procurement policy and templates include environmental and social impact lens.
- Investment Policy update includes environmental, social, and governance factors (ESG) and a Responsible Investment statement.
- The CPFM Projects Office team, led by the Associate Director, Capital Projects, along with the Associate Vice-President, Planning & Resource Allocation will continue to explore how to embed EDI practices into capital planning (short and long term), design principles, and construction guidelines.

33. Develop guiding principles and an annual EDI professional development plan for employees.

- The CPFM senior leadership team will be responsible to develop and host, with supervisors and managers, an EDI development workshop for frontline employees. This will include a handout for staff and will increase involvement at the front line level.

Office of the Vice-President, External

Goal 1: Integrate EDI into our institutional culture so that all members of the UFV community can thrive in their education, career, and leadership roles at UFV

3. Incorporate EDI goals into strategic planning and review processes of every unit, with each unit developing its own statement of commitment to EDI.

- As a means to systematize actions towards UFV's EDI goals, the Vice-President, External (VPX) portfolio has developed a shareable tracking tool that incorporates all the EDI related actions and initiatives to ensure regular updating of all of their specific goals/tactics through an EDI lens. Smartsheet (the Strategic Plan management system) is being utilized through regular check-ins with the all VPX leadership to keep this current. VPX is also in the process of reviewing all of their current policies through an EDI lens.
- VPX is working with the UFV Alumni Association on board recruitment strategies, alumni engagement opportunities, career development opportunities etc. with an EDI focus.

4. Develop EDI Champion program to create a greater EDI knowledge base, foster awareness, and to encourage those who wish to take a lead at the grassroots level of EDI.

- Working with Director, EDI to develop champions within VPX that will contribute to the University wide champion program.
- The Director, Ancillary Services has taken the champion role within Ancillary Services and the Director, Marketing has taken the role of champion within University Relations.

6. Expand opportunities for employees and students to engage in dialogue and action around EDI.

- Conference Services is working with Indigenous Affairs to Indigenize U House, displaying cultural art that people will experience when they attend conferences on campus.
- Ceremonies & Events Office has weekly team meetings to discuss University Events with an EDI lens and spends time discussing systemic issues and how they have defined their work.
- Housing Coordinator Participated in Selection of Student Life's EDI Consultant.
- Bookstore Donation/Bursary with \$500 commission received from Better World Books sponsorship of World University Service of Canada Student Refugee Program/UFV Student Refugee Program
- Skookum stories developed with EDI lens (3 main features for 2021 are in-depth profiles of BIPOC Alumni and staff).
- Samples of the 2020 Skookum <https://blogs.ufv.ca/skookum/>:
 - Surjett Meelu (Nursing Alumna) featured with recent grad Amy Muelleur in Skookum 2020 - https://issuu.com/goufv/docs/ufv_skookummag2019-issuu-lower-res/10
 - Tlandia Van Ry - part of a feature with Keith Carlson in Skookum 2020 - https://issuu.com/goufv/docs/ufv_skookummag2019-issuu-lower-res/30
 - Adrienne Chan feature from Skookum 2020 - https://issuu.com/goufv/docs/ufv_skookummag2019-issuu-lower-res/44
- Posted blog items to March 2021
 - Promotion of PARC dialogue event "Crown as agent of Reconciliation"
 - <https://blogs.ufv.ca/blog/2021/04/the-crown-as-an-agent-of-reconciliation-parc-launches-peace-talks-series/>
 - Transgender Day of Visibility
 - <https://blogs.ufv.ca/blog/2021/03/march-31-is-international-transgender-day-of-visibility/>
 - BLM Social Justice Art project
 - <https://blogs.ufv.ca/blog/2021/03/black-lives-matter-social-justice-art-project-launches/>
 - Queering Cancer
 - <https://blogs.ufv.ca/blog/2020/11/queering-cancer-site-provides-resources-to-the-lgbtq2-community/>
 - Nerlap Sidhu: Betty Urquhart winner

<https://blogs.ufv.ca/blog/2021/02/teacher-who-makes-a-difference-receives-betty-urquhart-community-service-award/>

- Andy Sidhu:

<https://blogs.ufv.ca/blog/2021/03/andy-sidhu-reappointed-as-chancellor-of-ufv/>

- Sundeep Hans announcement:

<https://blogs.ufv.ca/blog/2021/02/sundeep-hans-joins-ufv-as-first-director-of-equity-diversity-and-inclusion/>

- BIPOC Events promotion post:

<https://blogs.ufv.ca/blog/2021/03/ufv-blends-the-arts-and-data-in-upcoming-events-to-combat-racism/>

- Discussions are taking place for public spaces in high traffic areas to include images, language and artwork that encourage EDI and celebrate Indigenous culture.
- Discussions are taking place to include Indigenous symbols/signs on Campus Card (students & employees) to reflect Indigenous culture and acknowledge UFV's commitment to reconciliation.
- Food Services: Currently developing menus (catering and retail) to create authentic meals that will reflect the diversity of our student population. This will be implemented when Food Services reopens in September. Special dishes will also be prepared to help celebrate a range of cultural events.
- Selling merchandise through the Bookstore to Celebrate Pride at UFV. Proceeds to go to supporting UFV Pride Collective:
<https://ufv.bookware3000.ca/Catalogue/ufv-clothing/collections--bundles/pride>
- Selling Indigenous Art related merchandise:
<https://ufv.bookware3000.ca/Catalogue/gifts--accessories/indigenous-art-gifts>
- Sold out of the Anti-bullying day shirt by our visual art Indigenous student featuring the Indigenous Otter:
<https://blogs.ufv.ca/blog/2019/02/ufv-students-pink-shirt-day-design-says-we-all-otter-show-a-little-kindness/>

7. Hold gatherings that have the purpose of building awareness and a deeper knowledge around diversity.

- VPX Leadership Team is meeting regularly to discuss "So You Want to Talk About Race" with a facilitator from Rebecca Frame and Associates. Each unit within VPX has EDI as a standing agenda item for biweekly discussion and reflection within the context of their ongoing work. This includes sharing EDI updates, books, workshops, suggestions, concerns etc.
- Ceremonies & Events Office is working with Indigenous Affairs to Indigenousize Virtual Convocation, working off of the theme of "transformation" from the UFV Coat of Arms. The Motto of the COA is IYAQAWTXW (in Halq'eméylem) - and means House of Transformation, symbolizing the transformation of character and intellect. We will use this theme throughout the Virtual Celebration.

9. Develop EDI "Beyond Awareness" campaign.

- Currently working with Director, EDI to develop an initiative to engage others in "Beyond Awareness" campaign.

Goal 4: Develop data collection and reporting mechanisms to measure initiatives and progress, maintain transparency and accountability, and acknowledge success

37. Conduct a review of marketing and communications materials, tools, and processes examining with an EDI lens.

- University Relations is currently undergoing an audit of all materials, tools, fundraising campaigns, gift acceptance policies, donor recognition, alumni engagement, events, and procedures working with Director, EDI and consulting firm, AndHumanity: <https://andhumanity.ca/>
- Regular and ongoing evaluation of content creation is taking place (social, blogs, newsletters, fundraising campaigns) for BIPOC/diversity content and sensitivity.

- Developed Terms of Reference for Paving the Future Campaign to reflect EDI considerations and created Inscription Approval Committee including EDI Task Force members Betty Peters and Satwinder Bains.
- Ancillary Services will be hiring a consultant in fall 2021 to conduct a review of all marketing materials and websites to help ensure they reflect the diversity of the UFV community.

38. Develop a two-way open channel EDI communications plan.

- This work is ongoing. Currently the Marketing team has designed the layout of the EDI Action Plan.

39. Recognize EDI achievements.

- Supervisors are recognizing what their team is doing for EDI and EDI is an ongoing topic during 1:1 meetings.

