Brandon University
Equity, Diversity, and Inclusion (EDI) Strategic Plan and Action Plan 2024-2029

Brandon University's 2024 Travellers' Day Parade Float with invited guests from the Brandon University Students' Union, Brandon University Alumni Association, and Brandon Pride

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Land Acknowledgement

Brandon University has campuses on both Treaty 1 and Treaty 2 lands, and we are a gathering place for people from many backgrounds and from around the world. In this way, we carry on the Indigenous customs of our home in Brandon, which is traditional shared territory between the Dakota, Anishinabek, and the National homeland of the Red River Métis. Today many other Indigenous people call Brandon their home, including the Cree, Oji-Cree, Dene and Inuit.

The plants, animals, and people who share their history and traditions on the land and water of this area deeply influence our gatherings. Thank you to all for sharing this space with us today.

Thank You

Brandon University would like to thank the following for their support and contributions to the development of the Brandon University Equity, Diversity, and Inclusion Strategic Plan and Action Plan:

- ▶ [Tri-Agency Institutional Programs Secretariat (TIPS)](#) for their support through the Canada Research Chairs Program (CRCP) Equity, Diversity, and Inclusion Stipends

- ▶ [Research Support Fund (RSF)](#) for their continued support of the institution's indirect costs of research

- ▶ Zenev and Associates, in particular Dr. Tania Kajner and Zenobia Jamal who were contracted to develop the institutional Equity, Diversity, and Inclusion Strategic Plan and Action Plan

- ▶ Faculty Members, Students, Staff, and Administration

Introduction

Brandon University is a regional university whose primary student population comes from the Westman region. Our large Indigenous student population represents nearby both First Nations and Métis Peoples as well as many students from northern Manitoba. In addition, we welcome a significant proportion of international students. Brandon University is committed to a diverse and inclusive campus that enriches life for our entire community. The Brandon University Strategic Plan (2022-2027), **Mamaawii-atooshke aakihkiwiin,** reflects this commitment. Equity, diversity, and inclusion is a central part of our woven braid. The latest Agreement between Brandon University and the Brandon University Faculty Association (BUFA) 2024-2027, the "BUFA Collective Agreement (CA)", enshrined EDI as a core principle, creating a number of new responsibilities and processes. The Canada Research Chairs Program (CRCP) Equity, Diversity, and Inclusion (EDI) stipends have provided synergy for us to actualize the essence of Mamaawii-atooshke aakihkiwiin in our Institutional Equity, Diversity, and Inclusion Plan.

Brandon University Equity, Diversity, and Inclusion Accomplishments

Brandon University has several committees and people who have been hard at work undertaking a variety of initiatives to improve equity, diversity, and inclusion across campus, including:

President's Anti-Racism Task Force

- Working on a form to report racism and follow the Violence Prevention Policy and Procedures.
- Works with the President's Office to increase campus safety, with special consideration for equity deserving groups.
- Developing self-directed discrimination and harassment training to be accessed through the institutional Moodle site.
- Creating formal motions to review the names of Brandon University Campus spaces in order to be transparent about the history of the University campus and community. Spaces may be renamed if the review indicates a history of racism and discrimination.

Status of Women Review Committee (SWRC)

- Undertakes initiatives in relation to gender equity such as ongoing public reporting workshops, mentoring for female faculty members, Employment Equity Working Group, and Running events for Women's History Month and International Women's Day.
- Hosts annual ad hoc initiatives that address the ongoing needs of faculty while embracing the goals of equity, diversity, and inclusion. The shared incentive of these initiatives is to create community and support for women and gender-marginalized faculty at BU. Initiatives included events such as teaching and writing workshops, new faculty orientation sessions, monthly meetings to share and receive feedback on research, and informal gatherings to create and foster inter-faculty relationships.
- Reviewed actions taken to improve the status of women in the University community, in particular the development and implementation of hiring goals required for academic faculties/units. Responsible for ongoing reviews to ensure that there is no discrimination based on gender in salaries, securing tenure, promotion, the granting of sabbaticals or research grants.
- Spearheaded Tenure/Promotion/Reclassification workshops in response to observations that women were lagging men in applying, despite being equally productive and capable. The workshops are now hosted by the Brandon University Faculty Association (BUFA).
- Established a network of mentors to support women and gender-marginalized faculty on campus. Mentees connect with a mentor based on the areas in which mentors are willing to offer their expertise. These areas are supporting newly hired faculty on campus, tenure and promotion, research and creative practice, and grant and funding applications.

