

The Systemic Racism Project London Police Service

Prepared by

Hina Kalyal, PhD
Research Planner Analyst
London Police Service
London, ON

Swaleha Naqvi, PhD
Volunteer Researcher

Nadia Asjad, MSc
Volunteer Researcher

August 2, 2024

Acknowledgments

We wish to thank the following individuals and groups without whose cooperation and support, this report would not have been possible: Professor Emerita Carol Agocs of Western University for supporting this project as a volunteer researcher by offering invaluable advice and expert opinion on all three phases of this report; our project intern, Ms. Felicia Tsekumah for her assistance with the third phase of the project (Employment Systems Review); Ms. Tracey Whiteye for collecting interview data from members of the Indigenous community; Members of the London community for their participation in interviews and the online community survey; members of the London Police Service (LPS) for participating in the organizational interviews and online survey and; former Chief Steve Williams, former Deputy Chief Stuart Betts, Superintendent (Retired) Bill Chantler, former Sr. Director Patty Malone, Inspector Jennifer Noel, Ms. Joan Atchison and all other members of the LPS who facilitated and supported this important project.

Executive Summary

Context of the Report

The impetus behind this report was the death of George Floyd at the hands of a police officer in the United States, triggering global protests against police use of force. In response to the public reaction, many police organizations across North America are now reflecting on their treatment of people of color and devising measures to improve the relationship.

The London Police Service is one of the first few police organizations in Canada that have voluntarily undertaken a research project on systemic racism to better serve the culturally and ethnically diverse community of London, Ontario.

Research Objectives

The specific objectives of the project were:

To identify whether service gaps/differences exist during police interactions with White versus the Black, Indigenous and People of Color (BIPOC) community members of London, Ontario.

To determine whether any systemic barriers exist within the LPS that might impact the professional growth and development of BIPOC members; and

To conduct an Employment Systems Review to determine whether the current policies and procedures followed by the LPS are equitable and fair to all members of the LPS.

Research Design

The project was divided into three phases. In Phase I, public opinion was sought regarding their interactions with the members of the LPS through in-depth interviews with the BIPOC members of the community, followed by an online survey. In Phase II, interviews were conducted with BIPOC members of the LPS regarding their views about the organizational culture. The interviews were followed by an online survey administered to all members of the LPS. In phase III of the project an Employment Systems Review (ESR) of LPS human resources policies and procedures was conducted to identify any barriers that may be impeding the progress of BIPOC members in their careers within the organization.

Phase I Findings

The analysis of interviews conducted with the BIPOC community members during the first phase of the project yielded themes that indicated that police officers were generally impolite and dismissive, relied on stereotypes while interacting with the BIPOC community and occasionally used excessive force. The survey results highlighted similar themes. However, there was a significant difference of opinion between the BIPOC and White community members regarding the officers of the LPS with the BIPOC respondents showing a higher level of dissatisfaction compared to the White respondents.

Phase II Findings

The analysis of interviews with BIPOC members of the LPS revealed dissatisfaction with certain elements of the organization's culture such as the bonding between White members which excluded others and the use of culturally inappropriate language. The BIPOC members also believed that they are discriminated against when it comes to career development and growth opportunities. The results of the survey, which included all members of the LPS, were interesting as the White members claimed that they were the ones being discriminated against, to accommodate diverse and women members. The White members (men) claimed that the organization was relaxing the recruitment and promotion criteria to facilitate the BIPOC members and women, at the cost of organizational effectiveness and the quality of service-delivery by the LPS.

Phase III Findings

The third phase of the project included an Employment Systems Review (ESR) to assess the Human Resource policies and procedures in order to determine whether any of these documents were creating barriers to the growth and development of diverse members within the organization. While the policies and procedures reviewed were consistent with the principles of equity, diversity and inclusion outlined by the government, some minor observations were made where LPS could improve its process to enhance employee satisfaction.

Summary of Recommendations

Based on the findings of the three phases, the recommendations are summarized as follows:

LPS should focus on developing training programs for all employees focusing on developing cultural competence and cultural humility, and organizational policies and procedures must reflect these efforts.

Resources should be allocated towards community outreach programs to improve public-police relationships and enhance mutually beneficial partnerships.

The recommendations of the employee interviews, employee survey and the ESR mainly focus on enhancing transparency in the recruitment, selection, employee development and promotional processes within the LPS. We recommend the introduction of a Human Resource Information System (HRIS) which would streamline the aforementioned processes and enhance employee satisfaction, productivity and retention.

Table of Contents

Acknowledgements

Executive Summary

| | |
|--|-----------|
| Acknowledgment..... | 2 |
| Executive Summary | 3 |
| Background of the study | 1 |
| Policing diverse populations in Canada: The case of London Police Service | 2 |
| Project Phase I: Community interviews and survey | 3 |
| Community Interviews..... | 3 |
| Analytical strategy..... | 3 |
| Results | 3 |
| Community recommendations for improving police interaction with BIPOC communities.... | 16 |
| LPS community survey | 19 |
| Results of closed-ended questions..... | 19 |
| Results of open-ended questions | 22 |
| Recommendations and actions taken | 34 |
| Project Phase II: LPS member interviews and survey..... | 40 |
| Member interviews..... | 40 |
| LPS member survey | 46 |
| Analytical strategy..... | 46 |
| Results of closed-ended questions..... | 46 |
| Results of open-ended questions | 64 |
| Member recommendations..... | 70 |
| Process improvement initiatives by the LPS..... | 72 |
| Project Phase III: Employment Systems Review | 74 |
| Overview of an Employment Systems Review (ESR)..... | 74 |
| Benefits of organizational change supported by an ESR | 74 |
| ESR framework | 75 |
| Towards a more representative workplace for the LPS | 76 |
| Implementation of an Employment Systems Review | 77 |

| | |
|---|------------|
| Review of LPS policies, practices and procedures | 78 |
| Findings of the preliminary review of employment systems | 78 |
| Employment Systems Review (ESR) recommendations | 84 |
| Conclusion | 86 |
| References | 87 |
| Appendix A: Letter of Information for Community Interviews [on letterhead] | 88 |
| Appendix B: Interview Guide for Community Interviews | 89 |
| Appendix C: Community Survey | 92 |
| Appendix D: Letter of Information for LPS Member Interviews..... | 98 |
| Appendix E: Member Interview Guide | 99 |
| Appendix F: Member Survey LPS | 100 |
| Appendix G: Demographic information (Member survey responses)..... | 106 |
| Appendix H: Documents Reviewed for ESR..... | 114 |

Background of the study

As protests spread around the globe in the wake of George Floyd's death in Minneapolis, Minnesota on May 25, 2020, public demand to reform, defund or even abolish police organizations due to systemic racism within policing has evolved and gained momentum. Although the issue of systemic racism in policing has arisen primarily as a result of highly publicized actions by police in the United States, Canada is no exception. With increasing calls for police agencies across North America to identify and address systemic racism within policing, London Police Service (LPS) proactively implemented a community-based research project to identify how policing is experienced by members of the London community and whether elements of systemic racism exist within the LPS as an organization. For this purpose, the Chief of police at the time, Steve Williams, assigned Dr. Hina Kalyal (Planning and Research analyst) in August 2020 to undertake the project under the supervision of former Deputy Chief Stu Betts and Professor Emerita Carol Agocs of Western University. The project concluded in October 2021 and a preliminary report was produced by Dr. Kalyal.

The first step in the project was to establish a definition of systemic racism. According to Government of Ontario (2017), systemic racism occurs:

When institutions or systems create or maintain racial inequity, often as a result of hidden institutional biases in policies, practices and procedures that privilege some groups and disadvantage others.

We can assume that maintaining raced based inequalities could lead to a difference in the quality of service offered by police organizations. This bias may be intentional or unintentional and is not necessarily based on racism. It may be the result of following routine practices without considering the consequences and impact of these actions on racialized groups in the society. Based on the above-stated definition of systemic racism, this research project examined whether systemic racism was identifiable in community perceptions of the behaviour of LPS members as well as in the organization itself. The main purpose of the project was:

To identify the existence of service gaps/differences during police interactions with White versus the Black, Indigenous and People of Color (BIPOC) community members of London, Ontario.

To determine whether any systemic barriers impacting the professional growth and development of BIPOC members exist within the LPS.

To conduct a review of LPS HR policies to identify systematic, attitudinal and cultural barriers that may limit equity, diversity and inclusiveness in the workplace.

This report will be used as a basis for a new LPS anti-racism action plan, which will inform the change strategy designed to ensure that LPS works to reduce the personal and structural bias in all its services provided to London's diverse communities. The plan will also serve to remove biases from organizational processes that could potentially create barriers to progression for any member of LPS, White or BIPOC.

Policing diverse populations in Canada: The case of London Police Service

Police organizations in Canada are faced with the challenge of serving diverse communities, whose cultures and even languages may be different from those of the officers employed by most police organizations. Cryderman and Fleras (1992) correctly observed that “*the perceptions, and expectations that newcomers bring with them to Canada puts an additional burden on the police in coping with the demands of diverse constituents.*” (p. vii)

London Police Service (LPS) is currently faced with issues similar to those described above. The city of London has a population of 422,324 (Statistics Canada, 2021). An overall population growth rate of 10% between 2016 and 2021, and 12% population growth in the city's downtown, makes it the fourth fastest growing city in Canada (Statistics Canada, 2021). This remarkable uptick in population is attributed primarily to increased international immigration and intra-provincial migration. Limits on recruitment due to budgetary constraints, coupled with the increase in the diversity of London's population poses a number of challenges to the LPS in terms of managing the diverse expectations of the community.

The present report will provide an insight into the issues that lead to strained relations between the officers of the LPS and the London residents in general and the BIPOC community in particular. The report will also shed light on the perceptions of LPS members regarding growth and development opportunities within the organization and whether organizational policies provide such opportunities. The recommendations of the report will help LPS develop future strategies to improve its relationship with all community members and to enhance diversity within the organization to reflect the demographic composition of the city.

Project Phase I: Community interviews and survey

Community Interviews

Data for the community services aspect of the project was collected through in-depth interviews and focus groups with members of the Black, Indigenous, and People of Color (BIPOC) community in London, Ontario. A letter of information was provided to all participants prior to the interviews (Appendix A). All interviews with Indigenous participants were conducted by Ms. Tracey Whiteye, an Indigenous researcher trained in focus group and individual interviewing techniques. All other interviews were conducted by Dr. Hina Kalyal with the help of various community groups who assisted with the recruitment process.