Goal 3: Embed the principles of EDI within the policies and processes at UFV

21. Conduct a review of all policies examining with an EDI lens.

- While the Office of the Secretariat waits for the EDI Lens Working Group to finish their work which will assist with a comprehensive review of all UFV policy, some current policy reviews attempt to address obvious EDI issues. For example, in some policies, pronoun usage has been updated to be more inclusive. Further, in the case of Board and Senate, their bylaws related to elections have been updated to include an invitation to nominees to include a statement of how their involvement in Senate or Board will contribute to EDI at UFV. The Board also added an overarching statement in its "Purpose/Philosophy" section to note the importance of EDI with respect to membership. Finally, Senate added an Indigenous territorial acknowledgment to their bylaws and a recommendation to begin Senate and standing committee meetings with the same. Links: https://www.ufv.ca/media/assets/board-governors/board-bylaws/BGB-110.07_BrdApptElec.pdf <https://www.ufv.ca/media/assets/senate/resources/Senate-Approved-Bylaws.pdf> (Appendix C, pp. 11ff).

22. Conduct a review of UFV Policy 18 (Discrimination, Bullying, and Harassment Protection).

- This work is slated to be started in the second half of 2021. Human Resources (HR) has already identified the need to separate "discrimination" into a separate policy as it is governed by human rights legislation. Review will be led by HR with consultation with various stakeholder groups.

35. Develop and implement a mandatory learning series for UFV's Board of Governors and Senate.

- The Office of the Secretariat has identified two main ways to implement this: all incoming Governors and Senators will have EDI training as a part of their orientation; second, an annual learning opportunity will be provided as a part of a regular meeting of each governing body. The orientation piece is in development as a part of an overall update to orientation materials; the second piece will be developed in consultation with the Director, EDI, and potentially delivered by them.

UFV Race and Anti-Racism Network

UFV RAN Accomplishments for 2020/2021 (announced at the April 2021 meeting by Sharn Sandhra and Ian Rocksborough-Smith, UFV Race and Anti-Racism Network (RAN) co-chairs)

The events, accomplishments, and initiatives listed below have all been undertaken by active members of the UFV Race and Anti-Racism Network over the course of the 2020/2021 academic year. Members involved in these activities have included faculty, staff and students who frequently attend and participate in regular UFV RAN meetings which occur on a monthly basis during the academic Fall and Winter terms.

- UFV RAN was nominated for the Fraser Valley Cultural Diversity Award in the category of Innovative Initiative.
- UFV RAN was nominated for the Provincial Multiculturalism Breaking Barriers award and received special mention at the online ceremony.
- UFV RAN created a social media presence which has created avenues for dialogue that has increased access and awareness for RAN – one in which many new UFV community people have found solace, comfort and support.
- Through those social media channels, UFV RAN received special twitter shoutouts from Rachna Singh, Parliamentary Secretary for Anti racism initiatives and Anne Kang, Minister of Advanced Education & Skills Training.
- UFV RAN hosted four webinars or panels in total. The first in June 2020 titled “Breaking the Silence: Race and Racism at UFV,” a second webinar on Antiracism, the Pandemic and Media, a third webinar in October titled “So You Want to be an Ally” and a fourth webinar in March, 2021 titled “Keep on Steppin”.
- UFV RAN partnered with the CHASI hub and the SASI to host and moderate a panel on disaggregated data with the BC Office of Human Rights.
- UFV RAN started a blog page (see below), where anyone is welcome to submit articles as it relates to the mandate and philosophy of the work of RAN, and once again, is another important tool to create awareness about RAN on campus and the ongoing work yet to do.
- UFV RAN started a RAN YouTube channel where we hope to upload more content from events, forums, and seminars run at UFV by RAN members.
- Past UFV RAN co-chair Ghizlane had led two allyship workshops on campus for departments
- Past UFV RAN co-chairs Vandy and Awneet took one of the very first transparent and meaningful steps to address systemic racism in their own departments – a step that was swift, publicly articulated, and one with a guided pathway to change for the future of the TEP program here at UFV.
- Past UFV RAN co-chair Awneet helped run a Conversation Cafe on equity, diversity and inclusion in October
- With newfound student driven interest in the work of UFV RAN, a group of students have begun the process of creating a RAN student IBPOC group
- UFV RAN members (faculty and students) were consulted about an Advocates for Change (Anti-Racism) Living Learning Community set to be piloted at Baker House Residences in September
- UFV RAN members have been consulted on issues of EDI in the Abbotsford Downtown Business Association, local schools and Heritage organizations.
- UFV RAN and Archway partnered to be the successful recipients of a Resilience BC grant
- UFV RAN is working on building meaningful partnerships with local groups like Black Connections and groups that are driven and led by Indigenous, Black leaders of colour in the Fraser Valley.
- UFV RAN members helped support local Black Lives Matter social justice art projects.

- UFV RAN is working on building meaningful connections with UFV International's Friends Without Borders including partnering on the recent 'RACE Talks' initiative which took place on May 13th.
- UFV RAN members are featured in the CIVL radio station's mini-series titled 'Abbotsford's History of Hushed Racism.'
- UFV RAN members were featured in a UFV Scholarly Sharing Initiative session organized by past RAN co-chair Melissa Walter and RAN member Rita Atake this past January on histories of the KKK and white supremacy in Abbotsford and the movements against fascism.
- UFV RAN subcommittee groups worked hard for months over last summer and into the fall to produce another powerful report highlighting all the initiatives on campus yet to be met when it comes to the work of anti racism and equity, diversity, and inclusion. This was led by past RAN co-chairs Adrienne Chan and Satwinder Bains.
- Other RAN subcommittee's worked hard on drafting a UFV-wide letter addressing systemic issues on campus which was featured as one of our first blogs (see "A Letter to UFV Leaders" below).
- UFV RAN Members helped establish the new UFV Gender Equity Network
- UFV RAN's co-chairs regularly joined the UFV Gender Equity Network chair to meet and discuss issues of racism with the UFV President
- UFV RAN members participated in and supported the annual UFV Pride Conference, held virtually this year for the first time.
- UFV RAN was invited as a special interest group to be a part of the EDI candidate selection and a small group of those who could participate crafted a joint letter recommending a candidate.

Please also see the RAN Review for 2021 (coordinated by Dr. Adrienne Chan):

<https://www.ufv.ca/media/assets/race-antiracism-network-ran/RAN-REPORT-REVIEW-2021-SUMMARY-AND-RECOMMENDATIONS--final-Feb-24-2021.pdf>

RAN webpage: <https://www.ufv.ca/antiracism/>

UFV RAN Blog:

- "UFV's Race and Anti-Racism Network's Legacy: A Student's Perspective" (March 31, 2021)
<https://blogs.ufv.ca/antiracism/2021/03/31/ufvs-race-and-anti-racism-networks-legacy-a-students-perspective/>
- "A Letter to UFV Leaders" <https://blogs.ufv.ca/antiracism/2021/02/26/a-letter-to-ufv-leaders/>

Recent UFV RAN coverage in UFV Today: <https://blogs.ufv.ca/blog/2020/10/racism-and-anti-racism-network-finds-new-energy-in-current-climate/>

Appendix A. Institutional Research and Planning EdI Action Plan

The following activities have been organized by the goals in the EDI Report Card.

Goal 3. Incorporate EDI goals into strategic planning and review processes of every unit, with each unit developing its own statement of commitment to EDI.

Setting EDI goals in IRP, ongoing and planned

IRP is committed to include EDI goals and develop a statement of commitment to EDI. Our department is meeting twice monthly on EDI and we are working with Sundeep Hans on data collection for the EDI process. As we progress in our EDI meetings, and as we learn about what UFV needs are regarding data for EDI, we will develop an IRP statement on its commitment to EDI.

Goal 6: Develop EDI Champion program to create a greater EDI knowledge base, foster awareness, and to encourage those who wish to take a lead at the grassroots level of EDI.

EDI knowledge and awareness, ongoing

IRP commits to discussing EDI and how we can report data through an EDI lens. We will allocate one meeting a month dedicated to the topic. We will connect, engage, and learn from our IRP colleagues, both within in the university and throughout the broader IRP community, on their experiences with EDI data initiatives.

In reviewing our regular reports, such as the Factbook, databooks, and Accountability Report, we consider how these reports can support EDI. Our goal is to provide information on EDI issues, such as course and program access, for students of different backgrounds, to the university. Equally important, we write all of our reports with a deliberate intent of allowing all of our students see themselves in these reports.