Sexual Assault Advisory Group (SAAG)

- Revised the Sexualized Violence Education and Prevention Coordinator job description.
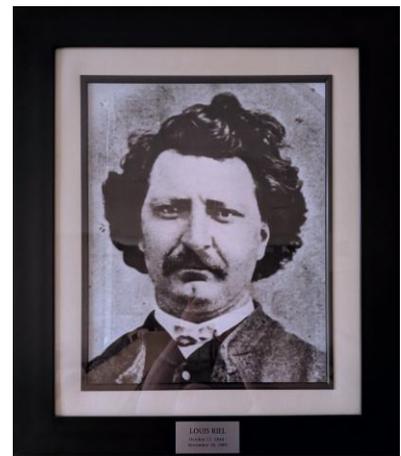- Hired a Coordinator

Employment Equity Working Group (EEWG)

The EEGW provided EDI recommendations through an audit of the BUFA CA. The EEWG gathered existing equity data and information on equity data collection tools currently being utilized at the institution, and data on existing and emerging best practices related to employment equity in academic workplaces. The main initiatives were as follows:

- ▶ Completed the CA EDI audit report that contained: 1) two high priority areas; 2) the review of 15 CA Articles and Appendix F; 3) 26 recommendations; and 4) supplementary materials contained in a total of 67 pages. The report was an accumulation of four years of work by the Committee and several trained student research assistants.
- ▶ Organized several guest speakers who presented on EDI topics to the campus community. This education mandate was in addition to the audit work of the Committee.
- ▶ Developed meaningful new collaborations with the SWRC and the Indigenization of the BU-BUFA CA Committee, which allowed more people with different perspectives to educate, unlearn, and grow.

Indigenous Education Senate Sub-Committee (IESSC)

- ▶ Created a list of recommendations for Brandon University. Recommendations were challenging to action as individuals, departments, and faculties were all in a different space regarding reconciliation and indigenization. Therefore, the prioritization was professional development and learning opportunities. The following resources were developed:
  - ▶ [Respectful Engagement with Knowledge Keepers and Elders](#)
  - ▶ [Guidelines for Indoor and Outdoor Indigenous Ceremonies](#)
  - ▶ [Pulling Together: Manitoba Foundations Guide](#)
  - ▶ [BU Teachings House](#)
  - ▶ Monthly Conversation Circles for students to share their experiences

- ▶ Advocated for and completed the installation of the Indigenous flags on campus, a picture of Louis Riel is to be hung in the Louis Riel Room, and the creation of the BU Turtle Fire Pit.
- ▶ Created working groups that that are prioritizing and actioning recommendations and reporting back to the IESSC. The working groups are in all five academic faculties as well as, Student Services, and Library and IT services.
- ▶ Recommended to Senate that all undergraduate degree programs must have a minimum of three (3) credit hours of Indigenous content. The recommendation was approved and required for Fall 2023. This also led to the establishment of the Indigenous Curricular Content Committee to conduct an inventory of Indigenous courses and to provide guidance on and approval of all courses moving forward. Approved courses for the 2023-2024 academic year included:

Portrait of Louis Riel

in the Louis Riel Room

  - ▶ 02:381   Teaching Indigenous Studies
  - ▶ 64/67:251   Perspectives in Indigenous Music
  - ▶ 68:151   Introduction to Native Studies I
  - ▶ 68:152   Introduction to Native Studies II
  - ▶ 69:256   Indigenous Health Connections

Indigenous Curricular Content Committee (ICCC)

Elder Frank Tacan at the 2024 Grand Opening of Our Journey - Celebrating Indigenous Student Success

The ICCC was created to continue the work of the IESSC by reviewing and approving Indigenous content courses. In addition to the courses approved by the IESSC, the ICCC approved the following courses for the 2024/2025 year:

- 32/68:261   Canadian Indigenous Art
- 71:367   Indigenous Peoples Health and Wellbeing
- 16:29X   Indigenous Business

In Fall 2024, the ICCC will review course submissions to diversify the courses that meet the Indigenous requirement. Once approved, the courses will be part of the Indigenous content course requirement starting in the 2025-2026 academic year.

Indigenization of the Brandon University-Brandon University Faculty Association (BUFA) Collective Agreement Working Group

- Identified challenging areas of the BUFA CA, as well as opportunities and solutions.
- Established a working group that hosted many Tea & Bannock sessions to gather information. This was primarily with Indigenous faculty; however, several allies provided feedback.
- Recommendations were submitted prior to the CA negotiations for consideration.

Indigenous Peoples' Centre (IPC)

- Realigned IPC from Student Services to reporting to the Associate Vice-President, Indigenous Initiatives.
- IPC has a full complement of staff including the Director; three Elders; two Knowledge Keepers; Indigenous Student Success Officer; Indigenous Student Transition Coordinator; and a partnership was established with the Manitoba Métis Federation (MMF) to hire a Métis Inclusion Coordinator
- Runs the Al and Bee Wagner Indigenous Student Transition Program with great success.
- Focuses on Indigenous student transition and support by providing holistic services to the campus community, including social activities, cultural programming, academic support, and personal supports.