The interviews were based on a semi-structured interview guide (Appendix B) and were audio recorded with the verbal consent of the participants. All interviews were conducted using the same format, however Indigenous interviews were approached in a culturally appropriate manner. From an Indigenous worldview, sharing circles (focus groups) addressed the four stages of life teachings: Baby stage, youth stage, adult stage and elder stage. As well, Indigenous men and women preferred separate gendered focus groups.

A total of 31 interviews were conducted which included individuals who self-identified as Middle Eastern (5), Black (7), East Asian (1), Indigenous (18) and South Asian (1) participants (Table 1). For the gendered Indigenous sharing circles (men and women in separate groups) there were three separate circles: One circle had two men-identifying participants; a second circle had three men-identifying participants and the third circle had three women-identifying participants. It should be noted that four Indigenous participants requested individual interviews.

Analytical strategy

Data were analyzed using Braun and Clarke's (2006) thematic analysis approach which is a flexible, inductive method for qualitative data analysis. The authors of this report independently conducted initial coding by reading the interview transcripts. The next step involved open coding followed by data being organized into broader emergent categories. The themes were further refined until a clear pattern emerged that was consistent across the dataset. The final themes were identified after discussion and triangulation across the group.

Results

Despite efforts to reach out to the BIPOC communities, only 32 individuals agreed to participate in the interviews as those who had experienced negative interactions with the police were reluctant to share their stories.

Preliminary analysis of the interview data reveals several key themes in regard to interviewees' experiences and perceptions of racism during the course of interactions with members of the LPS. The analysis also identified suggestions made by the participants for improving police interactions with members of the BIPOC communities, and these suggestions have been incorporated into the recommendations that follow this analysis.

The following five themes emerged from the thematic analysis:

- (1) Officers treating victim's suffering dismissively
- (2) Officers displaying rude and domineering behaviour towards BIPOC community members
- (3) Officers stereotyping BIPOC communities
- (4) Excessive use of force by officers
- (5) Community's positive experiences and encounters with police and recognition of challenges

Officers treating victim's suffering dismissively

Some participants ($n=10$) felt their complaints had been dismissed and downplayed by the police. Additionally, this group of participants perceived that sometimes the focus of an investigation had been turned towards them instead of the perpetrators.

In particular, victims of domestic violence felt unsupported by the police. For instance, an Indigenous woman participant reported that when her non-Indigenous ex-husband had picked up their children from school without permission, it was she rather than her former spouse who had been warned against taking them to the reserve or outside the country. While no action was taken against the father, the woman was warned by the police officer that *"just to let you know, just because you take the children back to the rez, does not mean that we will not come to take the children and return them to their father"*. The woman recalled that it was *"the rolling of the eyes, it was the more aggressive tone in his voice"* that distressed her the most (P4).

Another Indigenous woman whose father was non-Indigenous, also reported that whenever there was an altercation between her parents, the police would ignore her Indigenous mother's complaints and release the father without taking any action (P5). An Indigenous woman who had called the police after being assaulted by her partner waited over two hours for the police to arrive before they showed up to take a picture without taking any action, observing that *"they were like, oh, we can do nothing. And I was very disappointed because I didn't like how the situation was handled"*. The participant added that the police showed up suddenly a year after the incident to arrest her partner at a point when she had already reconciled with him. Inexplicably, he was released the very next day (P9).

An African American-Indigenous man participant expressed his dismay over police apathy towards minorities. He shared his experience of having racial slurs hurled at him in his workplace by a mentally unstable woman while a police officer simply looked on without taking any action. The participant noted that:

it didn't bother me that she was doing that, she had so many racial slurs to say, what bothered me that the police officer basically just didn't care. And it really hurt me. It made me so sad to look at the police officer's eyes looking at me while racial slurs were being said to me. And he just shrugged his shoulders. (P13).

The participants also shared concerns over the lack of or delay in police response over situations requiring immediate attention which they attributed to the racist attitudes of the police. For example, an Indigenous man participant explained how the police had refused to file a missing person's complaint for his brother *"because of him being high risk, due to his lifestyle [and] living on the streets."* He felt that the police were dismissive and would have taken prompt action if the missing person had been White (P12). An Indigenous woman participant believed that her calls for service to address complaints against aggressive neighbours were frequently ignored because *"that has to do with the name that comes up in their system and they says just, you know, just another Indigenous person, we won't bother whatever"* (P16). An older Indigenous woman participant was refused help by two White women officers who had responded to her call for help. However, when the woman approached the police through her case manager at Anova (social services organization), the same officers agreed to take her statement and the perpetrator was charged. The participant described feeling slighted and disrespected after her interaction with the officers (P33).

A young Syrian woman who had been a victim of bullying at school had to change school after the police refused to act against her White classmate, recalling that:

He [the police officer] came at the time and he helped me with everything, but he said he can't do anything but just talk to her. They don't deal with this kind of situations that's what he said... But the girl, like next day she did the same thing. She didn't stop (P20).

An Ethiopian woman who had been stabbed in the hand by her brother's girlfriend in her own home also felt that the police did not show any empathy or compassion towards her, recalling that:

It was as if 'I' had done something wrong. So, after that they arrested her but instead of focusing on what actually happened, they turned the entire investigation towards my brother. Instead of focusing on a person who said she's going to find me and kill me, they didn't charge her with assault. They weren't going to charge her with anything (P23).

A Syrian man also noted a lack of response by the police to a complaint against his neighbour, observing that:

I called police 4-5 times, they came very late after 4 to 5 hours, they asked me a few questions then they went to neighbour's house for 2 hours and after that they left without telling me anything. They did nothing to help me (P31)

Officers displaying rude and domineering behaviour towards BIPOC community members

Almost half of the participants ($n=14$) reported experiencing outrage, anger, disempowerment, frustration and disappointment at being disrespected by officers of the LPS. For example, participants who identified as members of the Indigenous community expressed concern over the manner in which the police dealt with their sacred articles such as a medicine pouch during

security checks. An Indigenous man participant shared how he became upset when the police tried to look inside his medicine bag which violates its sanctity. He recalled how he had tried to explain to the police that they should not search his medicine pouch:

No, you cannot look at my medicine pouch, or you cannot have it like that. You know, and for me for like, you don't just go and grab it. And then he said N'Amerind said that we could do this, and you have to open it and we have to look at it. I said no, you don't know you can't do that (P2).

An Indigenous woman participant subjected to a security check at a courthouse similarly recalled how the police officers had touched the medicine and showed disrespect during the search: She observed that:

He just rolled his eyes, and he emptied out (the medicine pouch) and put it back into the box that they had my purse and everything in. And it was just the attitude and the looks that they gave because I said it was my medicine pouch, he kind of looked at the other cop next to him. (P4).

Another Indigenous woman participant (P7) expressed her displeasure at an officer interfering in her personal matters while responding to a domestic issue. She recalled that “*the police officer was trying to convince me and gave me their personal opinion of how I shouldn't be with a person that way and he is not a good guy and really said some negative things to me about my partner.*” She went on to describe how the police are friendly to the Indigenous community members in public, but their attitudes change in private: “*I feel like they're not my friend, because even though they try to treat me extremely nice, I see the way they treat my people and people of colour.*”

The participant also believed that the police used Indigenous community members to gather information on their communities and that her privacy was invaded by them for this purpose. She elaborated that:

so I do a lot of rallies and frontline actions in the area and my experience with the police has been pretty much positive except that it seemed to me that it was a little too positive that they ended up with my phone number and they were calling me any time they felt like they needed information if there was something being planned in London they would call me to try to get information. Whether I was involved or not involved, and it became a little too much for me (P7)

One Indigenous woman participant flagged in the system as a domestic violence case had the police called to her house by a neighbour who mistook her loud telephone conversation as an ongoing altercation. She explained how two policemen pounded on the door late at night and pushed her out of the way to barge into her house despite being told that she was alone with her children. They even woke her four-year-old son to interrogate him. When the participant objected and asked them to leave, one attending officer told her to “*shut up*”. The participant recalled that:

He's like, sorry, I'm reporting you to CAS as soon as I get back in into the office in the morning and I was like, what? I was like why?... He stood on my

front door and saluted me and slammed my door... So, I called and tried to report him. And all they told me was Oh, they're like, we just gave him a talking to and told him it wasn't right. I was like, that's it? That's not right.” (P9).

Another Indigenous woman participant recalled being treated rudely by the police during a traffic stop stating:

There is no need for condescension, there's no need for attitudes, there's a bias, and there is no need for belittling me. I'm an adult, I'm a woman and I know you can't say anything, right, because as females you're gonna get pulled out of your car and arrested for something right? (P10)

The participant also observed that the Indigenous community feared the police due to the way they had been mistreated for decades. She stressed that

“[I] just want to run when I see the police or anything like flashing lights. And I know that's a hidden trauma, whether it's intergenerational or in my bloodline or in the blood, like memory” (P10)

Also identifying as African American, an Indigenous man participant revealed that he and his community members could not trust the police as the latter used deceptive measures to get close to them to gather intelligence. He recalled that when he was 12 or 13 years old and living in a rough neighbourhood, he had discovered that the coaches at their basketball camp were actually police officers. He reported how he had personal conversations with the police officers without knowing that they were police officers. He had trusted his coaches, and learning the truth about them made him feel that it “*was so, so wrong*” and gave him the feeling of being “*violated*” (P13).

One Indigenous woman participant described the experience of a family member who was also a civil servant. When she voluntarily went to the police to report brushing against a parked car and to explain that the owner could not be located, the relative was treated harshly by the police. The participant elaborated that:

All of a sudden, his attitude just really changed. And he became belligerent towards her saying, oh, you know, she was there to report a hit and run and that she would be charged with the hit and run and, and everything else.”

However, upon learning that the woman was a civil servant, the officer was quick to apologize, saying that “*Oh we're sorry, Your Worship, you know, we didn't mean to, you know, the load, we'll certainly look into whose car that is*”. The participant added that due to her relative's work status rather than who she was, the incident was not considered “*a hit and run anymore*” (P16).