I sit on provincial committees that are involved in formulating the policy and processes related to EDI data collection. The committees include Data Definitions, Peer Review (co-chair), Performance Measures Working Group, and Economics Articulation (system liaison). An example of an EDI item discussed is the self-determined Aboriginal student target in the Accountability Report—an item addressed by the Performance Measures Working Group.

Theresa Mulder, along with others, is a member of the Association of Institutional Research (AIR). AIR has recently provided reports and links with information about EDI and Institutional Research, that Theresa shared with our team, one example being, *Creating Institutional Diversity Dashboards: Where Do IR Offices Start?* Taking part in such external bodies provides a broader perspective and gives us fresh ideas on EDI data.

https://www.airweb.org/article/2021/02/17/creating-institutional-diversity-dashboards-where-do-ir-offices-start?utm_source=digest&utm_medium=email&utm_campaign=march_2021&utm_content=members&zs=t8m8m&zl=f3qr1

EDI in the Accountability Report, ongoing

In addition to Priority 1: Truth and Reconciliation, IRP wrote about other EDI items included in UFV's Mandate Letter in the Accountability Report:

- *Priority 1: Improving access to post-secondary education with a focus on vulnerable and under-represented students.*
- *Priority 3: Improve student safety and overall well-being in the areas of mental health and the prevention of sexual violence and misconduct, including creating greater awareness of available supports.*
- *Priority 6: Work closely with the Ministry to develop a balanced approach to international education, participating in the development and implementation of a provincial framework for international education.*

These Mandate Letter priorities have appeared for several years in a row; our department continues to collect fresh information, and write about UFV activities in these areas.

EDI calendar, complete

Ashley Mulder—the daughter of Theresa Mulder, senior analyst in IRP—made a submission to the EDI calendar through our department. We are proud to see Ashley’s submission, along with IRP’s caption, included as the art for the month of July.

https://www.ufv.ca/media/assets/presidents-office/edi-resources/EDI-wall-calendar_Print.pdf

Goal 7. Hold gatherings that have the purpose of building awareness and a deeper knowledge around diversity.

EDI in IRP Department meetings, ongoing

We have begun holding EDI meetings in the department twice per month. At each meeting we go through a chapter of the book *So You Want to Talk About Race*. In these meetings, we consider questions such as: What part of the chapter spoke to you? How did reading the chapter make you feel? What purpose do you think the author had in writing this book? In these discussions, people speak about their own experience, where they might have felt excluded, as well as what they have seen others go through.

Going through this exercise has been emotional for everyone in the department. I have tried to make it an open and safe environment—sharing is appreciated, but if people do not feel comfortable speaking about a particular issue, I respect that. In addition to discussing the book, we think about what we can do personally, and as a department, to contribute to the EDI action plan.

UFV Reads, ongoing

On April 7th, I attended the first session of *UFV Reads: So You Want to Talk About Race* facilitated by Devirani Naidoo of Rebecca Frame and Associates. I learned a lot in this session and it helped me facilitate our department meetings discussing this book. I look forward to the second session on April 28th.

Goal 25. Conduct a review of Indigenous student recruitment and retention tools and methods examining with an Indigenous lens.

Goal 26. Conduct a review of international student recruitment and retention tools and methods examining with an EDI lens.

Goal 27. Conduct a review of domestic student recruitment and retention tools and methods examining with an EDI lens.

EDI data, ongoing

We provide student data useful for recruitment in several places. Static reports include the annual Factbook, the 45 annual departmental databooks, as well as extensive data on retention, graduation, and time to graduation. The databooks provide data such as grades broken up by domestic and international.

The BI Gateway is a self-surface platform that provides all manner of current and historical student data. On the Custom Reg Report dashboard, Student Headcount and FTEs can be parsed by 15 different filters such as fee type and new and returning. A dashboard that will be particularly useful for recruitment is the one that forecasts new student arrivals, by fee type, by program, and by upcoming term. Another dashboard maps students in programs to departmental FTEs, providing a bridge between student enrolment in programs and budgeting by department and faculty.

I have reached out and had an initial discussion with Sundeep Hans regarding student data and EDI. Once she has had time to take a look at some of our data, we will begin regular meetings to ensure that IRP is providing data and analysis that best supports her office and the EDI initiative.

Aboriginal student numbers, Aboriginal demographics, ongoing

We provided Eric Davis with a forecast of the proportion of Indigenous people in the Fraser Valley in 2030. The request was for use by a UFV committee that seeks to make an application to the BC Human Rights Commission for permission to target and prefer Indigenous candidates in hiring competitions.

Our department has worked with Shirley Hardman and others to set UFV's Aboriginal student target. We have written several reports on the fast growing Aboriginal population in the Fraser Valley and how this will affect our Aboriginal student target in our Accountability Report.

We address Ministry Priority 1 from the 2020/21 Mandate Letter in Appendix B of the Accountability Report.

Priority 1: Support lasting reconciliation with Indigenous peoples, through initiatives that increase the participation and success of Indigenous learners and implementation of the education-related Calls to Action of the Truth and Reconciliation Commission.

Along with others, our office collected information on, and wrote Appendix B. We received commendations from the Ministry on this 21-page section that describes UFV's plans and actions for Progress on Truth and Reconciliation.

Goal 36. Develop and implement an EDI data collection plan.

Gender identity in Banner

I have spoken several times with Kai Scott, who is with TransFocus Consulting, regarding a project he is undertaking with Thompson Rivers University (TRU). TRU has engaged Kai's firm to explore the collection and uses of diversity data (e.g., Indigeneity, race, gender, disability, etc.).

Through this process I learned that UFV is currently not collecting all of the information available on gender in the student application forms. OReg has stated that our current version of Banner does not include fields for this data. I have spoken with David Johnston about this and our office will work with OReg to collect this data once the new version of Banner, Banner 9, is implemented.

President's Task Force on "Data and Analytics", round 1 completed, round 2 beginning

We started this committee last year and I distributed a note describing the EDI student data UFV had available in three surveys NSSE, FSSE, and CUSC. This committee was suspended and will restart now that Sundeep Hans has accepted the position as EDI director. IRP is committed to working with Sundeep, and others, to create an EDI data collection plan.

EDI data collection for all UFV activity, current and planned

More generally, we will support the new EDI director with UFV's data collection plan. This could include conducting a staff, faculty, and student survey to determine a baseline understanding of EDI principles. Focus groups could also be conducted. IRP will connect with Shirley Hardman on how we can best represent Indigenous students in our existing reports.

Appendix B. CRC Recruitment Process



Date 2020-11-16

CRC RECRUITMENT PROCESS

PURPOSE

There is significant preparation that must be in place prior to recruiting candidates for a CRC position. These include the subject matter of focus, appointment of a senior level university official, designation of an EDI officer, and documentation that appropriate EDI and unconscious bias training has been provided to potential selection committee members.

Before allocating a chair position the institution must:

- take into account its equity and diversity targets and gaps when allocating a Chair position to a department or faculty, when deciding which field to support with a Chair, and whether to limit the pool to internal candidates; and
- consider the potential of drawing a diverse pool of candidates when defining the targeted field of research, outlining a broader field of research is more likely to attract a more diverse pool of candidates.

When ready to recruit, a senior level university official must be selected, who will be responsible for ensuring that requirements have been followed and will sign an Institutional Attestation that will accompany the nomination package certifying that all key elements of the required processes have been observed.

Other CRC requirements:

1. The Job posting and recruitment/nomination process must be documented and follow all requirements set out by the CRC Secretariat.
2. All documentation must be available on 48 hours' notice to CRC team.

Consider working with a recruiting firm to access expertise in writing postings and to ensure that the opportunity is extended to the broadest possible audience or have an EDI specialist review, and consult UFV community broadly to determine best venues for recruiting a diverse pool of candidates.

STEPS

1. Determine designated senior official who will certify the recruitment process.
 - a. Document this individual.
2. Designate an EDI officer or EDI champion who is strongly conversant in EDI principles and processes (**this person should be the chair of the committee and should be encouraged to support and interrogate the process*).
 - i. Document this individual and their qualifications for this position.