Walking With Our Sisters Tipi Installation in front of McMaster Hall

BU Queer Committee

- Raised the Transgender Flag on Campus for the first time for Trans Day of Remembrance on November 20, 2022.
- Organized a lunchtime concert for Trans Day of Visibility on March 31, 2023, featuring Anastasia Gibson.
- Protested the proposed book bans at Brandon School Division Meeting in May 2023.
- Created the HERO Bursary (Helping Educate Regarding Orientation) which will provide funding to Queer and Trans students with financial needs.
- Organized Brandon University's participation in Winnipeg Pride for the first time.

Pride Crosswalk

outside Harvest Hall

Institutional Initiatives

- Continued collection of Self-Identification Data on the Four Designated Groups (FDG) from all new hires, and revised the Self-Identification Data form.
- Ongoing training on faculty and non-faculty recruitment; the discrimination and harassment policy and procedures; and *The Accessibility for Manitobans Act.*
- Brandon University's Campus Master Plan and the Indigenization of the Campus.
- Unconscious bias training for institutional Canada Research Chairs selection committee members, as well as for associated research committees such as the Brandon University Research Committee (BURC), and all hiring committees.
- Inclusion of EDI into several policy and procedural documents campus-wide, ongoing.
- Reviewed the discrimination and harassment prevention policies and procedures and the Human Resources policies.
- Units on campus have developed Walls of Honor with a focus on EDI.
- Truth and Reconciliation Commission of Canada posters were mounted throughout campus.

Truth and Reconciliation Posters in the Office of the Vice President (Research & Graduate Studies)

- Hired an external consultant to meet with students, faculty, and staff via in-person and virtual meetings, as well as conduct surveys, to discern areas of need that cause and could cause barriers for Equity Deserving Groups.
- Provided EDI, Unconscious Bias, and Early Conflict Resolution training session for BUFA members that included the Kairos Blanket Exercise and teachings with the Indigenous Peoples' Centre.
- Spearheaded and partnered on several awareness events such as Orange Shirt Day, Black History Month, and securing a space for a multi-faith prayer space on campus.
- Created and successfully recruited for Brandon University's first Associate Vice-President, Indigenous Initiatives position.
- Increased emphasis on EDI-Decolonization (EDI-D) in the institutional leadership development program, LEAD. Sessions include: Widening our Aperture: Diversity, Equity, Inclusion and Belonging; Leadership: Indigenous Perspectives; and the KAIROS Blanket Exercise.
- Ongoing focus on learning and development opportunities for the leadership group, for example, Consent at Work, The Working Mind.
- Included an EDI module on the institutional Moodle site from the MB EDI Hub. The first module in a series of six self-study modules was launched to help staff apply EDI in their work. The new course module, entitled *Introduction to EDI in Teaching and Learning,* will provide faculty and staff with practical guidance on how to include EDI in their work practices.
- A garden display was created outside of the Library to recognize the Indigenous Seven Teachings.
- Creation of the Pride Crosswalk, featuring the colors of the pride flag
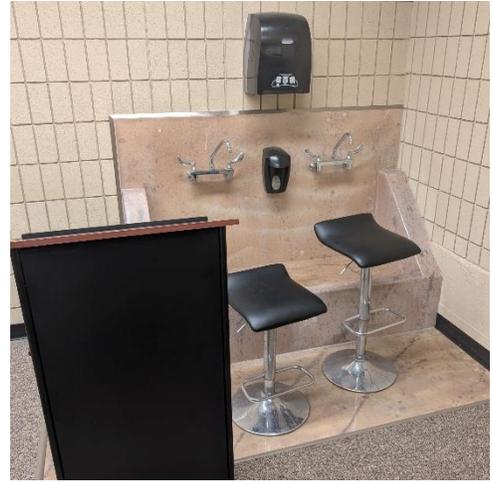
Ablution Station at the

Multifaith Prayer Space

Faculty of Science Wall of Honour

- Provide various training sessions to the Brandon University Community throughout the year that include requests from departments/units and student groups, including:
  - A Diverse and Inclusive Campus
  - A Diverse and Inclusive Campus: Equity, Diversity, Inclusion and Decolonization
  - What is EDI and why is it important to me?
  - Exploring Unconscious Bias
  - Bystander Training
  - Early Conflict Resolution
  - Managing Conflict Effectively
  - Communication and Conflict Resolution Training
  - Managing Conflict Effectively and Psychological Safety
  - Respectful Workplace
  - Gender 101
  - Microaggressions and Cultural Appropriation
  - Discrimination and Harassment Prevention Policy and Procedures
  - Violence Prevention Policy
  - Accessibility Employment Practices at Brandon University