Providing insights into another instance of discourteous behaviour, a woman participant from Pakistan recalled feeling embarrassed when the white police officers responding to a call for service casually made fun of her younger sister's appearance instead of attending to the matter. She recalled:

My little sister opened the door and they were looking us up and down, looking at our dressing and laughing....For our family it was an anxious

situation. But they were blowing their whistles, laughing and making jokes with each other. And they asked my sister what her job was and where she worked. And they said that she's a pizza delivery girl, for like Skip the Dishes and they also began making jokes about that. They had fun with every single thing. (P18).

However, the participant also indicated that during an earlier call for service attended by Punjabi speaking officers, her family's experience had been better than the described experience with White police officers.

An Indigenous man participant revealed an unpleasant experience with the police when they demanded access into their building to search for a suspect. As the quotation below shows, despite attempts to explain that the person (the police were searching for) was not a tenant in the building, the Indigenous participant had experienced domineering behavior from the male police officer:

We said, well that person doesn't work for us and we're not quite sure how they're going to find them. The male officer was quite short and abrupt with us and demanded that they needed entrance in the building. He said we needed to cooperate with them and give whatever information that we might have in order to find that individual. So the officer was very rude and very domineering. (P24)

Harsh police attitudes towards people of colour tend to give rise to perceptions of racism, even amongst individuals who would not automatically interpret behaviour as being racist. An older Jamaican woman recounted the time she was given a ticket for what she believed was a rolling stop at a stop sign late one night with no other traffic on the road. She remembers how a police car with flashing lights suddenly appeared and the police officer approached her aggressively to give her a ticket. She said that she rarely assumes her race to be the factor behind any differential treatment but could not help thinking that this was the case at that moment. The quotation below demonstrates that the police officer had appeared to be overtly hostile in his attitude towards the participant:

I think it was his tone.....I think he was annoyed that it was a three way stop, or something like that. And so, had I come to a firm, unequivocal stop, in retrospect, it would have been his turn to go. So, he lost a turn to go. As I say, it was late at night, there was no traffic, these were the two vehicles on the road therefore the delay that my behaviour allegedly caused, was minimum and so his hostile attitude, I feel was unnecessary, undeserved. And I'm really not sure that he was completely right in saying I had failed to stop. So, it was his attitude. (P29)

Officers stereotyping BIPOC communities

Some participants identified being stereotyped as a problem affecting their interactions with the police. For instance, the police called the Children's Aid Society (CAS) on an Indigenous man

when they found his young son with Down's syndrome outside the house on two occasions while the parent had been busy. The participant was convinced that this action would not have taken place against a White person, observing that due to his ethnicity, the police automatically *"assumed that I was an unfit parent"* (P1)

An Indigenous woman participant shared how her partner who had been sober and out of trouble for many years was mistaken for another person and arrested because the *"police said he 'looked' like he had warrants and he 'looked' like he was a drug dealer."* When the woman tried to prevent her children from witnessing their father's arrest, she was mocked by the police officers who taunted *"well but they're used to it right? They're used to seeing their dad in the cop car. It's not the first time."* She was upset at not receiving an apology from the police on her partner's wrongful arrest and how it affected their family. She recalled that her partner had *"tried so hard to become this other person and he's been it so long just to be shot back down to, you're nothing but a little thug, you're nothing but a drug dealer, you're nothing but you know, all in one day."* The participant believed this was a case of racial profiling *"because they couldn't find who they were looking for, so they had seen another brown face who had dressed like he had warrants, so it was total racial profiling and it messed us all up."* (P3)

Another Indigenous woman participant related a similar interaction with London Police when she was pulled over by OPP in Walpole Island and told that she was *"wanted"* in London, and they were coming to pick her up. She was not provided with any explanation by the OPP, although they were polite to her. Upon arrival, London Police placed her in handcuffs with the explanation, *"Oh you know what you did!"* She was driven to London handcuffed and placed in a holding cell. Later she was produced in court, only to find out that it she was not the person of interest. According to the woman, there was no apology issued by London Police and she had to find her own way back home when she could hardly walk due to a painful knee. (P16). In a similar incident, an Indigenous woman participant mistaken for another person during her teens recalled being profiled, observing that *"just because you're native, they think that you're somebody else, or they think you're so and so because you're native?"* (P8)

An Indigenous woman participant who had lived in Toronto and Windsor before moving to London felt that Indigenous people were treated better in those communities. As the quotation below illustrates, the participant reported feeling targeted and belittled during her interactions with the police:

We never had any kind of problems with them. And then when I came back to London, within the first four months I was here I was pulled over four times, once while I was driving and three times while I was walking, and I asked him why they stopped me? Is that because I look like somebody who they were looking for? Just, you know, just very ignorant and very belittling. Like accusing me before they even know (P16)

Unfounded accusations based on racial profiling by the police seemed to be a particular problem for other racialized participants as well. For example, an Indigenous participant talked about being racially profiled when she had guns drawn on her during a traffic stop, noting that this was probably due to the fact that she was driving a convertible that the police did not expect an Indigenous person to own. Accused of stealing her own vehicle, she had followed along with

their direction to get out of that situation as quickly as she could. As shared by the participant below, the experience made her feel degraded for being profiled due to her ethnicity:

It was extremely belittling, and it wasn't right, and would they do this to someone who was non-Indigenous, or skin color was white? I don't think so....I think there should have been more respect than was afforded and just because of a person's skin color and how they look, is not grounds for pulling a person over.....They see somebody that doesn't necessarily fit their parameters, they're going to investigate and how they're going to investigate for me is the main concern (P5)

According to a woman Indigenous participant, when symbols of their culture were displayed on their cars, this also acted as a trigger for the police to target them as miscreants. She recalled how:

[as] soon as I had put a confederate sticker on the back of my car and I have a sweet grass turtle hanging, and when a police officer comes up behind me, you know you can tell that they are on their laptop searching and follow me for several blocks and then they'll you know, go away or if they pull up beside me, they're looking in the car (P4).

The negative attitude of police towards the Indigenous community was perceived to be reflected in the way they looked at Indigenous members and the hostile tone they used during their interactions. For example, an Indigenous woman participant observed that, *"it's just the attitude, it's the way they look at you and the more aggressive tone that they have towards Indigenous people and seeing that happen with other family members and being a bystander to that."* (P4). Other participants felt that the police tended to resort to stereotyping Indigenous members during encounters. For instance, one Indigenous woman participant complained about being stereotyped, as the quotation below shows:

I feel like they don't even really care about knowing us or knowing our stories. They already have that stamp. Oh, there's another domestic with the natives or you know, drinking or drugs or whatever it is they have stereotyped.....And feel that the London Police have stamped us as more than one stereotype and that's how they treat us (P7).

This perception was shared by an Indigenous man participant who recalled being pulled over for driving a truck which was commonly targeted for theft at the time. He reported that the police officer who had pulled him over had a negative attitude which made the participant feel *"really angry"*. The participant seemed resigned to the fact that his people would continue to be mistreated by the police due to the latter's reliance on stereotypes about native people. He reflected that:

As a native person, I feel like that's just something we have to deal with.....that's just the way it is.... it's like they come at you right away with this opinion that you're just a drugged out drunked up no good welfare native or something (P11)

A Guyanese-Indian woman had a man and woman officer visit her apartment while acting on a neighbour's complaint that a noisy party was being held at her residence. When the officers pounded on her door early in the morning and kept insisting that they were having a party despite assurances to the contrary, the participant and her young children recalled being traumatized by the experience. The participant was convinced that her family was being targeted by racist neighbours and that the police had believed the story without any evidence. As the quotation below shows, the attitude of the attending officer seemed to be characterized by stereotyping:

I felt it because when he looked at us the way he said 'so you were having a party, who did you have over? Your cousins? Your friends?' So, I'm thinking that you know, so you think we're Indian and so we have large gatherings? I feel like he was alluding to that like you know, we had a big party with family..... And you know, after about 15 minutes when they realise there is no party, no apologies. They took all our information and no apologies, nothing like I'm sorry, this was a mistake or whatever. So, before he left, he said this apartment is hot like you need to have an AC unit, right? I looked at him, I said as you know, like we moved in literally a week ago...And as they were leaving, we heard the girls say to him 'you know this was a mistake' right? But what surprised us is that there was never an apology (P26).

Excessive use of force by officers

Just under a third of the participants (n=8) spoke of the excessive force they had endured at the hands of LPS officers. An Indigenous participant shared that he was subjected to physical abuse while being booked because he wouldn't let them touch his medicine pouch, recalling that “one of the police officers there kicked me in the chest when I looked away for a quick second. And then they rushed me and brought me down.” (P2). A few of the participants talked about the circumstances surrounding the death of an Indigenous woman Debralee Chrisjohn, who died in police custody due to lack of medical care, and how the Indigenous community had been affected by it. One Indigenous participant recalled how:

They threw her around like nothing. It was they didn't have the decency when they're dragging her shirt was up near her neck. And they didn't have the decency to fix her clothes. They just threw her on the cement block and just left her. And they took their time they took the time and everything (P3)

One young Indigenous woman shared her experience of physical abuse by an LPS detective after filing a complaint for a sexual assault against a white man and going through with the rape analysis kit. She recalled how an LPS detective had attempted to coerce her into changing her statement while threatening her physically, as the quotation below details:

I had a detective show up at my door. He said that we talked to the person you're accusing.....and he kept saying now is the time to change your statement.....he proceeded to get closer to me and tell me that I was lying and I continued to say no I'm not lying.....And then he stepped right in front of my grandmother, slapped me across the face and said you're lying, I need you to

stop. Maybe this goes where you're from but not here. Not in London. In London we tell the truth and in London we don't accuse those who have been wrongfully committed or accused of things that they didn't do...it was a wakening moment for me in realizing that not everybody that holds a title like detective or officer, not everybody that's responsible for upholding London's safety is going to be fair....If they'd just done their research into my kit and into my statement then so many things could have been avoided. And I think maybe even sending a female officer or someone who had gone through this situation instead of sending a male to talk to a female (P6).

Another Indigenous woman participant talked about her experience of being subject to excessive use of force by police while being arrested for running away from a foster home as a teenager. She recalled how:

When the cop had me up against the car, I was like, kind of fighting back or I guess I was, trying to get out of it. And he had both my arms behind my back and he ended up pushing my arm, like, up my back. And I felt like, like he's gonna break my arm, I started crying for how much it hurt. (P8)

The participant also said that because she was resisting and screaming, the officer intentionally kept slamming the brakes while he was transporting her which caused her to hit her head on the metal bar repeatedly.