3. Develop the job posting/s (*see requirements and best practices for job posting*)
 - i. All job postings and where they have been shared should be documented
4. Have EDI expert review job posting/s.
5. On the day the posting/postings are sent out, they must be emailed to the CRC secretariat.
6. Conduct search (*see requirements and best practices*) and document process.
7. Appoint Committee (*see requirements and best practices for committees*).
8. EDI / Unconscious Bias Training and EDI briefing for Committee.
9. Committee must confirm (and document) selection criteria (*see practices for selection criteria*) and document.
10. Ensure requirements and best practices are met in the selection and interviewing process and document.
11. Have senior level official certify entire process in Letter of Attestation to be included in nomination package.

ADVERTISEMENTS/JOB POSTINGS

Required	<ul style="list-style-type: none"> • Posting must be written in gender neutral language and encourage individuals from all four designated groups to apply; • Include Institution’s commitment statement to equity, diversity, and inclusion; • Clearly state the date that it was posted; • Clearly state that the position is for a CRC and identify the field of research and whether it is for Tier 1 or 2; • Include a statement on the institution’s accommodation policies and provide the contact of someone who can address requests for accommodations; • Use inclusive, unbiased, and ungendered language focused only on qualifications and skills necessary for the job; • For Tier 2 – specifically refer to Tier 2 Justification Process (and not use language that is misleading nor exclusionary regarding eligibility of Tier 2 chair – this involves the factoring of parenting leaves and other justifiable leaves when considering the 10 years from highest degree completion); • Include a statement that recognizes the legitimate impact that leaves (eg. Maternity leave, leave due to an illness) can have on a candidate’s record of research achievement and that these leaves will be taken into careful consideration during the assessment process; • Encourage individuals from all four designated groups to apply; • Include the institution’s commitment statement to equity, diversity, and inclusion; • Posting must be advertised on public accountability web page for a <i>minimum of 30 days</i> prior to closing of the competition;
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	<ul style="list-style-type: none"> • All postings must be archived and publicly available for a minimum of 3 years; • Posting MUST be emailed to the CRC EDI email (edi-edi@chairs-chaires.gc.ca) account on the day it was posted.
Best Practices	<ul style="list-style-type: none"> • Have EDI expert review and approve posting before it is posted; • Post only qualifications and skills necessary for the job included in the posting; • Use inclusive, unbiased, ungendered language. Be inclusive of all genders (eg. Use “all genders” vs. “women and men”) and use pronoun “them”; • Avoid stereotyping and avoid prioritizing traits and descriptions traditionally viewed as masculine; • In job posting, include information about the department, provide links, highlight diversity of faculty, students, and the city; • Require, as a part of the criteria, a track record related to EDI. Encourage applicants to identify their strengths and experiences in increasing EDI in previous environment, curriculum and supporting diverse students; • Use “commitment-to-equity” statements effectively; • Avoid creating unnecessary barriers (eg. Posting internally or having limited external distribution. Work-related assessment criteria should apply to comparable experience in non-academic fields. Do not focus solely on a strong publication record (some researchers have strong output in oral or community-based forums and considerable community service); • Turn to colleagues and other faculties to promote the position, consider social media, job portals, and electronic mailing lists.

SEARCH

Required	<ul style="list-style-type: none"> • Institution must ensure that proactive efforts are made to identify a diverse pool of potential applicants, which may include: <ul style="list-style-type: none"> ○ Ensure the targeted field of research is sufficiently broadly defined; ○ Advertise in targeted venues (professional societies and associations of designated groups; ○ Using recruitment firms/agencies; • Selection criteria and assessment process are finalized prior to the process being undertaken and are applied consistently and fairly to all candidates; • The search and hiring committees’ evaluation processes and decisions are carefully documented at each stage in the process;
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	<ul style="list-style-type: none"> • Potential Conflict of Interest (COI) within the process is managed accordingly; • Institution’s equity officer (or committee member/institutional official identified as the EDI champion) is involved and consulted at all stages of the process (proposal development to final selection of the candidate); • Self-identification data is collected from all applicants (using best practices).
Best Practices	<ul style="list-style-type: none"> • Turn to colleagues and other faculties to promote the position, consider social media, job portals, and electronic mailing lists; • Mandate proactive, targeted outreach to attract members of underrepresented groups – advertise widely including internationally and to professional and discipline and industry-specific associations and conferences of underrepresented groups (eg. Canadian coalition of women in engineering, pride at work Canada, Aboriginal Professional Association of Canada...etc); • Compensate hiring committee members by giving them relief from other committee assignments – this will let them devote more time and resources to the hiring process; • Search for candidates through social media and at conferences, gatherings, or other events, especially those with a topic of interest to underrepresented groups and encourage academic community and stakeholders to approach members of underrepresented groups and encourage them to apply; • If the applicant pool is not large or diverse enough, extend the deadline or review the ad more critically for potential barriers and re-post; • If appropriate, engage a search firm with international reach and expertise in finding diverse candidates; however, ensure that recruitment includes a multi-pronged approach (eg. In addition to using a head-hunting firm, circulate postings widely and ensure all networks for communicating the post are used); • Ensure that there is sufficient time to identify an optimally diverse pool of candidates; • Encourage strategic thinking regarding how to attract international scholars who may not be looking for new positions; • Consider including international representation on the search and selection committees.

COMMITTEE

The hiring committee must use a fair and objective recruitment and nomination process when making all decisions.

<p>Required</p>	<ul style="list-style-type: none"> • Have representation from underrepresented populations including a minimum of one individual from one of the four designated groups; • Include EDI officer (or committee member/institutional official identified as the EDI champion); • Have received training regarding potential negative impacts of unconscious bias; • Be aware of institution’s commitment and strategy for meeting or sustaining EDI diversity targets and any gaps; • Use best practices to protect the privacy and personal information of all applicants.
<p>Best Practices</p>	<ul style="list-style-type: none"> • Ensure a diverse committee, including an EDI expert whose role is to ensure EDI is considered in all aspects of the committee’s work – ideally this individual would be appointed chair of the hiring committee. Alternately, chair can be given explicit instructions to ensure that EDI concerns are raised during discussions. If not possible to have a hiring committee member with EDI expertise, ensure the committee has an EDI advisor as an ex-officio member; • Ensure COI is managed throughout the process; • Provide mandatory EDI training for all committee members that includes instructions on how to recognize and combat unconscious, overt, prejudicial or other kinds of bias (eg. The “dirty dozen” as explained in the Equity Myth) Other training includes ally training, inclusive communications and workplaces, reconciliation, intercultural competence, accessibility and accommodations, and champions for change; • Identify potential biases, stereotypes and micro-aggressions revealed during discussion and support committee members as they work through them; • Provide a toolkit for committee members that includes: <ul style="list-style-type: none"> • A copy of CRC EDI best practices guide; • A detailed methodology for creating job descriptions that accurately identify the necessary skills, abilities, experience, and qualities; • Advice on how to evaluate applications that include nontraditional components (eg. Community based or focused research), and a list of internal contacts at the institution who can provide further advice; • Institution’s EDI targets and gaps, EDI commitment, and action plan; • List of suggested and effective interview questions (and impermissible questions); • Accommodation considerations; • Key steps for making the decision-making process open and transparent.

SELECTION/NOMINATION DECISION

<p>Required</p>	<ul style="list-style-type: none"> • Fairly consider impact of leaves on potential candidate’s record when assessing research outputs; • Consider that leaves can contribute to a career slowdown as individuals transition to being on leave and transition back to work (eg. Pregnancy can, in some cases, where there have been complications, impact a woman’s productivity prior to being on official maternity leave); • Ensure the assessment process does not undervalue scholarship or research that is non-traditional or unconventional, based on indigenous ways of knowing etc.; • Ensure that the need for workplace accommodations does not negatively impact a candidate’s assessment; • Review final hiring decision (and challenge, if necessary) to ensure that unconscious bias did not negatively impact the decision-making process and that it is aligned with the institution’s EDI action plan; and • Provide a written nomination committee report, signed by all members, to senior university official attesting to how requirements have been met.
<p>Best Practices</p>	<ul style="list-style-type: none"> • Be mindful that the best qualified candidates may not have the most years of experience, greatest number of publications or largest number of academic accomplishments (eg candidate who took time away from work for studies or family related matters, indigenous candidate may have articles published in non-peer reviewed journals); • Provide written report to senior management on the process that led to the selection of successful candidate and rationale when a member of a targeted group was unsuccessful. EDI committee member should approve the rationale. Report should be available to unsuccessful candidates; • Avoid using “fit” as a means to discriminate or indulge in personal biases; • Consider strategic hiring when two candidates are approximately equal; • Avoid undervaluing scholarship or research that is nontraditional and unconventional; • Explicitly remind committees that the need for accommodation cannot be used as a negative against a candidate in the assessment process; • Avoid averaging productive periods across nonproductive periods; • Be aware of limitations the field of study may have on publishing in top-tier, mainstream platforms and attracting research funding.