Candlelight Vigil in support of Ukraine

How the Plan was Developed

In 2020, Brandon University (BU) received a Canada Research Chairs Program (CRCP) Equity, Diversity, and Inclusion (EDI) Stipend, which was used to conduct a comprehensive EDI review. The key recommendation of the review was that BU should align EDI initiatives across the institution by developing a campus-wide EDI Strategic Plan. A second CRCP EDI stipend received in 2022 was used to build and act on this recommendation and in October 2022, Zenev and Associates was contracted to develop an institutional Equity, Diversity, and Inclusion Strategic Plan. The Plan will serve as a guide for all areas of the institution – academic and administrative, employee and student.

Between November 2022 and April 2023, the following actions were used to gather data for the development of the Strategic Plan and accompanying Action Plan:

- Review of existing University-wide EDI action plans in Canadian post-secondary institutions.
- Review of Brandon University documents, plans, and reports relevant to the project.
- Interviews with experts at comparator institutions who have experience with the creation of EDI plans and initiatives.
- Distributed a survey to all members of the campus community. A total of 276 respondents completed the survey: 117 faculty, 53 staff, and 106 students. Survey results were used to develop consultations.
- Consulted with members of the campus community. The consultations were designed to invite and center input from members of equity-deserving groups, while engaging and learning from the wider campus community. The consultations focused on the barriers, gaps, and challenges related to EDI at Brandon University, and the institutional level actions, strategies, and priorities that could address these challenges.

The following individuals and groups were consulted:

- President & Vice-Chancellor
- Provost & Vice-President (Academic)
- Associate Vice-President, People and Talent
- Associate Vice-President (Research)
- Manager, Research Services
- Academic Deans and Dean of Students
- Diversity and Human Rights Advisor
- Indigenous Advisor to the President
- BU Queer Committee Chair
- Faculty and Staff

- Faculty Councils (5) and Library Council
- Status of Women Review Committee
- Sexual Assault Advisory Group (SAAG)
- Brandon University Faculty Association (BUFA) Executive
- Manitoba Government and General Employees' Union (MGEU) President
- President's Administrative Council (PAC)
- Health Studies EDI Committee
- Student Accessibility Coordinator
- Student Group Representatives

What We Heard

Raising the Pride Flag in 2023

EDI Expertise

Participants recognized the **EDI experience held by people at Brandon University** who are participating in EDI-related committees and working groups, holding EDI-related roles, conducting EDI-related research, and who have first-hand experience of inequity. However, they also noted that there is a strong need to develop more widely a general EDI awareness, knowledge, and support in the broader institutional community.

Some members of the Brandon University community needed further **development of their EDI related knowledge** to identify and address systemic inequities, while others actively challenged measures to address inequities. Fundamental EDI concepts are not well understood by the majority and, as a result, actions to address inequity are sometimes resisted and seen as unfair. Microaggressions, intersectionality, and the need to understand systemic discrimination were noted as areas for knowledge improvement.

There is a **need to strengthen in-depth EDI expertise at Brandon University** in order to ensure strategic support for leadership and ongoing, in-depth training and education on EDI topics. Suggested training topics include best practices in recruitment and retention of equity-deserving groups; effective EDI strategies for organizational change; and faculty-level EDI planning.

Organizational Commitment and Action

Brandon University must take **a proactive approach towards identifying EDI issues** on campus and addressing systemic discrimination embedded within the institution and develop a pre-emptive approach to EDI that promotes awareness of issues and decreases situations that may be reactive. There is opportunity for Brandon University to take the initiative and act on EDI-related concerns in advance of potential external governmental or legal interventions. Ensuring that EDI-related actions reflect a genuine commitment to change is an important area of growth for Brandon University.

An opportunity exists to **improve communication regarding institutional EDI-related efforts**. While some strategic efforts in relation to sexual violence, accessibility, and diversity in the Canada Research Chairs Program have been made, the importance of ensuring that the research, concrete actions, and accountability for action emerging from these efforts should be widely shared and discussed with the Brandon University community. Such action will help identify any changes resulting from institutional EDI efforts.

Many positive benefits may result from the **strategic coordination of EDI-related work** at Brandon University. EDI-related work is currently carried out by dispersed individuals, groups, or committees that already hold other full-time responsibilities within the institution. Such an approach can lead to disconnected, inefficient, and potentially overlapping efforts. Opportunity exists to connect on-going EDI initiatives through the development of regular, institution-wide updates on EDI-related actions and impacts.