Another Indigenous man participant witnessed officers of foot patrol harassing a man who was just sitting and drinking his coffee. He recalled how:

The police, like throw him up against the wall. And repeatedly tell him to stop resisting when he wasn't doing nothing at all. So, me and my sister both went up and asked him what they were doing. We were watching the whole thing and they kept telling us to go about our business. And but we told them we're gonna stand here and watch because this guy is not doing absolutely nothing wrong. It wouldn't happen if he was White. (P12)

An Indigenous-Italian man participant recalled an incident that took place 20 years ago which still haunted him. He reported being pulled over while on his way to get his plates and stickers. He had the wrong plates on, and the police suspected he had stolen the vehicle. As the quotation below shows, during this encounter, the police not only made derogatory comments about the participant's ethnicity but also subjected him to extreme violence during the arrest:

I had on my license registration and ownership. And he was like what are you a wopper? And I go what? What's that? I go, am half Italian and a half First Nations? Why did you have to come up with a rude comment like that? And then he says why are you getting cocky? So, he reaches in the car and grabs me. Another policeman comes over. They pulled me through the window and wrestled me on the ground and hogtied me with my hands behind my back. And then they put these restraints on my ankles. And then they pulled another car up and threw me in the back of it. And they went to the holding cells. And they

gave me a ticket for the wrong plates. Let me go to next morning. I wasn't even drinking or anything. I was clean and sober.....I've seen dogs that got treated better than me.....makes me wonder if they have any morals or values or respect for anyone.....Like, how can you trust the police? (P15)

An Indigenous woman participant also shared the account of her ex-husband being picked up by the police and beaten up before being transported to the police station. She revealed:

it took them like over two hours to get him to the police station downtown. And then when he showed up in court the next day, he was very badly bruised. His face and his eye was swollen shut. So, he had told me that they took him out by Highbury, and was that White Oaks Road or Wilton Grove Road, like just past the 401. And they made him take his shoes and coat off. And, and yeah, they beat him up out there before they took him to the police station (P16)

Positive encounters with police and recognition of challenges

Some of the participants, including the ones who had experienced negative interactions with officers of LPS were of the opinion that not all officers are the same and recognized the challenges faced by the police. Being treated with empathy and respect seemed to be a major reason for why some of the participants did not even mind receiving speeding tickets. For example, one Indigenous man participant who had had the CAS called on him by the police acknowledged that:

I guess, like they they're doing their job. And they were pretty much considerate..... from what I get from dealing with them and seeing them in the community, most of my impression is that they're generally pretty decent people (P1).

Another Indigenous man participant who reported being assaulted by the police for refusing to give up his medicine pouch reflected that:

So, the first time I had an encounter, maybe it was not being racist but more wanting to know...I'm very thankful that they, you know, took that initiative to try and work with me under the circumstances and take time to understand the value that we have with our medicines (P2)

An Indigenous woman participant who had an unpleasant interaction with the police as a teen nevertheless wished to acknowledge the services rendered by officers of the LPS, observing that “I do want to acknowledge them too....and I wanted to just thank them for their kindness and their help and keeping everybody safe and doing what's right.” (P8).

Another Indigenous woman participant who believed she had received condescending treatment by the police during traffic stops realized that policing is a stressful job and that she gave “them credit, because they do have a lot of hard work that they've got to do. And I can't imagine is any easier during the pandemic.” (P10). An Indigenous man participant who was not allowed to file a missing person’s report for his brother believed that not all police officers are bad and noted

that “some of them are actually really good. But yeah, I think it starts there just like we have intergenerational trauma. They do exactly what their previous generations have done” (P12)

A Pakistani woman participant who had a negative interaction with officers of LPS recalled her pleasant interaction with an officer of LPS who spoke Punjabi which put the family at ease because her mother did not speak English and could not communicate her problem. She reflected:

that day I was very happy to know that there are Sikh and Muslims and everyone in police, and that they help our minority communitiesI trust them because I know everyone is not the same. If I had a bad experience one time, I have two good experiences that's why I trust them (P18).

An Indigenous woman participant shared her positive interactions with the police during which she believed she was afforded the utmost respect, experiencing helpfulness, readiness to help and prompt and appropriate actions to resolve her problems (P17). A Somali woman who had witnessed an interaction between the police and a woman in distress at a bus stop was impressed by how kindly they treated the woman. She recalled:

So, they were so nice and plus polite. The lady refused to tell her name, but they were like “okay, okay”. I was like so amazed because where I came from the police were always like “Power” and cursing, I’ll just say they’re doing hard work for people and that’s a really good thing and I will just say “Keep it Up” (P19).

A Syrian woman participant shared an incident wherein her neighbour’s four-year-old son had left the house from the basement door. The police found the child, but his mother who did not speak English was afraid of the child being taken away from her. The officer not only calmed her down but also assured her with the help of another neighbour that they would not take away the child, advising her to put a GPS bracelet on the child. (P21)

An Ethiopian woman participant who had experienced a few negative interactions with the police earlier spoke of a positive experience whereby she was completely satisfied with the outcome. She had been beaten by her white boyfriend and had decided not to press any charges initially. She was later convinced by her friends to press charges, and police officers came around to record her statement. She recalled them being very kind and understanding and very sympathetic, unlike during her prior experiences with the police (P23)

An Indigenous man participant who was quite vocal in his criticism of the police nevertheless appreciated the efforts of the LPS Diversity team. In his words, “*my experience of working with that team was actually much more pleasant. So, I can say they were very willing to learn about us, much more and could relate to it a bit better*” (P24). A Guyanese man also expressed his appreciation for the quality service provided by the LPS traffic unit. He revealed that “*I was comfortable despite my initial concern that I would have had back home about interacting with the police especially after an accident one has some anxiety.*” (P25)

A Nigerian woman participant who was pulled over for issues with the car’s number plates while still new in Canada experienced a very positive interaction with a Black member of the LPS. The

officer took time to explain the rules to the woman who did not mind receiving a ticket. She noted:

But, you know, I didn't feel bad about that. I was just happy about the approach and how he spoke to me and how he considered the fact that I was new in the country. And, if it was where I was coming from, I would have been treated as if I had stolen the car, right? Because it didn't have the right number of plates. And so, I would have been treated like a potential robber you know, but I was treated with so much respect and, the police officers stayed with me until the towing truck came. And you know, he was just really kind and respectful, and I appreciate that. So that was my first experience with the London police, and I must say it was a good experience (P27)

A Vietnamese woman participant appreciated the support by a woman member of the LPS who supported her when she was involved in an accident and had to receive medical attention. She recalled that:

She was polite and gentle to me.... first of all because it was a female police officer so I kind of feel that she would understand me better and not like scare me out or something. They asked very gentle questions what happened and why it happened and either because I was distracted... So, it's like a very nice conversation (P28).

A Syrian man participant was quite satisfied with LPS for receiving his police check at his home and recalled that “everything went well” (P30). Another Syrian man participant was given a ticket for over-speeding, but he didn't seem to mind because according to him:

“The police stopped me and told me that the speed must be 60 km/h in a nice and respectful way. He was gentlemanly and polite. Then he gave me the ticket..... I was okay, I knew that I was driving fast” (P32)

An older Indigenous woman participant who had experienced a negative interaction with women officers of LPS also spoke of her positive interactions where the police responded to her report within 24 to 48 hours, after she had been raped and beaten on two separate occasions. Commenting on the behaviour of the detective dealing with her case, she recalled:

He treated me with nothing but respect throughout the whole procedure. And it's just night and day. It just depends on which police officers arrive on your doorstep. It all depends on the individual police officers as to how you're treated. They should have a uniform across the board way to react to people, no matter what their colour of skin, their socioeconomic status, whatever their statuses in the London community, the city police should treat everybody equally, but they don't (P33)

Table 1: Demographic Data of Community Interviews

| Participant | Racial Identity | Gender | Age |
|-------------|------------------|--------|---------|
| P1 | Indigenous | Man | 46-55 |
| P2 | Indigenous | Man | 26-35 |
| P3 | Indigenous | Woman | 26-35 |
| P4 | Indigenous | Woman | -- |
| P5 | Indigenous | Woman | 46-55 |
| P6 | Indigenous | Woman | 18-25 |
| P7 | Indigenous | Woman | 36-45 |
| P8 | Indigenous | Woman | 26-35 |
| P9 | Indigenous | Woman | 26-35 |
| P10 | Indigenous | Woman | 46-55 |
| P11 | Indigenous | Man | 36-45 |
| P12 | Indigenous | Man | 26-35 |
| P13 | Indigenous/black | Man | 26-35 |
| P14 | Not available | | |
| P15 | Indigenous | Man | 56-65 |
| P16 | Indigenous | Woman | 56-65 |
| P17 | Indigenous | Woman | 46-55 |
| P18 | Pakistani | Woman | 18-25 |
| P19 | Somali | Woman | 18-25 |
| P20 | Syrian | Woman | 18-25 |
| P21 | Syrian | Woman | 26-35 |
| P22 | West African | Man | 26-35 |
| P23 | Ethiopian | Woman | 26-35 |
| P24 | Indigenous | Man | 36-45 |
| P25 | Guyanese | Man | 46-55 |
| P26 | Guyanese | Woman | 46-55 |
| P27 | Nigerian | Woman | 26-35 |
| P28 | Vietnamese | Woman | 18-25 |
| P29 | Jamaican | Woman | Over 65 |
| P30 | Syrian | Man | 56-65 |
| P31 | Syrian | Man | 46-55 |
| P32 | Syrian | Man | 46-55 |
| P33 | Indigenous | Woman | 56-65 |

Community recommendations for improving police interaction with BIPOC communities

The interview participants were asked to suggest measures to improve police public interactions, especially in the case of BIPOC communities. The following participant-identified strategies emerged:

Learning to communicate more effectively

An Indigenous man participant stressed the need for the police to communicate more openly with diverse and in particular, BIPOC communities, noting that *“if you could communicate a little bit, it'll make things go a lot further. What if they just learn a simple phrase, right? What is to hurt?”* (P1).

An Indigenous woman participant suggested that the police should maintain a calm demeanour while talking to citizens, and *“letting us know what's happening instead of jumping to conclusions.... Different wording would have been great”* (P3). Another Indigenous woman

participant observed that adding Indigenous-based language text on LPS cruisers would help develop a sense of inclusivity for the Indigenous community. She also believed that the officers must be informed and educated in terms of handling Indigenous personal medicines and other belongings during personal searches. She suggested that LPS review their anti-racism policies and incorporate them into practice (P5).