FINAL NOTES

Prior to submission – senior official must review the recruitment and nomination process, documentation, and nomination packages to ensure that:

- All requirements have been followed;
- Nomination is aligned with program’s commitment and institution’s EDI Action Plan;
- Level of institutional support being provided is comparable with other chairholders at the institution;
- and must sign Institutional Attestation which will be included in the nomination package.

Appendix C. Code of Conduct for the Prevention, Investigation, and Reporting of Sexual Exploitation and Sexual Abuse

DRAFT

CODE OF CONDUCT FOR THE PREVENTION, INVESTIGATION, AND REPORTING OF SEXUAL EXPLOITATION AND SEXUAL ABUSE

Recognizing that sexual exploitation and sexual abuse violate universally recognized international legal norms and standards, the University of the Fraser Valley (UFV), and UFV's Office of Research, Engagement, and Graduate Studies (REGS) developed a Code of Conduct to complement existing policies including Policy 236- Prevention, Education, and Responses to Sexualized Violence, Policy 53 – Responsible Conduct of Research and Scholarship, Policy 18 – Discrimination, Bullying and Harassment Prevention, and Policy 54 - Human Research Ethics.

This Code of Conduct ("Code") shall apply to those UFV faculty and staff members, plus any partners and sub-contractors hired by UFV, while carrying out the activities of the project, "Leaving No One Behind: Empowering Persons with Albinism, particularly Women and adolescent Girls in Rural Regions of Sierra Leone" funded by the Global Affairs Canada Fund for Innovation and Transformation. This Code has been established in lieu of a policy and protocol that meet the requirements of Fund for Innovation and Transformation.

This Code shall bind the undersigned faculty and staff members of UFV to abide by the provisions of the Code in all work that they carry out, in Canada and abroad, during the activities of the project. This Code also binds any partners and sub-contractors to the provisions of the Code while they work on this project with UFV. The Code elaborates a commitment to and outlines measures for monitoring, compliance, reporting, and investigation; and prescribes actions when cases of sexual exploitation and abuse have been confirmed.

Definitions

For the purpose of this Code, the definitions of "Sexual abuse" and "Sexual Exploitation" are aligned with the U.N. Secretary-General's bulletin on protection from sexual exploitation and abuse. These definitions supplement the definition of "Sexualized Violence" contained in UFV policy 236.

Sexualized violence: this Code shall adopt the definition of 'sexualized violence' contained in UFV Policy 236. In summary, the term sexualized violence can include any unwanted act, physical, written and/or verbal, or psychological, carried out through sexual means or by targeting sexuality. It recognizes that there are many different forms of sexualized violence, and that gender exists along a continuum and people of all genders may experience sexualized violence.

Sexual abuse: Actual or threatened physical interference of a sexual nature, whether by force or under unequal or coercive conditions.

Sexual exploitation: Any actual or attempted abuse of a position of vulnerability, differential power, or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another.

Protection from sexual exploitation and abuse (PSEA): The term used by the United Nations and non-governmental community to refer to measures taken to protect vulnerable people from sexual exploitation and abuse by their own staff and associated personnel.

Core Standards

- Sexual activity between the undersigned and a child (person under the age of 18) is strictly prohibited.
- Exchange of money, employment, goods, or services for sex (including sexual favors or other forms of humiliating, degrading, or exploitative behaviour) is strictly prohibited.
- Engaging in sexual relationships with research participants, is prohibited.
- If the undersigned develop concerns or suspicions regarding sexual abuse or sexual exploitation by a fellow worker or a partnering agency, they are to comply with local laws and report such concerns to their immediate supervisor.
- The undersigned are obliged to create and maintain an environment that prevents sexual exploitation and abuse.
- In addition to the undersigned, any UFV faculty and staff members, plus any partners and sub-contractors employed by UFV must be made aware of and agree to abide by the terms of this Code of Conduct.
- Principal Investigators and Co-Investigators have the primary responsibility for maintaining a working and learning environment free from discrimination, sexual abuse or sexual exploitation.

Accountability and Mechanisms for Reporting and Disciplinary Action

Accountability processes and mechanisms to enforce this code are aligned with UFV Policy 236- Prevention, Education, and Responses to Sexualized Violence, Policy 53 – Responsible Conduct of Research and Scholarship, Policy 18 – Discrimination, Bullying and Harassment Prevention, and Policy 54

- Human Research Ethics. The undersigned are made aware of the following:

- The obligation of the Primary Investigator and co-Investigators to complete approved PSEA training before submitting project proposals to UFV's Human Research Ethics Board.
- There is a mechanism for anonymous and confidential reporting leading to fair and confidential investigative procedures to respond to all allegations of sexual exploitation and abuse. This process will be shared with local partners and beneficiaries. For any concerns, or to report violations of the code, please report without fear of reprisal to the AVP Research, Engagement, & Graduate Studies.
- When sexualized violence and any other behaviour prohibited by this Code is discovered or reported, then the individual involved may be subject to corrective action and/or formal disciplinary action up to and including dismissal from employment or suspension/expulsion from a university program as set out in UFV Policy 18 and/or 236.
- For credible allegations of sexual exploitation and abuse occurring in the work related to Canadian-funded international development projects, the UFV AVP Research, Engagement and Graduate Studies will report allegations to Fund for Innovation and Transformation. Any such reports shall not include personal information that could identify the victim or alleged perpetrator.

The undersigned confirm to have read and understood the Code of Conduct, and agree to apply the standards of the Code.

Appendix D. RAC Subcommittee EDI+I Minutes



RESEARCH ADVISORY COUNCIL

RAC Subcommittee EDI+I Minutes
March 9, 2021 | 3:00pm-4:00pm |
Zoom

Present: Satwinder Bains, Jerri-Lynne Cameron (Chair), Lucy Lee, Lenore Newman.

Recorder: Tracy Morrison.

Regrets: Shelley Canning.

Welcome

- Jerri-Lynne Cameron welcomed everyone to the meeting and introduced the purpose of the group.
- This subcommittee group will be focused on ideas for EDI+I in research at UFV, and will report to RAC on a regular basis.
- This group will also be used as an advisory committee for the Strategic Research Plan.

1. Discussion

1.1 Ideas for this group

- There was a discussion if workshops should be offered to assist those in grant writing to include EDI language and ensure questions on gender are addressed.
- It was noted that there will be two workshops offered toward the end of term that will either be offered to researchers who would be viewed as influencers, and then others who are interested, or just offered to everyone to begin with. There will be two workshops, two hours long each regarding EDI in research and will address grant writing.
- HREB members should be targeted for the EDI workshops.
- An EDI action plan should explore the challenges of work that is being distributed among faculty at UFV. It was noted that women and people of colour appear to be asked to do more for workload, but then people being tapped to move up is not appearing equal in opportunities.

2.1 Next meeting

- This group will invite the new EDI Director to the next meeting.
- This group will work with the EDI Director and how EDI can be embedded in research.
- This group will work to identify what the barriers are to establishing research careers at UFV for faculty. This can focus on points of access, support, etc.
- This group will review the EDI action plan from the larger UFV EDI committee and identify which ones relate to research.
- Jerri-Lynne will connect with the President's Office to review what is being offered through the EDI training subcommittee.