A **strategic EDI position** with the time, expertise, and resources to initiate and coordinate EDI-related work across the University is needed. Increased financial and human resources are necessary to support a strategic, university-wide approach to EDI, as well as additional support for ongoing learning and engaging in honest dialogue about EDI at Brandon University.

Turtle Fire Pit Grand Opening in 2022

Workplace experiences

Brandon University will improve safety and inclusion in the workplace. Focus group participants courageously shared stories of personal experiences and incidents of **discrimination and harassment** at Brandon University. Discrimination on the basis of race, gender, Indigeneity, sexual orientation, sexual identity, ability, and being an international student were explicitly noted. Students, staff, faculty, and leadership all identified as being impacted by discrimination as well as potentially enacting discrimination.

Strengthening the institution's ability to create safe places for individuals to share EDI incidents is a crucial area identified for growth. Concerns about retaliation, being personally blamed or labeled a complainer, negative impacts on careers, and the lack of trust that concerns would be taken seriously were all noted as factors that lead individuals to remain silent, particularly when the other party has more organizational or social power. That the existing complaints mechanism is in Human Resources was seen as a message that EDI issues are interpersonal rather than systemic. Ensuring **privacy for complainants and effective complaints resolution** were raised as areas that could be improved.

Participants linked incidents of discrimination and harassment to **systemic inequities** resulting from values and attitudes embedded in Brandon University's culture, organizational policies, and practices. Strong views were shared regarding the need to **improve accountability** for EDI at Brandon University. Leaders must demonstrate they take EDI seriously, be proactive, create a culture of trust in the workplace, and ensure accountability. It was noted that there are few accountability systems and little adherence to those that exist, which results in little consequence for inaction or problematic actions by both individuals and the organization.

Data Collection

Brandon University needs to **improve its existing Self-Identification Data collection processes**. More needs to be done to encourage completion of the employment equity demographics form and to collect robust and useful data on discrimination and harassment, workplace accommodations, and sexualized violence. Data are needed to understand the scope of EDI issues and to track subsequent institutional progress. Without robust EDI data collection and use, participants questioned the ability to make evidence-informed decisions or to hold people accountable for improving the workplace.

Art installation of
Healing Together
by Kevin McKenzie

Recruitment and Retention

Brandon University will continue to work towards ensuring members of **equity-deserving groups are represented** within student, faculty, staff, and administration groups and that EDI is an ongoing consideration once hired, while also taking into consideration the time commitment and workload of those representatives. More attention should be given to ensure recruitment policies and practices are unbiased and reflect a commitment to EDI. Promotion of equity-deserving groups, workload pressures related to supporting equity-deserving students and the institution's EDI work were identified as areas requiring attention. The need to review all of Brandon University's policies and practices through an EDI lens was also raised.

Barriers Facing Students

Awareness of the **discrimination and complaints mechanism** for students is not well known. Improved communication of the Brandon University Discrimination and Harassment Prevention Policy and Procedures to students is needed.

In addition, **additional academic and mental health supports** for students, particularly those from equity-deserving groups are required, as well as **improved efforts to link students** and build student community across the campus and amongst specific equity-deserving groups.

The **current student-related data systems need updating** to ensure students' names in the system reflect their identities, particularly for transgender and international students.

Principles and Approaches

The following principles and approaches will be used to guide the implementation of the EDI Action Plan:

Centre Indigeneity
- Broaden perspectives to incorporate Indigenous worldviews, knowledge, and culture, and Indigenous ways of knowing, teaching, and learning.
- Acknowledge the harms of the past and make amends to work towards true reconciliation.

Address Systemic Barriers
- Acknowledge the systemic and structural inequities that impact equity-deserving groups.
- Ensure EDI initiatives address these inequities to ensure sustainable and lasting change.

Use an Intersectional Approach
- Recognize the unique lived experiences and intersecting systemic barriers faced by individuals from equity-deserving groups.
- Ensure that EDI initiatives acknowledge and address these varied experiences and barriers.

Facilitate Campus-Wide Involvement in EDI Initiatives
- Highlight the collective responsibility for EDI across the campus community.
- Ensure that EDI change occurs at all levels of the institution and facilitate coordination of EDI initiatives.

Align Brandon University Strategic Plans
- Align the Brandon University EDI Strategic Plan with other relevant institutional strategic plans and the Brandon University EDI Strategic Plan.

Focus on Shared Learning
- Provide ongoing opportunities for dialogue and learning about EDI across campus.
- Build on and enhance specific areas of expertise required to embed EDI within all aspects of the institution.

Ensure Accountability
- Build trust in Brandon University's commitment to EDI by ensuring that EDI initiatives include clear and measurable goals, specific leaders who are accountable for achieving goals, and regular progress reports.
- Report on the Action Plan annually.