Developing cultural sensitivity and empathy through police training and education

The participants considered cultural sensitivity training essential for all LPS members. While stressing the need for such training, an Indigenous woman participant attributed the lack of cultural sensitivity to police training, noting that *“I don't think it's the police officers themselves, it's how they were taught. And it's the teachers and courses that they go through, they don't receive any of that.”* The participant also believed that Indigenous issues are grey law, and the police must study the treaties to know Indigenous rights and how to interact with them, observing that *“they just don't understand where we're coming from and if they took the time to teach and learn then they would understand us a lot more when it comes to having a relationship with us”* (P3).

Another Indigenous woman participant emphasized that the right kind of training was essential, suggesting that *“there has to be cultural sensitivity and education for them on Indigenous people and their experience because I think one of the greatest fears Indigenous women have is having our children taken away from us.”* She wanted the police to stop profiling Indigenous people as the *“inconvenient Indian”*, adding that *“it's unfortunate that, you know, I have to feel afraid of having the police interact with me, because of what I see on the news done to other Indigenous women. That, you know, we even have to be afraid of, you know, rolling down our window when we're pulled over”*. She suggested that:

having a circle, or laying down the blanket and letting them hear our stories, not just our police interactions, but just our experiences with, you know, residential schooling, 60s scoop that have directly had an impact on our lives, why there is trauma in our community, why we, you know, see the police and things like CAS, you know, as being threatening to us. And I think that would be a good way of educating them so that they have a true understanding of where we're coming from (P4).

Another Indigenous woman participant also believed that education is a key part to building a healthy relationship with the police. She commented that *“in terms of educating....in terms of Indigenous and people of colour, that we all have our own mannerisms and ways of doing things that may differ from white or Caucasian that they haven't seen before.”* (P6)

One Indigenous woman participant speculated that the police due to their training in dealing with criminals developed a mind-set that inclined them to treat Indigenous people as guilty until proven innocent. She felt that this needed to change as it would make a big difference in dealing with people in general, *“because we're not all guilty.”* She went on to suggest that police training needed to focus on developing empathy, understanding, and overcoming stereotypes through cultural sensitivity training (P7).

An Indigenous man participant believed that it would take intense training and awareness to change the culture, and individuals hired into the police force must be committed to transforming their understanding of the world. One way to achieve this is for police training to integrate re-learning the truth about what took place in this land and what continues to happen through colonisation (P24). An Ethiopian woman participant believed that being taught to adopt a reflexive approach and being aware of their own biases would help the police interact more effectively with various communities (P23)

An older Indigenous woman participant considered London to be “*an old boy’s town...a very conservative city*”. She believed that the police had to do more than provide lip service and telling people they’re going to improve the behaviour of their officers, noting that:

You actually have to do the work, put in the work and make the officers more empathetic and compassionate. I know you’re not social workers, and you’re not mental health care workers. And you shouldn’t have to be filling that role. But I think in a way, you should have to fill that role because your police officers and you’re sworn to uphold the law and upholding the law, you have to deal with marginalized people and everything that comes with that. So, you really need to focus more on training your officers on how to deal with mental health issues, and drug addicts and homeless people and visible minorities
(P33)

Ensuring police accountability, participation in community-building, community engagement and ethnically diverse hiring

An Indigenous woman participant called for more police responsibility and accountability for their actions. She suggested that women police officers be involved in any altercations involving women and to record their interactions to have proof of racism, discrimination or even assault. (P8). An Indigenous man participant suggested that instead of going into areas to take the adults away from the homes and perpetuating the cycle of deprivation, the police could create plans for the uplift of such areas, which would open a dialogue and help bridge the trust gap. (P13).

A Jamaican woman participant believed in most cases, police interactions cause BIPOC individuals to feel like they’re being singled out unfairly because of their appearance, which was something that needed to change. She found all black uniform intimidating and felt that “*they choose these things and the whole outfit that they wear is to intimidate people.*” She believed that the police needed to recruit the assistance of influencers from various communities to establish better relationship with community members (P29). An Indigenous woman participant suggested that the police should stop thinking from a position of white privilege, be non-judgmental and hire more personnel from different ethnic groups in order to improve police interactions with BIPOC individuals (P16).

LPS community survey

An online community survey was launched via the Survey Monkey platform, open to all residents of London from May 3, 2021, to June 1, 2021. The survey sample was limited to community responses based on either direct or indirect interactions with members of the LPS or direct observations of such interactions as we intended to study firsthand experiences of the community members. The survey consisted of 33 closed and open-ended questions (Appendix C) and was promoted via the LPS website, newspapers and social media. A total of 553 participants completed the survey. After the removal of missing data or incomplete data, 346 valid responses were retained for analysis.

Results of closed-ended questions

Demographic information

Participants were asked to self-identify their race using as many options as necessary. Of those, 194 (56%) self-identified as White while 152 (44%) participants self-identified as being members of the BIPOC community. Of the groups within this aggregate category of BIPOC, the majority ($n=37$, 24%) self-identified as Black (e.g., African, Haitian, Jamaican, Somali), followed by 20% ($n=30$) who self-identified as Indigenous (e.g., Inuit, Metis, First Nations). Participants within this aggregate group self-identified across the following racial identities:

- Arab/ West Asian
- Black
- Chinese
- Filipino
- Indigenous (e.g., Inuit, Metis, First Nations)
- Indigenous to the USA: Native American
- Korean
- Latin, Central and South American
- South Asian
- Southeast Asian
- Multiple visible minorities (i.e., identified as multiple categories)

Gender

Figure 1 compares self-identified BIPOC participants and self-identified White participants by gender. Most participants in the White (Caucasian) group self-identified as women whereas the proportion of men and women was almost the same among BIPOC participants.

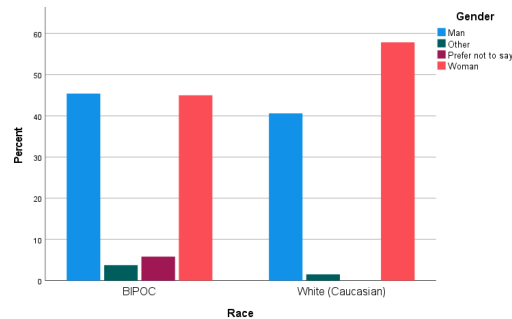


Figure 1: Crosstabs of gender by race

Age

The following graph (figure 2) compares the differences in age range between participants who self-identified as a part of the BIPOC community or as White. Most participants in the BIPOC community indicated they were between the ages of 25-34 years. As for participants that self-identified as White, there is a more equal distribution across the four consecutive age brackets (25-34; 35-44; 45-54; and 55-64 years of age).

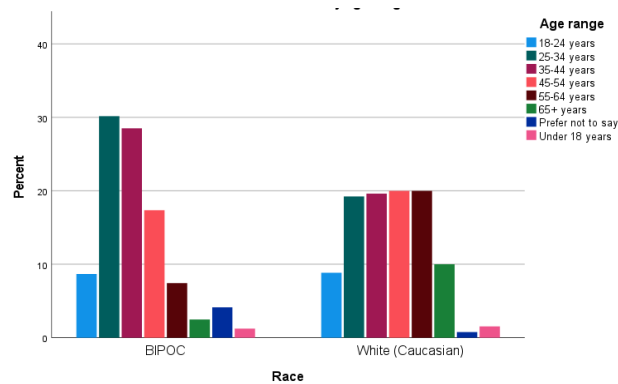


Figure 2: Crosstabs of age range by race

Annual income

Figure 3 shows the income ranges after tax for BIPOC and White (Caucasian) participants. Most participants in the BIPOC and White communities had income (after tax) ranging from \$50,000 to \$74,999.

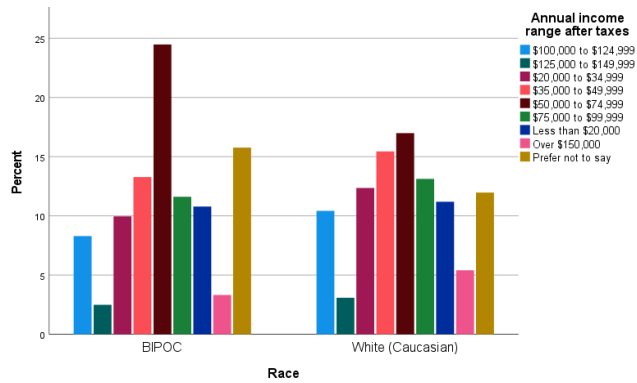


Figure 3: Cross tabs of annual income after taxes by race

Satisfaction with police action

Participants were asked a series of questions about their satisfaction with the experiences they have had with the LPS. The following section presents the findings from these questions and the differences in opinion between the self-identified BIPOC and White participants (Table 2; Figure 4).

Table 2: Were you satisfied by the actions taken by the members of the LPS?

| Racial Identity | Response | | |
|------------------------|-----------|----------|----------------------|
| | Yes | No | Prefer not to Answer |
| White (<i>n</i> =194) | 115 (59%) | 38 (20%) | 41 (21%) |
| BIPOC (<i>n</i> =152) | 61 (40%) | 71 (47%) | 20 (13%) |

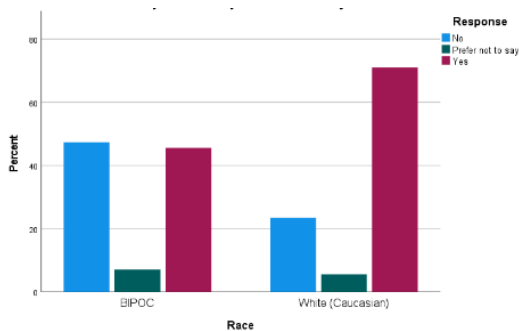


Figure 4: Cross tabs of level of satisfaction by race

Satisfaction with police action over the years

Table 3 shows cross tabs of satisfaction with the time of interaction indicated that that the overall satisfaction with members of the LPS had increased over the past five years whereas the level of dissatisfaction had decreased.