Appendix E. RAC EDI+I subcommittee update



RESEARCH ADVISORY COUNCIL

RAC Minutes – **Excerpt Only**

March 11, 2021 | 1:30pm-3:30pm | Zoom

Present: Edward Akuffo, Satwinder Bains (Chair), James Bedard, Jerri-Lynne Cameron, Shelley Canning, Irwin Cohen, Christine Elsey, Garry Fehr, Dieter Geesing, Shawn Genoile, Sandra Gillespie, Gillian Hatfield, Mary Higgins, Cindy Jardine, Selena Karli, Masud Khawaja, Lucy Lee, Mariano Mapili, Amanda McCormick, Sylvie Murray, Robert Newell, Joanna Sheppard,

Recorder: Tracy Morrison.

Regrets: Lenore Newman (Co-Chair).

3. BUSINESS

3.1. **RAC EDI+I subcommittee update** – Jerri-Lynne Cameron

- The EDI+I subcommittee recently met and will be inviting the new EDI director to their next meeting. They would like the Director's feedback on evaluating barriers for working in research at UFV.
- The committee will also be looking at the action items that are outlined in the [UFV's EDI Guiding Principles](#) that were created by the President's working group. The RAC subcommittee will highlight the EDI action items that touch on research.
- There will be two workshops toward the end of term that will assist with grant writing with an EDI lens and looking at EDI in research.
- A suggestion made was to have EDI ethics training for HREB. The Research Office will look into this opportunity.

Appendix F. UFV Library - Additional Information for action item 6 & 7

Submitted by Kim Isaac, April 23, 2021

Employees' EDI learning and development:

- Permanent library employees participated in a 2-part Conversations about Culture workshop. This workshop was tailored to the library and was developed and facilitated by Victoria Surtees, UFV's Teaching and Learning Specialist in Internationalization.
- Two librarians have partnered with the Indigenous Student Centre for the ISC Virtual Book Clubs, which have been running for students and employees.
- All UFV librarians and the University Librarian have been participating in monthly discussion sessions, focused around readings or videos related to Indigenizing and EDI. These are led by one of the librarians.
- A UFV librarian is a faculty advisor for the South Asian Canadian Digital Archive: <https://www.southasiancanadianheritage.ca/saclp/sacda-4/>
- A number of librarians and library technicians have independently taken courses and workshops to support their EDI learning. These include:
- University of Alberta's **Indigenous Canada** MOOC: <https://www.ualberta.ca/admissions-programs/online-courses/indigenous-canada/index.html>
- University of Toronto's **Aboriginal Worldviews and Education** MOOC: <https://www.coursera.org/learn/aboriginal-education>
- **Educators Journey to Reconciliation**, and **Weaving Knowledge Systems**, through UFV's Teaching and Learning Centre

Collections:

- The Library continues to prioritize acquiring collection materials that are written by Indigenous authors, or that focus on issues relating to Indigenous peoples and/or Indigenization.
- In 2020/21, librarians prioritized selecting collection materials relating to EDI issues including anti-Black racism and anti-Asian racism.
- Cataloguing staff are working to make collection materials relating to EDI more accessible. In 2020/21, we added "Indigenous author" as a heading to many catalogue records, to help users identify these titles.

Services:

- The Library developed a new LibGuide on Anti-Black Racism: <https://libguides.ufv.ca/antiblackracism>
- Library employees wanted to note that 2020/21 was an unusual year because of the pandemic and resulting closure of library facilities and the move to remote classes. We look forward to a safe return to campus for everyone, so that we can resume some of our regular EDI-informed activities (e.g. international student welcome and orientation, topical book displays, therapy dog mental health de-stressing events) and look for new opportunities.

Appendix G. EDI work for Teacher Education, Adult Education, Child Youth and Family Studies

EDI Work for Teacher Education Department

Goal 1: Integrate EDI into our institutional culture so that all members of the UFV community can thrive in their education, career, and leadership roles at UFV.

- TED is actively engaged in reviewing and revising internal processes to assure EDI. In particular, we are focused on our Admissions process and our website (including Two Commitments: Decolonization & Indigenization and Social Justice & Anti-Racism).
- A sub-committee is currently developing an EDI-TED framework that includes bid ideas and objectives specific to the TED. This framework allocates responsibility to specific faculty to address and demonstrate progress in the changes being made to address the four goals of the institutional EDI Action Plan.
- TED faculty/staff engage in regular professional development related to EDI. We listen to podcasts, read texts, and then engage in discussions together in order to bolster all of our learning in this regard. Note: These occur after hours and are voluntary. Everyone attends.
- TED coursework is taught through a lens of EDI, utilizing decolonizing and anti-racist frameworks to facilitate the learning. This is further supported by our program values of reflective practice, critical mindedness, and social justice.
- In September 2021, TED organized a panel of community members to speak about Racism/Anti-Racism in/and Education. All TCs and TED department members attended, as well as community partners (administrators, alumni, teachers).
- The BEd goals for certification have been revised to include anti-racist, social justice, and EDI expectations.
- The MEd degree includes a focus on equity from an educational leadership perspective through course assignments and readings. MEd candidates complete an equity scan focus on K-12 education as part of EDUC 703.

Goal 2: Integrate inclusive excellence throughout UFV in teaching, research, service and community engagement.

- Land acknowledgement statements have been included in course syllabi since 2014.
- The BEd, MEd, and undergraduate courses all include the TED Statement of Respect & Diversity. This was developed in 2018.
- The Teacher Education Department (TED) at UFV is committed to creating a respectful learning and working environment where the fundamental principles of human rights, as laid out in the Canadian Charter of Rights and Freedoms, are upheld. The TED is committed to providing accessible, usable, and welcoming spaces for all people regardless of their race, ethnicity, age, ability, gender, sexual orientation, socio-economic status, religion, nationality, and/or citizenship status. TED courses occur in learning environments that recognize and celebrate the diversity found within Canadian society. In keeping with the BC Teachers' Council (BCTC) Standards of Conduct, the TED Values and Commitments, and the BEd Program Goals, it is expected that TCs at UFV will also uphold this commitment to respect and inclusivity in course work, in field experiences, and in their daily interactions with others.
- Please feel welcome to email your instructors with your name and pronouns and how you would like these to be used.

EDI Work for Adult Education

Goal 1:3 Incorporate EDI goals into strategic planning and review processes of every unit, with each unit developing its own statement of commitment to EDI.

- **Examples** In AE's new Post-baccalaureate Certificate in Teaching English Language Learners in K-12, now moving towards the program development stage, TED and ADED:
- have dedicated a PLO to EDI: Diversity and Inclusion Employ culturally relevant pedagogy/andragogy to foster the development of language, culturally appropriate behaviours, and equity, diversity, and inclusion in any learning context
- 2) will develop a full course dedicated to EDI called EDUC 486: Culturally Responsive Pedagogy in K-12 Education.

Goal 1:4 Develop EDI Champion program to create a greater EDI knowledge base, foster awareness, and to encourage those who wish to take a lead at the grassroots level of EDI.

- **Example** AE have recently added to our community collaboration in the LINC sector through an MOU between UFV and MOSAIC (Multilingual Orientation Service Association for Immigrant Communities), which, together with our existing MOU with Archway Community Services (ACS) strengthens our formal collaboration with the Language Instruction for Newcomers to Canada (LINC) sector. Notably, such MOUs provide a connection point and sharing of expertise between ADED faculty and community partners AND a place for ADED's TESL Certificate students to have practicum experiences and career pathways in the LINC sector, in which much of the practical "cliff-face" EDI work is done in communities.

Goal 1:5 Develop an EDI Learning Outcome

- **Examples** AE do not have an EDI Program Learning Outcome in ADED, although our new program (Certificate in Teaching English Language Learners in K-12) does. However, we have EDI learning outcomes in many courses such as:
- ADED 420 (Adult Education in Global Context)
- Critically reflect on the impact of histories of educational exclusion and harm perpetrated on minority or marginalized groups in Canada and internationally, including Indigenous groups
- Apply strategies to promote equity and social justice for marginalized communities and learners in and through adult education
- ADED 405 (Diversity in Adult Education) in which most LOs are related to EDI, for example:
- Apply strategies to promote equity and social justice for marginalized communities and learners in and through adult education, including specifically for Indigenous people in Canada and internationally.
- Articulate the influence of their own identity vis-a-vis culture, gender, class, sexual orientation, ethnicity, age, and ability on how they think and act as Adult Education practitioners.

Goal 1:6 Expand opportunities for employees and students to engage in dialogue and action around EDI.