Action Plan

Strategic Priority 1: Prioritize EDI

Priority	Action	Intended Impact	Accountability
1. Communicate commitment to and support for EDI	1.1. Clearly articulate the importance of EDI and BU's commitment to EDI. Communicate BU's commitment to EDI internally and publicly at every opportunity.	Increased knowledge and understanding of EDI. BU's commitment to EDI is visible to all	President & Senior Administration
	1.2. Develop a communications plan for the campus community to promote awareness of: ▸ Current EDI initiatives ▸ BU's EDI Action Plan ▸ Progress on implementation of BU's EDI Action Plan	Awareness of BU's EDI initiatives	Senior Administration & Communications Office
	1.3. Create an institutional EDI policy to guide the integration of EDI into all aspects of the institution.	Alignment and consistency of current and new EDI initiatives	Senior Administration
2. Dedicate resources to EDI	2.1. Ensure that all EDI-related roles are supported by allocating dedicated time, resources, and decision-making authority, where applicable.	EDI personnel have capacity to undertake their work	President & Senior Administration
3. Enhance EDI roles and mechanisms	3.1. Identify an EDI expert to proactively lead the implementation of the EDI portfolio. Responsibilities to include coordinating the implementation of the EDI Strategic Plan and accompanying Action Plan and initiatives across campus, and planning and overseeing EDI	Increased leadership capacity to implement EDI initiatives	President & Senior Administration

Priority	Action		Intended Impact	Accountability
		education and ongoing engagement with the BU community.	Increased resource allocation to EDI	
	3.2.	Create a mechanism to connect people involved in existing EDI committees and initiatives.	Increased knowledge of EDI related work, and connections among initiatives across campus	Senior Administration
	3.3.	Work with all faculties and departments to develop and implement their own EDI action plan.	Campus-wide involvement in EDI initiatives	Faculty Deans & Unit Heads
	3.4.	Collaborate on EDI initiatives with student associations that represent equity-deserving groups.	Involvement of students in EDI initiatives	Dean of Students
4. Ensure accountability for EDI	4.1.	Integrate responsibility for championing EDI and implementing EDI related change into senior leadership roles.	Accountability for implementation of EDI initiatives at the institution	Senior Administration
	4.2.	Integrate responsibility for championing EDI and implementing EDI related change into faculty/unit head leadership roles in all areas.	Accountability for implementation of EDI initiatives within faculties and all areas	Senior Administration & BUFA
	4.3.	Embed EDI principles/considerations into all decision-making processes and activities across campus.	Accountability for implementation of EDI initiatives across campus	Faculties/School/Unit Heads

Priority	Action		Intended Impact	Accountability
5. Collect and utilize EDI data	5.1.	Develop a plan for regular ongoing data collection on demographics and experiences of inclusion, diversity and equity from all campus sectors.	Availability of data to inform EDI priorities and initiatives	Associate Vice-President, People and Talent, & Institutional Analysis
	5.2.	Implement best practices for encouraging and collecting self-identification data.	Availability of data to inform EDI priorities and initiatives	Associate Vice-President, People and Talent
6. Decolonize the institution	6.1.	In partnership with the Associate Vice-President, Indigenous Initiatives, continue to support the implementation and adoption of the Truth and Reconciliation Commission recommendations. Track and report on progress.	Alignment of the EDI Strategic Plan and the recommendations of the Indigenous Education Senate Sub-committee.	President & Associate Vice-President, Indigenous Initiatives
7. Diversify the curriculum	7.1.	Develop a campus-wide strategy to incorporate diversity into programs and curriculum.	Programs and curriculum reflect diverse world views and perspectives	Provost & Vice-President (Academic)

Strategic Priority 2: Actively Foster an Equitable and Inclusive Campus

Priority	Action		Intended Impact	Accountability
1. Provide education on EDI topics	1.1.	Provide EDI education for senior leadership to enhance knowledge and skills and create EDI-related change.	Senior leadership at BU have enhanced EDI awareness, knowledge, and skills	EDI Expert and Associate Vice-President, People and Talent
	1.2.	Provide training to faculty and staff to enhance skills, knowledge, and awareness on campus.	Faculty and staff have enhanced EDI awareness, knowledge, and skills	EDI Expert and Associate Vice-President, People and Talent
	1.3.	Create opportunities for dialogue and informal learning on EDI topics through campus events (speaker series, panel discussion, etc.).	The campus community has opportunities for dialogue on EDI topics	EDI Expert and Associate Vice-President, People and Talent
	1.4.	Implement a Train-the-Trainer Program to deliver EDI training for faculty and staff.	EDI trainers have capacity to deliver EDI education	EDI Expert & Associate Vice-President, People and Talent
	1.5.	Provide clear information on workplace accommodation processes.	Increased awareness of processes related to accessing workplace accommodations	Human Resources