Table 3: Satisfaction with Interaction by Time

| Time of Interaction | Were you satisfied by the actions taken by the members of the LPS? | | |
|--------------------------|--|-------------------|----------|
| | No | Prefer not to say | Yes |
| Less than a year ago | 48 (32%) | 8 (5%) | 96 (63%) |
| Less than five years ago | 42 (34%) | 11 (9%) | 70 (57%) |
| More than five years ago | 27 (50%) | 1 (2%) | 26 (48%) |

Satisfaction with police action over the years by race

Table 4 shows cross tabs of satisfaction by time and race revealed a significant increase in satisfaction and decrease in dissatisfaction with the police among members of the BIPOC community. However, responses by the White community indicate a marginal increase in satisfaction as well as dissatisfaction compared to five years ago.

Table 4: Satisfaction with Interaction by Time and Race

| Racial Identity | Time of Interaction | Were you satisfied by the actions taken by the members of the LPS? | | | |
|-----------------|--------------------------|--|-------------------|----------|-------|
| | | No | Prefer not to say | Yes | Total |
| BIPOC | Less than a year ago | 29 (39%) | 6 (8%) | 39 (53%) | 74 |
| | Less than five years ago | 31 (45%) | 5 (7%) | 33 (48%) | 69 |
| | More than five years ago | 20 (77%) | 1 (4%) | 5 (19%) | 26 |
| White | Less than a year ago | 19 (24%) | 2 (3%) | 57 (73%) | 78 |
| | Less than five years ago | 11 (20%) | 6 (11%) | 37 (69%) | 54 |
| | More than five years ago | 7 (25%) | 0 | 21 (75%) | 28 |
| Not stated | Less than a year ago | 48 (32%) | 8 (5%) | 96 (63%) | 152 |
| | Less than five years ago | 42 (34%) | 11 (9%) | 70 (57%) | 123 |
| | More than five years ago | 27 (50%) | 1 (2%) | 26 (48%) | 54 |

Fairness of treatment

Table 5 shows crosstabs of fairness of treatment by race showed that a majority of BIPOC participants believed they were treated unfairly by the police compared to White participants.

Table 5: Do you think you were treated fairly?

| Racial Identity | Response | | |
|-----------------|-----------|----------|----------------------|
| | Yes | No | Prefer not to Answer |
| White (n=194) | 123 (63%) | 31 (16%) | 40 (21%) |
| BIPOC (n=152) | 57 (38%) | 78 (51%) | 17 (11%) |

Results of open-ended questions

It must be noted that all information has been provided on the condition of anonymity and any anecdotal examples have not been verified by the lead researcher (Dr. Hina Kalyal). The following themes are based on the views of the survey respondents to open-ended questions and reflect the positive and negative views regarding members of the LPS based on their interactions. The respondents who did not identify their race or preferred not to answer the question were not included in the qualitative analysis as our aim was to understand whether a difference exists in the views of the two groups regarding LPS. The following themes are based on the responses by

BIPOC community members ($n=127$) and White community members ($n=138$). We will start with positive comments followed by negative comments from both groups.

Positive comments by BIPOC respondents (48/127= 38%)

The positive comments by BIPOC respondents were based on their direct or indirect interactions with the members of the LPS. The interactions ranged from traffic stops to mental health calls, break-ins and disturbance reporting etc. During these interactions, 38% of the BIPOC participants found LPS officers to be kind and considerate, while resolving the issue to their satisfaction. What is important to consider in these cases is the manner in which the officer handled the situation. If for instance, if a traffic ticket was given professionally by explaining the reason for being pulled over and treating the driver with respect, the community member did not seem to mind and considered it a positive interaction and a learning opportunity. Being attentive to the needs of the community members and demonstrating concern was reassuring even if the issue was not completely resolved but a follow-up was provided to keep the community member in the loop regarding the efforts. Community members perceived the police as being a part of the community and overcame the fear and anxiety of interacting with the police if they were able to chat with them informally in parks and other public places. A few situations are presented below:

A man respondent contacted the LPS regarding harassment from his ex-wife and his neighbor. The police parked away from the property to avoid raising suspicions or escalating the situation. The man thought it was very kind and thoughtful considering the stress he was going through. The officers listened to the issue, took a statement and provided the man with resources for peace bonds/restraining orders as well as resources for counselling and legal aid. They made sure he was safe before leaving and told him how and whom to contact when there is an immediate risk to his safety. The same man requested a mental well-being check for a suicidal friend and was satisfied with the manner in which the situation was handled by the LPS (P1).

One man respondent remembered a polite and friendly senior police officer on the Western University campus who always took a moment to greet him and seemed to go out of his way to open a dialogue (P22). Another man respondent recounted a time when he was given a traffic ticket, but the interaction was very professional and fair. The same man's daughter interacted with a woman officer who was patrolling at a farm show in London, and stopped to talk to them which made his daughter happy. Two other women respondents and four men respondents (P24, P33, P40, P51, P56, P58, P64) indicated that they were also given speeding tickets which they felt were delivered in a very professional manner and they were satisfied with the interactions. One of the men respondents shared that when visiting a park, his children get excited to see police cars and run up to say hi and are always greeted with smiles from the officers. He recalled his son's excitement over being allowed to sit in a police car and press the button to turn on the siren (P11).

A young man respondent considered LPS officers very "*professional*" in the way they attended a call for service in which they assisted with removing a hostile member of the public from a property (P12). A woman respondent called the police to have an intoxicated man removed from

her convenience store. She was satisfied with LPS response as the officers arrived within 10 minutes and transported the man to a shelter to ensure that he had a safe place to stay for the night. The same woman recalled how her parents who didn't speak English, took a wrong turn on King Street while driving. A young woman officer flagged them down and told them to follow her car as she drove them in the right direction. It made her parents very happy, and thankful that the officer was helpful and *"didn't fine, ticket, yell at or condescend them"* (P66).

A man respondent, whose car had been stolen, was dealt with very professionally by LPS officers as they were *"quick and helpful"* in his words (P74). One woman respondent was brought to the hospital by LPS officers who helped her calm down and worked to ensure that she received the help she needed (P78). When a man respondent reported a crime on a non-emergency line, the LPS officers apprehended the criminal and helped arrange victim services. Then they met the man's children and allowed them to sit in the cruiser, which made the children very happy (P90). A woman respondent reported ongoing problems with a neighbour and was threatened. The officers were very understanding and compassionate. They investigated the matter and laid charges and later followed up with the woman to update her on the outcome (P90). Another woman respondent called the police to report a possible break-in she saw from her balcony. In her words, they *"came quickly and took care of the situation."* (P106).

A man respondent's White neighbour called the police on him for throwing some furniture in his own yard while moving. When the police arrived, he recounted that they were very understanding and supportive (P217). A woman respondent called the LPS when her elderly family members were not responding to phone calls or to the door. The officers had to break the door to save their lives and the woman expressed her gratitude over their prompt response (P144). Another woman respondent made a report about her son being assaulted and found the police very responsive and efficient in apprehending the perpetrator (P159). One man respondent recalled the former LPS police Chief Brian Collins taking the time to help him with his interviewing skills for future job prospects (P143).

Some respondents also reported observing police-interactions with members of the community which left a positive impression of the police on them. For instance, a woman respondent witnessed two officers on bikes asking homeless people to clear a location after finishing eating. She found the officers to be attentive and friendly (P219). Another woman respondent recounted witnessing LPS officers disperse a crowd of teens gathered a playground despite COVID-19 restrictions. They talked to all the teenagers, explained the restrictions and made sure that everyone understood their responsibility before leaving the playground. Later, one police officer greeted some younger children and gave them stickers. The officer didn't have enough for everyone so returned a few days later with more (P220).

In conclusion, display of concern and respectful behavior towards the community members created a positive image of the police in the minds of the participants. Additionally, these positive experiences are seen to be important for the families of respondents, as respectful behavior and concern from the police also impacted how participant families began to approach, understand and interact with members of the LPS.

Positive comments by White respondents (95/138=69%)

Most of the White respondents to the survey expressed their confidence in the professionalism and competence of the officers of the LPS and generally found them polite, patient and supportive. The community members recalled their direct or indirect interactions which they considered to be very positive. The incidents ranged from mental health calls to traffic stops, domestic violence and trespassing etc. Community perceptions of the officers in this case were based on the officers' response to a situation, their behavior towards the community members and making them feel cared for and protected.

For instance, a man respondent had officers arrive at his work to look for a person of interest. They spoke calmly and courteously with the person and tried extremely patiently to calm him down (P245). A woman respondent reflected on how her son experiencing medical distress at home was administered CPR by LPS officers until the paramedics arrived. The officers remained on site until the ambulance left (P253). Another woman respondent recounted that she brought forth a sexual assault charge which was handled well by LPS officers, even though the individual charged was found not guilty later. The same woman witnessed police officers arrest two people during a Christmas parade and quietly and professionally walk them out of the public view (P254). Another woman respondent's father-in-law passed away in his home, and the police officers who attended the call were very respectful and helpful (P289). A woman respondent had a roller blade thrown into the large front window of her home, shattering it in the early hours of the morning. The LPS officers investigated the matter and assisted the woman in securing the opening until she could have it fixed (P336).

A man respondent reported seeing a woman being pulled into a car late at night. LPS officers showed up promptly and ended up apprehending the kidnappers (P357). A woman respondent called the police on a homeless man trespassing at the business where she was working as a security guard. The woman officer that showed up was very polite to the man and asked him to move from the property. The man then cleaned up after himself and left (P358). Another woman respondent reported an aggressive resident at one of the residential facilities where she works. LPS officers were very professional and removed the resident with minimal force. They were diligent in explaining their actions not only to the staff but also to the offender (P374). A man respondent whose roommate became physically abusive, called the LPS and the officers arrived quickly to mediate the situation demonstrating "*impressive intuitiveness and fairness.*" (P397). A woman respondent recalled calling the police when her son was threatening to commit suicide. The boy was calmed by LPS officers who talked to him and arranged the mental health unit to attend (P398). Another man respondent's vehicle was broken into while parked at a rental car business overnight. Police promptly arrived and prepared a report pertaining to the items stolen and damage done to the vehicle after conducting a thorough interview (P429).