- **Examples:** AE are initiating practices in ADED around Indigenization, including:
- Pursuing the opportunity to integrate the Educator's Journey Towards Reconciliation course to all faculty (Type B and sessional), starting in the summer retreat (2021).
- Hiring an Indigenous Adult Educator to teach ADED 405,
- Employing recommended hiring practices at UFV for our ADED 405 SAC (i.e., draft recommendations for hiring Indigenous faculty circulated by Eric Davis),
- Engaging Lorna Andrews of the TLC in an ADED 405 course outline revision process.

Goal 2: 15-16 Develop a statement regarding pronouns to be used in all courses. / Develop an inclusion and non-discrimination statement to be used in all courses.

- **Example:** This has been integrated in course information sheets of several courses, however, instructors in the AE department would benefit from standard wording - developed by UFV - so that this could become a stronger feature of course materials.

Goal 2:17 Develop guide for faculty on how to incorporate EDI into the classroom.

- **Example:** Most instructors in ADED have significant experience as TESL instructors or as instructors who have worked and lived internationally and/or cross-culturally. Hence, their practices are EDI informed. AE would welcome a guide, developed by UFV, that can add to and enhance our existing practices. In addition, having a Writing Centre - well-funded by UFV - which goes beyond the current Academic Success Centre supports for English Language Learners and domestic students with literacy needs would be a most welcome support for diverse students.

Goal 2:19 Develop training for students, faculty, and staff regarding UFV's commitment to EDI and how it extends to off-campus and out-of- country activities.

- **Example:** As mentioned, AE will be pursuing the opportunity to integrate the Educator's Journey Towards Reconciliation course to all faculty (Type B and sessional), starting in the summer retreat. I am currently doing this course.

EDI Work for Child Youth and Family Studies

- Most of our courses have EDI integrated into the teaching content and learning outcomes, and we have two courses directly designed for this purpose, **CYC 296 Inclusive Child and Youth Care Practice, and CYC 485 Understanding Diverse Populations in Child and Youth Care.**
- The CYFS Department recently posted and hired a new Coordinator, Practicum and Internship (position started April 1/21). We ensured that understanding, familiarity and experience of implementing EDI was a criterion on the posting and there were specific questions dedicated to this in the questions for the shortlisted candidates.
- CYFS also developed and brought through the curriculum committee, FC and UEC etc. a statement last year: **"In the provision of the Bachelor of Arts in Child and Youth Care, faculty in the Child, Youth, and Family Studies department are committed to equity, social justice, and increasing the number of graduates from diverse populations."**
- Prospective students are encouraged to visit our department website to find out that:CYFS recognizes that sometimes institutional processes and social cultural differences present challenges to some applicants in gaining equal access to programs. They have committed to reserving three (3) program seats for students from groups including, but not limited to:
 - Indigenous people, (Aboriginal, First Nations, Metis, Inuit),
 - Persons from racialized groups,
 - Sexually and gender varied people, and
 - Persons with disabilities.

Appendix H. Faculty of Science - Indigenization and EDI action plan

The Faculty of Science (FoS) at UFV has and always has run under the umbrella of tolerance, respect and fairness, including equity, diversity and inclusion (EDI) which seems to be the trending 'item' of the year. This is something that was built into the DNA of the sciences and is not a trend of current times or a "response to action". EDI has been a staple to the Sciences and we don't necessarily TALK the talk but we WALK the talk, i.e., we do it.

When I arrived in the FoS in 2012, I was one of two deans (out of 6) considered a minority because of our visible racial origins. UFV also had an Associate Dean of Research of Asian descent, so in general, UFV had been ahead of its times.

Within the FoS, the gender balance was closer to 50:50, than other units, although some units had more women representation than others. There were several nationalities of diverse racial backgrounds already represented in the faculty, including Chinese, Indian, Iranian, Latino, etc.

Fast forward to 2021 and we have increased our diversity, not because of a "call to action" but because we chose the right candidates regardless of gender, race, or chosen affinities. We chose balanced progressive scientists that were the best teachers we could find with best research/scholarly potential that we could attract to UFV.

Thus, based on this background, UFV FoS:

- acknowledges and embeds Indigenous world views and Indigenous ways of knowing/being into learning practices;
- uses approaches to teaching and evaluation of learning that are inclusive and respects diverse student learning needs;
- incorporates universal design principles;
- engages students in the global impact of concepts learned.

Our experiential learning principles teaches respect for cultures as we do with our field trips, or in our outreach events where we go to schools and teach aspects of science. We respect the environment, the land and its living entities, and this is very much in agreement with what our aboriginal ancestors have done for millenia.

We bring role models to our seminars to further engage students with what diversity has to offer. In recent years the Dean seminar series has had several speakers with diverse backgrounds:

- an orthopedic surgeon of Nigerian descent (Dr Charles Ikejiani) speaking about his life experiences and how sciences got him into med school;
- a Government of Canada Senator (Dr. Rosa Galvez) who is of Peruvian aboriginal descent and is an engineer and a scientist, speaking about the environment and the impacts of humans
- please see more: <https://ufv.ca/science/deans-office/science-speaker-series/>

See also attached specific examples performed by individual faculty members.

Note that there are more initiatives that have not been included here, including work by Drs. Alan Reid, Nathan Bialas, Steve Thomas, James Bedard and others (Biology), Dr.s Stan Manu, David Chu, Shaun Sun, Lonlong Huang (Math & Stats), Drs. Linus Chiang, Golfam Ghafourifar, Pedro Montoya (Chemistry). Please also check the Excel spreadsheet as noted by Dr. Stefania Pizzirani for a list of courses and indigenization efforts within SLUEC (<https://docs.google.com/spreadsheets/d/1zz8sZJ6cJRqLnBuZKMrVQijwiun98uH3xbu-dDzZoAo/edit#gid=0>).

Appendix I. Faculty of Science - Accountability Report


Sharon Gillies

As of a few years ago I began teaching IPK 477/BIO 477 Indigenous Ecological Knowledge as a summer semester course, many biology students who are planning to go into teaching are taking this course.

Cherie Enns




I applied for funding to PARC -for Leanne Julien -to work with me on documenting indigenous planning within the Fraser Valley. This research is to further inform and build collaboration with First Nations related to a proposed Community and Regional Planning Degree at UFV.

Please see the information on Leanne below and her draft Work plan attached. The proposed planning degree includes language and goals related to reconciliation and integration of indigenous planning principles. I am working with Chief David Jimmie related to collaboration on the proposed degree. <https://blogs.ufv.ca/arts/2019/06/11/lieutenant-governors-medal-leanne-julian-an-advocate-for-indigenous-inclusivity/>



Work Plan for PARC – Indigenized Regional and Community Planning

Indigenizing the planning process in our community and region. Sharing knowledge between leadership bodies for best practices because we can learn from each other better when we share our ways.




Journal 
Research Report 
Presentation Board 

Due Date (all components): August 16, 2021

Planning → Information Gathering - Current Practices → Compiled Report of Current Practices → Analysis → Compare to Public Practices → What can be shared?

Prepare pieces for report → Writing report → Edit/Proofread → Print for Report → Print for Presentation Board → Assemble Construct Presentation Board

Complete by	Description of steps
<input type="checkbox"/> February 21, 2021	Prepare and plan the steps of the project.