Priority	Action	Intended Impact	Accountability
	1.6. Provide training on EDI best practices in hiring. Require all hiring committee members to participate in training.	Enhanced awareness of the EDI best practices for hiring	EDI Expert and Associate Vice-President, People and Talent
	1.7. Provide mandatory training for faculty and staff on Brandon University Discrimination and Harassment Prevention Policy and Procedures.	Enhanced awareness of the institutional Discrimination and Harassment Prevention Policy and Procedures	EDI Expert and Associate Vice-President, People and Talent
	1.8. Provide training for academic and administrative leaders on how to respond to disclosures and when to refer complainants to the Diversity and Human Rights Advisor under the Discrimination Harassment Prevention Policy and Procedures.	Leadership at BU have increased ability to support and respond to incidents of harassment	EDI Expert and Associate Vice-President, People and Talent
	1.9. Provide training and resources on inclusive classrooms and pedagogy to faculty members.	Increased diversity of perspectives and knowledge systems in curriculum and pedagogy	EDI Expert and Associate Vice-President, People and Talent
2. Conduct EDI policy reviews	2.1. Review, where necessary, and revise the following EDI-related policies using an EDI lens: ▶ Workplace Accommodation ▶ Sexualized Violence ▶ Discrimination and Harassment Prevention	Policies are equitable, up to date, and reflect legislation	Associate Vice-President, People and Talent

Priority	Action		Intended Impact	Accountability
	2.2.	Develop an EDI Policy Review Framework that includes an EDI lens and a timeframe for ongoing review of all institutional and student policies.	A tool in place that can be used for EDI reviews of institutional and student policies	EDI Expert
	2.3.	Use the EDI Policy Review Framework to review all institutional research policies. Ensure that policies are aligned with current EDI requirements of the Tri-Agency and the Tri-Agency Institutional Programs Secretariat (TIPS), human rights, and other relevant legislation.	Policies have been reviewed and revised to ensure equitable outcomes	Vice-President (Research & Graduate Studies) & Associate Vice-President People & Talent
3. Gather and use data to address inequities	3.1.	Develop an EDI Data Framework and mechanisms that can be used to gather, store, and disseminate EDI related data.	Availability and use of data on harassment and discrimination incidents and responses	EDI Expert, Associate Vice-President, People and Talent
	3.2.	Gather disaggregated data about the number and type of:		
		▶ Harassment and discrimination complaints, investigations, and resolutions		
		▶ Sexualized violence complaints, investigations, and resolutions		
		▶ Accommodation requests and supports provided		
	3.3.	Share data with the BU community and senior leadership. Utilize data to track incidents, strengthen complaints processes, and address inequities.		
4. Create safe and inclusive spaces	4.1.	In collaboration with the Accessibility Working Group, ensure availability and safety of gender-neutral washrooms and meeting spaces on campus.	Inclusive and safe campus spaces	Vice -President (Administration &Finance) & EDI Expert
	4.2.	In collaboration with the Accessibility Working Group, enhance building accessibility and security.		

Priority		Action	Intended Impact	Accountability
	4.3.	Conduct a review of building names and historical markers to identify problematic impacts and consider strategies for a more inclusive campus.	Inclusive campus spaces	Vice -President, (Administration & Finance) and Advancement & Alumni Affairs
5. Organize campus events	5.1.	Continue to organize on-campus events and opportunities to celebrate dates and events that are important to equity-deserving groups.	Increased awareness and knowledge of EDI	Human Resources, Deas/Unit Heads, Associate Vice-President, Indigenous Initiatives
6. Student name changes	6.1.	Review policies and data systems to make changes that will enable students to use their chosen name.	Equitable student policies	Registrar
7. Celebrate success	7.1.	Develop a mechanism to share EDI achievements and successes across campus, and to recognize leadership on EDI.	Recognition of EDI successes	EDI Expert