A man respondent who had been a victim of identity theft contacted the police and found them very helpful and responsive. In the man's opinion, the police did everything they legally could to track those involved (P442). Another man respondent called the police because his father was being aggressive and belligerent towards the man's mother. Two uniformed officers arrived and spoke with the man and his parents, both of whom are immigrants and speak English with heavy

accents. The LPS officers spoke with his father about his behaviour privately after which he was no longer aggressive and eventually moved out of the house (P448). One man respondent recalled being spoken to very respectfully by an LPS during a traffic stop. The officer also spoke reassuringly to the man's daughter who was upset over being pulled over (P246). A woman respondent and her two sons were who victims of domestic violence called the police and found them very supportive and reassuring (P477). A man respondent who was pulled over for an expired sticker was given time to renew the sticker. He found the officers to be professional and patient while he looked for his insurance and ownership documents (P495).

A few respondents recalled observing police officers interact with members of the public. A woman respondent witnessed two officers arrest a Black man who was intoxicated and trying to head-butt them. The officers remained calm and arrested the man without resorting to, what the woman perceived as, excessive use of force (P355). Another woman respondent observed an individual at a music festival who seemed intoxicated and was shouting at an employee of a snack stand. Officers of the LPS escorted the man away from the booth calmly without any incident (P374). A man respondent saw two foot-patrol officers arresting a male in the downtown core. The male appeared intoxicated or high and was yelling and resisting the officers. The officers used calm voices, and clear and reassuring directions to try and calm the situation (P429). A woman respondent recalled reporting a fight on her street and found the officers to be efficient and fair. They listened, paid close attention to all involved and made an arrest. Even when the perpetrator tried to break out of the cruiser window, the officers remained calm and did not allow the situation to escalate (P501).

Negative comments by BIPOC respondents (79/127= 62%)

A majority of the BIPOC respondents found the officers of the LPS (they had dealt with) to be rude, dismissive, demeaning, judgmental and unresponsive through their direct and indirect interactions. The community members complained about not being provided with the reasons for the poor treatment, or at times for being arrested, which they attributed to racism in the absence of a plausible explanation. The interactions included calls for service, being charged and arrested in the view of the community members. Traffic stops were the most common interactions reported by the members of the BIPOC community, which left a very unfavorable impression of LPS officers in most cases. The negative interactions were grouped into four main themes and some representative incidents and quotes in each category are presented below:

Displaying impolite and domineering behavior towards the BIPOC community (24/127=19%)

Impolite behavior by officers of the LPS was one of the major concerns expressed by the BIPOC community respondents. They found the LPS officers to be condescending and rude, laying charges without providing any reason in some cases and refusing to offer an apology even if proven wrong. Such behavior creates a sense of insecurity and fear among the community members who feel anxious about interacting with the police after these experiences. Some incidents are reported below:

A man respondent shared how he was arrested and thrown in a jail cell without any explanation (P15). Another man respondent believed that LPS officers "*find reasons*" to charge people and

admitted that he is intimidated by them. He claimed to have been charged and jailed twice for crimes he did not commit. According to the man, *“it’s supposed to be ‘protect and serve’, and all I see is them protecting themselves and serving us court papers”* (P20). Another man respondent felt that the cadets at the courthouse entrance were unwelcoming and *“talk perfectly fine with everyone else who looks like them”* (P27). A man respondent claimed that his 16-year-old son was chased to their house by LPS officers who would not identify themselves or explain what was happening, which was disturbing for the family (P32). One man respondent believed he experienced *“entrapment”* by an LPS member relating to an incident involving a younger White woman. The man claimed that he was aware of his rights and refused to allow the officer to twist the facts or to take him to the police station (P55).

A woman respondent recalled being accused of a robbery despite being visibly pregnant and being told that she and her boyfriend *“fit the description”*. On another occasion, the same woman reported a stolen vehicle, but the police started interrogating her regarding her nephew and suggesting that he had stolen the car. The same woman also witnessed the police provide medical assistance to an impaired White driver and send him to the hospital, when in her view the man should have been charged with impaired driving (P80). Another woman respondent believed she was racially profiled and pulled over even though she did not think she was breaking any law. She was told by the officers that they were looking for someone who *“matched”* her description and did not offer an apology after she identified herself. The woman also witnessed police talk down to her son after being pulled over and claimed they were *“rude, verbally abusive and threatened to take him to jail”* for defending himself (P81).

A man respondent claimed to relocate from London because of his run-ins with LPS and being falsely charged, resulting in his expulsion from college, all without being offered an apology (P92). One woman respondent claimed that she and her husband were spoken to very aggressively and were held up by an LPS officer during a traffic stop. At another time the same woman was walking by a crime stoppers booth in a mall when one LPS officer taunted her, inquiring, *“isn’t it early for you to be out of bed?”* She became upset and challenged him, after which he apologized (P35). A man respondent believed that he was falsely charged with criminal mischief on his wife’s report. The woman officer attending the call rolled her eyes at him and told him that the children deserved to be with their mother. The charges were later dropped (P233). Another man respondent called the police on a White neighbor who was dumping construction material on his property, but they tried to arrest the complainant instead (P122).

A man respondent stated that a gun was pulled on him during a traffic stop as his dog suddenly started barking. The same man was also laughed at by two LPS officers in an elevator who suggested that he was potentially carrying weed (P22). One man respondent was stopped by the police for speeding and asked if he had taken any drugs because his eyes were red. When the man explained that it was due to diabetes, they still searched his car trying to convince him to hand over the drugs that he never had. Eventually, he was given a speeding ticket (P138). A woman respondent had an unpleasant encounter with an officer whom she found to be rude and aggressive. He first gave her a ticket for texting and driving and stopped her again as she pulled away with a squeal (as the road was wet) and gave her another ticket for *“disturbing the peace”*.

She lodged a complaint but was asked to dispute the ticket instead of LPS acting against the officer (P224). A man respondent's wife (who is White), had not renewed her license plate sticker and drove for several months without being stopped while the man drove his wife's car on one occasion and was pulled over within minutes for driving with an expired plate. The officer was intimidating and aggressive and threatened the man with dire consequences if stopped again (P231). One man respondent was given a ticket for going 4 km over limit. The officer was rude and condescending towards him and told him that the information would remain on file forever (P238).

A few of the respondents also shared their experiences of observing police-public interactions. A woman respondent felt intimidated witnessing a BIPOC friend stopped after being followed and harassed about carrying a hunting firearm (P96). One woman respondent recalled an officer racially profiling her Black friend and accusing him of being a drug dealer while calling her a "*working girl*" when she was 15 years old. She claimed to have witnessed multiple Black people getting beaten up by the police even though in her opinion there was no proof of wrongdoing (P97).

Treating victim's suffering dismissively (23/127=18%)

Another main concern was the lack of empathy displayed by LPS officers and their refusal to address complaints, which made the BIPOC community members feel insecure and helpless. The community members who provided feedback felt that by not responding to their concerns, LPS was essentially signaling that their problems did not matter, and they were on their own to resolve these issues.

A woman respondent felt ignored and insulted as she claimed that LPS did not follow up on her complaint of domestic violence and protected her husband as he was a police officer and stated that her "*interactions with LPS officers is the definition of biased policing - resulting in unequal application of the law - based on race, based on gender, and heavily motivated by super White privilege*" (P2). A transgender participant shared how they informed the police twice regarding people openly using drugs on the sidewalk in Old East Village, and even flagged down a cruiser but they didn't take any action (P62). A woman respondent's husband was attacked by two White men, but he was charged instead, leading loss of income for two years due to the trial. Another woman respondent recalled the difficulty in filing a complaint regarding bylaw enforcement and the dismissive attitude of the LPS officer in directing her to a City of London official who had already directed her to the LPS earlier (P67). A woman respondent's complaint of a break-in was treated dismissively by the police and was told casually that "*this kind of thing happens all the time*" (P91). Another woman respondent recalled her mother's truck being stolen and later found in a parking lot. She claimed that the police kept harassing and interrogating her about whether her "*buddies from the rez stole it and ditched it there.*" (P95).

One man respondent expressed his frustration and anger over his daughter being shamed by LPS officers for reporting an incident when he believed they should have shown more empathy (P128). A man respondent who is a community nurse, called the police on a client who (under the influence of drugs) was waving a knife at him while uttering verbal threats. Upon arrival, the

officers started questioning the complainant and tried to convince him that the other man was perhaps “*using the knife for cooking*”. In the end the knife wielding man admitted to uttering threats and was willing to go to the hospital for a mental health assessment (P137). A woman respondent living in a condo had three men push her door in, grabbing her wrist and bruising it because they thought she had thrown something at their car. Although the woman had clearly indicated to the police that it was not a Black man who had assaulted her, the officer still identified a Black man as the assailant instead of the two White men who were the real culprits (P223).

One woman respondent shared how a man had followed her to her car and grabbed her hand from her window. When the police arrived, they seemed to take the man’s side making excuses about why he might have done that as he didn’t speak English well. The same woman’s partner at the time who was a cadet at LPS, had a few of his work friends over and they joked about her partner saying, “*you should see how he treats Black people in cells*” (P170). A man respondent reported being physically assaulted by someone he lived with. After three days of waiting an officer finally arrived to address his complaint and asked, “*What do you expect us to do about this?*” and “*Why didn’t you report this sooner?*” The officer remained unwilling to write a report (P147).

Police stereotyping of BIPOC communities (22/127=17%)

Some of the respondents accused the LPS officers of stereotyping the BIPOC community by believing them to be the perpetrators of crime in every situation and misidentifying them as individuals sought by the police. The community members also believed that they are observed because of their race, as if expecting them to commit a crime.

A woman respondent shared that her brother was handcuffed and questioned by the police about a shooting that was in fact committed by a White man (P25). One man respondent believed that because of his race he is often assumed to be suspicious and stopped and interrogated for no apparent reason. He recalls being asked for an ID while riding in the back of a car and upon inquiring the reason, being told that he was “*most likely to have a criminal record*” (P37). Another man respondent expressed his annoyance over being stereotyped and from being accused of drinking at a bus stop (although it was soda), to being interrogated for robbery just because he “*fit the description.*” The man (now in his 20s) also recalled being questioned aggressively by the police when he was 11 years old, while playing with a group of White friends (P48).