<input type="checkbox"/>	March 21, 2021	Gather Information and prepare a journal in which you will keep notes about thoughts, actions, and data for the project – determine if we need to take steps for ethics.
<input type="checkbox"/>	April 2, 2021	Compile notes of previous and current practices into pre-report format for analysis stage.
<input type="checkbox"/>	April 18, 2021	Analysis specific to - What Works? vs. What needs improvement? And why?
<input type="checkbox"/>	April 26, 2021	Compare to public practices - identify similarities and differences that can be interchanged between public and Indigenous practices.
<input type="checkbox"/>	May 7, 2021	Continued from previous week to confirm shareability.
<input type="checkbox"/>	May 23, 2021	What can be shared freely? Common practices vs. community.
<input type="checkbox"/>	June 20, 2021	Formatting for article to recommend for Bachelor of Regional and Community Planning at UFV
<input type="checkbox"/>	June 27, 2021	Prepare proposed report to article.
<input type="checkbox"/>	July 18, 2021	Write, compose, and design supporting pages for your report: TITLE PAGE, ABSTRACT, ACKNOWLEDGMENTS, TABLE OF CONTENTS, RESEARCH SUMMARY, GLOSSARY, and CITED SOURCES.
<input type="checkbox"/>	August 9, 2021	Final draft of report for review before being published.
<input type="checkbox"/>	August 16, 2021	Final Report Complete! - You are finished all three components of project. Journal  Research Report  Presentation Board 

Kseniya Garaschuk

Just a few of the items I wanted to draw your attention to (this will be followed-up with another email with cc-ed people):

- Article “Some stories from my journey” in CMS Notes outlines some projects I’ve taken up in this Indigenization journey: <https://notes.math.ca/en/article/some-stories-from-my-journey/>
- As EIC of Crux, I introduced new section called “Explorations in Indigenous mathematics” currently led by Mohawk mathematician Ed Doolittle

Again as EIC of Crux, I worked with UFV’s Rebekah Brackett to design a new journal cover that you can see here <https://cms.math.ca/publications/crux/issue/?volume=47&issue=1>

For this year’s Sq’ep, UFV team joined forces with UBC to put together a virtual event. It will take place May 11th and 18th.



10th Indigenous Math Symposium - Virtual Mathematical and Indigenous Futures: Generational Journeys



Crawl, 2019 | a piece of the hyper blanket | nicowilliams.com

May 11 & May 18, 2021

Session 1 | Tuesday May 11, 3:30-4:30

Looking to the past to change the future | Artist Nico Williams, Anishinaabe beadwork artist of the Aamjiwnaang First Nation, shares his beadwork to engage us in mathwork.

Session 2 | Tuesday May 18, 3:30-4:30

Sharing projects circle | Teaching mathematics with Indigenous perspectives and practices: What are we learning?

► **Registration** | Opens April 7, 2021 | \$10 + GST covers both sessions, no refunds, free for students



Stefania Pizzirani

We started recording this info in SLUEC. Here is our Google Sheet that we've started to use:
<https://docs.google.com/spreadsheets/d/1zz8sZJ6cJRqLnBuZKMrVQijwiun98uH3xbu-dDzZoAo/edit?usp=sharing>

Some of our courses have begun the Indigenization process.

Alida Janmaat

I'm not sure if this is substantial enough for your report, but here's an overview of how I attempted to implement some content addressed at reconciliation. In the winter 2020 semester, I was part of a QUBES Faculty Mentoring Network that used modules on ethics from the Integrating Concepts in Biology textbook. The authors of the textbook, Malcolm Campbell, Chris Paradise and Laurie Heyer were the mentors for the network. The module that I incorporated was on "What do our genomes tell us about human evolution?" which addresses the misconception that race is a biological construct rather than a sociological construct. The Ethical, Legal and Social Implications module that accompanied the section on race addressed the question "Have medicine and science been fair to people of color?". The learning objectives for this module were:

- Assess the historical reasons people of color are skeptical and suspicious of biomedical research.
- Assemble evidence demonstrating how personal prejudices influence scientific and medical research.
- Predict whether racism can be removed from medical school curricula and workplace culture.

In addition to the ICB sections, I incorporated information on First Nations in Canada and I had students read an article on the history of nutrition research on residential school children:
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3941673/>

Students were asked to discuss the learning objectives with respect to First Nations individuals in Canada.

The module was implemented after we switched to online learning which was unfortunate, but I have heard from students that they found the modules to be enlightening and that they stimulated discussion among their peers and families. I will admit that I found it challenging to address these issues and I had to do more background reading to be able to comfortably discuss why race is not a biological construct. I'd like the Biology Department to consider the ICB textbook, or portions of it, especially as they pertain to ethical issues in biology, so I plan to see if there is any interest in discussing these ideas further.

Appendix J. Resource links

Training/webinars

- CBA The Path - Your Journey Through Indigenous Canada: <https://www.cba.org/ThePath>
- AAC&U, Office of Diversity, Equity, and Student Success: <https://www.aacu.org/diversity-equity-and-student-success>
- Educator's Journey Towards Reconciliation: <https://www.ufv.ca/teaching-and-learning/teaching-strategies-workshops/indigenization/>
- Weaving Knowledge Systems for the School: <https://www.ufv.ca/teaching-and-learning/teaching-strategies-workshops/indigenization/>
- San'yas: Indigenous Cultural Safety Training Program: <https://www.sanyas.ca/>
- Return on Inclusion Certificate program: <https://www.roinclusion.com/>
- Anti-Racism Response Training: <https://www.cacuss.ca/upcoming-events.html/event-info/details/id/145>

Books

- "So You Want To Talk About Race" by Ijeoma Oluo.
- They Said This Would be Fun: (<https://www.penguinrandomhouse.ca/books/605288/they-said-this-would-be-fun-by-eternity-martis/9780771062186>)

Articles

- Black Lives Matter Social Justice Art Project: <https://blogs.ufv.ca/blog/2021/03/black-lives-matter-social-justice-art-project-launches/>
- Samples of the 2020 Skookum <https://blogs.ufv.ca/skookum/>:
 - Surjett Meelu (Nursing Alumna) featured with recent grad Amy Muellur: https://issuu.com/goufv/docs/ufv_skookummag2019-issuu-lower-res/10
 - Tslandia Van Ry - part of a feature with Keith Carlson: https://issuu.com/goufv/docs/ufv_skookummag2019-issuu-lower-res/30
 - Adrienne Chan: https://issuu.com/goufv/docs/ufv_skookummag2019-issuu-lower-res/44
- Posted blog items to March 2021
 - Promotion of PARC dialogue event "Crown as agent of Reconciliation": <https://blogs.ufv.ca/blog/2021/04/the-crown-as-an-agent-of-reconciliation-parc-launches-peace-talks-series/>
 - Transgender Day of Visibility: <https://blogs.ufv.ca/blog/2021/03/march-31-is-international-transgender-day-of-visibility/>
 - BLM Social Justice Art project: <https://blogs.ufv.ca/blog/2021/03/black-lives-matter-social-justice-art-project-launches/>
 - Queering Cancer: <https://blogs.ufv.ca/blog/2020/11/queering-cancer-site-provides-resources-to-the-lgbtq2-community/>
 - Nerlap Sidhu: Betty Urquhart winner: <https://blogs.ufv.ca/blog/2021/02/teacher-who-makes-a-difference-receives-betty-urquhart-community-service-award/>

- Andy Sidhu: <https://blogs.ufv.ca/blog/2021/03/andy-sidhu-reappointed-as-chancellor-of-ufv/>
- Sundeep Hans announcement: <https://blogs.ufv.ca/blog/2021/02/sundeep-hans-joins-ufv-as-first-director-of-equity-diversity-and-inclusion/>
- BIPOC Events promotion post: <https://blogs.ufv.ca/blog/2021/03/ufv-blends-the-arts-and-data-in-upcoming-events-to-combat-racism/>

Merchandise

- UFV Pride Collective: <https://ufv.bookware3000.ca/Catalogue/ufv-clothing/collections--bundles/pride>
- Indigenous Art related merchandise: <https://ufv.bookware3000.ca/Catalogue/gifts--accessories/indigenous-art-gifts>
- Anti bullying day shirt by our visual art Indigenous student featuring the Indigenous Otter: <https://blogs.ufv.ca/blog/2019/02/ufv-students-pink-shirt-day-design-says-we-all-otter-show-a-little-kindness/>

Consulting firms

- AndHumanity: <https://andhumanity.ca/>
- Rebecca Frame and Associates: <https://www.frameassociates.com/>

UFV Departments

Indigenous Affairs

- Indigenizing plan Lalem ye Mestiyexw: <https://www.ufv.ca/indigenous/indigenization/strategic-plan/>

President's Office

- EDI Wall Calendar: <https://www.ufv.ca/president/presidents-task-force-on-equity-diversity-and-inclusion/edi-calendar-project-form/>
- Inclusive Community Fund: <https://www.ufv.ca/president/presidents-task-force-on-equity-diversity-and-inclusion/inclusive-community-fund/>