Strategic Priority 3: Recruit and Retain a Diverse Campus Community

Priority	Action		Intended impact	Accountability
1. Recruitment	1.1.	Prioritize the hiring, development, and promotion of leaders from equity-deserving groups and those with experience advancing EDI in post-secondary institutions.	Increased leadership diversity	Associate Vice - President, People and Talent
2. Recruitment and retention of Indigenous staff	2.1.	In consultation with the Associate Vice-President, Indigenous Initiatives, develop training and recruitment guidelines to support hiring managers to recruit and retain more Indigenous staff.	Increased number of Indigenous staff	Associate Vice - President, People and Talent & Associate Vice-President, Indigenous Initiatives
3. Recruitment of equity-deserving groups	3.1.	Develop a staff recruitment guide, based on EDI best practices, and ensure adherence to recommended practices.	Increased awareness of effective EDI practice to increase staff diversity	Associate Vice - President, People and Talent
	3.2.	Use self-identification data to identify gaps in representation, inform recruitment priorities, and track progress.	Availability of data to identify gaps in representation	Associate Vice - President, People and Talent
4. Retention of equity-deserving groups	4.1.	Support advancement and promotion of equity-deserving groups through coordinated strategies such as mentorship and leadership training.	Ensure that staff from equity-deserving groups are considered for advancement opportunities	Associate Vice - President, People and Talent
	4.2.	Establish a collaborative employment equity working group with representation from unions and administration, to review all staff related collective agreements, including the Exempt Staff Handbook,	Increased recruitment and retention of staff from equity-deserving groups	Associate Vice - President, People and

Priority	Action		Intended impact	Accountability
		and to provide recommendations to enhance recruitment and retention of equity-deserving groups.		Talent & Leaders from Staff Unions
5. Recruitment	5.1.	In consultation with BUFA Executive and the Associate Vice-President, Indigenous Initiatives, develop training and recruitment guidelines to support hiring committees to recruit more Indigenous faculty.	Hiring committees have knowledge and skills to enhance recruitment and retention of Indigenous faculty	EDI Expert
	5.2. 5.3.	In consultation with BUFA Executive, develop an EDI faculty recruitment guide based on EDI best-practices, such as those in the Canada Research Chairs Program *Best Practices Guide for Recruitment, Hiring and Retention.* Provide training and support for interested faculty hiring committees to use the guide.	Hiring committees have knowledge and skills on EDI best practices for hiring	EDI Expert
	5.4.	Use self-identification data to identify gaps in representation and to inform recruitment priorities.	Utilization of data on faculty diversity and representation	Provost and Vice-President (Academic)
6. Retention	6.1.	Gather data on distribution of service work and explore ways to recognize additional service contributions of faculty and staff from equity-deserving groups.	Availability of data on service contributions of equity-deserving groups; ensure service work is recognized and valued	Provost and Vice-President (Academic)
	6.2.	Review starting compensation and start-up grants for faculty and staff that identify as members of the equity-deserving groups.	Availability of data to determine if faculty and	Provost and Vice-President (Academic)

Priority	Action	Intended impact	Accountability
		staff from equity-deserving groups have equitable access to pay and grants	
7. Data Collection	7.1. Enhance data collection activity to include measures such as starting pay, time to promotion, and departures from the University over time by designated group status.	Availability of data to determine if all faculty have equitable access to pay and advancement opportunities	Associate Vice-President, People and Talent

Strategic Priority 4: Provide Supports to Students

Priority	Action		Intended impact	Accountability
1. Enhance access to accommodations	1.1.	Provide clear information on accessing available accommodations for students, especially international students.	Students are more aware of processes for accessing accommodations	Dean of Students
	1.2.	Provide additional resources to Student Accessibility Services.	Student Accessibility Services has the capacity to respond to students' requests for accommodation	Dean of Students
	1.3.	Encourage faculty and instructors to develop strategies for increased flexibility for students in all programs, including remote learning opportunities.	Academic programs respond to diverse student needs	Deans and BUFA
2. Other Student supports	2.1.	Create a student ombuds function to support all students, particularly those from equity-deserving groups, to ensure fair and equitable treatment of students.	Students have access to an impartial and confidential resource to address and resolve any inequitable treatment	Dean of Students
	2.2.	Engage student groups to collaboratively develop a comprehensive and coordinated strategy to support students from equity-deserving groups, including international students.	Diverse student needs are addressed through a coordinated strategy and action plan	Dean of Students

Priority	Action	Intended impact	Accountability
	2.3. Enhance access to mental health and wellness services for students from equity-deserving groups, including counselors with expertise serving this population.	Students have access to appropriate mental health supports and services	Dean of Students
	2.4. Create and increase access to spaces where students from equity-deserving groups can meet, interact and foster relationships. Ensure spaces are available on the evenings and weekends.	Students from equity-deserving groups have access to safe spaces on campus	Dean of Students
	2.5. Collect student self-identification data and analyze for retention	Students from equity-deserving groups represented across campus	Registrar
3. Recruitment and retention	3.1. Use self-identification data to identify gaps in representation, inform recruitment priorities, and track progress.	Availability of data to identify gaps in representation	Registrar
4. Provide education on EDI topics	4.1 Provide training to faculty and staff to enhance skills, knowledge, and awareness on campus.	Faculty and staff have enhanced EDI awareness, knowledge, and skills	Dean of Students & BUSU