One man respondent shared how he was falsely accused of sexual assault and his property searched at night. He also mentioned being pulled over numerous times and was told that he fit the description of someone they were searching for and was followed around by the police in a store (P44). Another man respondent expressed his frustration over being racially profiled and stopped for no apparent reason after leaving a Tim Horton’s. The same man had his car damaged by a White man, who was sent to Victoria hospital for mental health issues instead of being charged or arrested (P82). A woman respondent recalled being scared and anxious after uniformed officers constantly inquired if she had drugs for sale while she waited for a bus

downtown (P99). Another woman respondent and her friend were stopped by the police and asked to produce their IDs while they were walking back from work at night in work uniforms. The officer did not answer their questions as to why he was demanding their IDs and believed that he specifically targeted them on a busy sidewalk (P101)

A woman respondent shared how her neighbor's house was shot at, but the police assumed them to be drug dealers and drunkards (P105). Another woman respondent claimed that she had guns drawn on her for stealing her own car (P115). A man respondent felt that the police had already "profiled" him based on hearsay and ignored the evidence provided by members of the public (P4). Another man respondent was accused by a White girl of trespassing and called a "*creepy East Indian*". The officer responding to the call handed him a ticket without any investigation. (P236). An LPS officer told a man respondent that carding was an appropriate measure to curtail crime and that perhaps the reason members of the Black community were carded more often was because they "*got in trouble more frequently*" (P240).

A man respondent was arrested over charges of human trafficking after leaving the hotel where was staying with a friend. The man claimed that he had helped someone get a room who had no accommodation. The same man expressed his frustration over how White members of the community are treated better by the police (P155). Another man respondent was stopped and asked why he was driving around in East London since he wasn't from there and whether he was an "*independent businessman*" to afford the car he was driving (P242). One man respondent was offended over being constantly followed by the police while driving, as if they were "*expecting him to violate a traffic rule*" (P28). A woman respondent believed that she was singled out for speeding while there were others passing her at higher speed (P57).

Some respondents shared their experiences of observing interactions between the officers of the LPS and members of the BIPOC community. One woman respondent witnessed an Indigenous family with children, being pulled over and accused of having someone in the vehicle who was wanted by the police, until the police realized they had pulled over the wrong car (P99). Another woman respondent shared how her brother was taunted and questioned by officers while waiting for a bus (P104). A White-passing woman respondent of Russian/Middle Eastern descent was riding in the back of a car driven by a Black man and accompanied by two other Black men when they were pulled over. According to the respondent, the officer spoke very rudely to the three men, but his tone changed when he saw her and inquired if she was alright. He took the IDs of the three men but not hers and let them go without any explanation as to why they were stopped. The same woman observed an officer handcuff two Black men but not the White woman who had stolen from a convenience store (P169).

Excessive use of force (10/127=8%)

A few of the respondents ($n=10$) expressed serious concerns over excessive use of force by the LPS officers. A transgender respondent recalled how they were beaten and threatened to be killed "*for being a n****r*" (P59). One man respondent shared how he was thrown to the ground and beaten by the police and his brother was harassed although he was minding his own business (P60). Another man respondent expressed his disappointment and anger over LPS officers'

rough handling of his father who objected to police officers questioning his son outside their house without a reason. The father was also falsely charged for assaulting a police officer and resisting arrest which was dismissed by the court due to eyewitness accounts against the police (P83). A woman respondent claimed being pinched by a police officer and assaulted by 2-3 officers while she was in a wheelchair because she spit towards one officer for not wearing a mask. She claimed to have been hogtied, arrested and taken to a cell where her socks became wet due to water on the cell floor. She was then transported to the hospital and made to walk across the parking lot from the cruiser to the hospital entrance with no shoes and wet socks on a snow-covered ground (P87). Another woman respondent witnessed participants in an Indigenous program being roughly treated, triggering others around them (P88).

A non-binary respondent claimed to have been harassed, sexually assaulted, and beaten by officers of the LPS (P93). One man respondent was in a bar when a fight broke out and the police beat him up assuming he was also a part of the fight because of his appearance. The man fought back but was arrested and later dropped off in front of the London Health Sciences Centre without any explanation. The same man also shared that his sister who has been in an abusive relationship had been ignored by the police and nothing was done to resolve her issue (P135).

A gender fluid respondent claimed that they were pushed by a police car at a rally and were subjected to physical violence and sexual assault during arrest, having their bare breasts exposed to the crowd. The respondent had tight handcuffs applied to their wrists and were left alone in a sealed vehicle for over 30 minutes while they repeatedly told LPS officers that they had trouble breathing due to asthma and panic. The respondent believed they were having a miscarriage but were not provided medical assistance. The charge was later withdrawn but the respondent was left with lasting medical issues including PTSD, permanent nerve damage to both wrists (due to the extremely tight handcuffs), and a strongly negative opinion of the LPS (P149). A woman respondent claimed that an officer followed her into a store and asked if she owned the car she was driving. She was driving a friend's car at the time and had her two children with her. The officer threw her against the vehicle in front of her children and then charged her for theft (P156).

In conclusion, members of the BIPOC community felt insecure and unprotected by the police as they believed they were treated differently from the White members of the community and had lost hope that the police would provide any assistance if they requested it.

Negative comments by White respondents (43/138=31%)

Some White respondents of the survey also expressed dissatisfaction over their interactions with officers of the LPS. The themes that emerged were similar to those for BIPOC data. Being treated dismissively, experiencing rude behavior, excessive use of force and observing stereotyping of BIPOC communities were the main concerns. Some incidents and quotes for each theme are provided below:

Treating victim's suffering dismissively (20/43=47%)

A woman respondent complained of lack of action by the police as they failed to arrest a bat-wielding man with mental issues who continued to cause trouble in the neighborhood (P269). Another woman respondent claimed to be mistreated by a select group of officers when she was an addict with severe PTSD, living in her car. The officers would demean her while creating barriers to service (P299). According to one woman respondent, *"On one hand I don't know where I would be without LPS, on the other, the entire system and some of the officers have at times been nothing but frustration and stress, sometimes more than the offender I was dealing with in and of itself."* The same woman claimed to have been a victim of stalking, property damage, harassment and threats and expressed concern for her safety to LPS which were ignored and mishandled (P302). Another woman respondent attempted to seek assistance three times in one year for a domestic assault but was ignored. The officers (all men) treated her as if she was lying and encouraged her to rethink her decision (P323).

A woman respondent whose mentally ill son was having a violent outburst was denied assistance by the police to be transported to the hospital. The choice she was given by a woman officer attending the call, was to charge her son so he could be put in a cell or put out on the street (P334). A young woman respondent had an accident when another car ran a red light and took off. She called the police and waited three hours before calling again and being told to go home. Hours later an officer finally showed up to tell her that nothing could be done (P341). A woman respondent reported a case of assault and bullying at her child's school, but the officer convinced her to overlook the matter because the family were immigrants and didn't speak English. However, the woman's child was harassed, physically assaulted and bullied daily. The family had to sell their house and move from the community due to police inaction (P471).

Displaying rude and domineering behavior (12/43=28%)

A woman respondent expressed her anger at the officers of the LPS for forcing their way into her home on the complaint of a jogger, who assumed that a man of colour was breaking into her home, despite the fact that the woman had been outside speaking to the man. The same woman observed an interaction where the LPS bike patrol officers forcefully and aggressively body slammed a young man to the ground on the sidewalk at Dundas Place because an affluent woman claimed he was *'causing problems'* (P275). Another woman respondent experienced undue aggression and impatient behavior from an LPS officer when she complained that he was not accessible by email (P342). One woman respondent expressed anger and confusion over a police officer pulling into her driveway at 1am when he saw her native boyfriend bring out the trash. The officer followed the boyfriend up the driveway to inquire whether he was supposed to be on the woman's property (P352). A man respondent witnessed LPS officers giving a *"hard time"* to a Black individual downtown and using excessive force on an Indigenous woman during arrest, which he deemed unnecessary (P364). Another woman respondent witnessed an officer on a bicycle yelling at a young woman who appeared to be impoverished or potentially homeless. He heckled and taunted her from across the street, despite her efforts to tell him that she did not

want to engage with him. The woman witnessing the incident reported it and was pleased with the action taken (P373).

Stereotyping (6/43=14%)

The incidents of stereotyping reported by White respondents mainly involved witnessing negative interactions between the police and members of the BIPOC community. A young man respondent recalled being frustrated and embarrassed when he was pulled over while driving with friends, one of whom was Black. Only the Black friend was singled out and harassed on suspicion of smoking marijuana. The friend was searched which did not yield anything (P476). A woman respondent working at a hotel recalled an officer coming to her office and showing concern over “*Black fellows*” in the hotel who were actually paying guests (P416). One woman respondent interacted with the police regarding the harassment of her teenage boys who are mixed Black. According to her, the boys left the situation “*feeling like criminals when they were the victims of a crime*”. That was the second incident with LPS where they were made out to be the problem (P408).

Excessive use of force by the police (5/43=12%)

In most cases, the incidents of excessive use of force involved White respondents having witnessed members of the BIPOC community being mistreated by the police. A woman respondent witnessed a Black youth being arrested for what appeared to be mental health reasons and found the officers to be aggressive and authoritative (P460). Another woman respondent had reported a person who would not leave the premises of a public building. The woman believed that the Emergency Response Unit on training mission near the building was deployed when she described the trespasser as Black and felt that it should have been a community police officer responding (P388). A woman respondent from lower income background requested assistance for her partner suffering from a mental health episode. The police arrived and tried to restrain the man by deploying TASER and he ended up with significant physical injuries on his face and head and eyes. One officer was heard saying that he was going to “*f**k him up*” (P368).

In conclusion, although a lower percentage of the White participants compared to BIPOC participants expressed concerns over the service provided by the LPS, the themes were similar, which points to the need towards improvement in service and addressing community grievances.

Table 6: Breakdown of Community Survey Qualitative Responses

| Comments | BIPOC (n=127) | White (n=138) |
|--|----------------------|----------------------|
| Positive comments (total) | 38% | 69% |
| Negative comments (total) | 62% | 31% |
| Negative comments (breakdown by theme) | | |
| Displaying rude and domineering behavior | 19% | 9% |
| Treating victim's suffering dismissively | 18% | 14% |
| Stereotyping | 17% | 4% |
| Excessive use of force | 8% | 4% |

Limitations of the study

The results of the present research must be interpreted with caution due to certain limitations:

One potential limitation of the current study is the small sample size which may not be representative of all the community members who have had the opportunity to directly or indirectly interact with officers of the LPS.

The anonymous, self-report nature of the responses makes it difficult to verify the claims of the participants. However, all the responses are based on the lived experiences of the community members, and it is important to take them into consideration and address them accordingly.

Another limitation of the study is that the survey was available online in English only via the LPS official website and social media. This may have restricted participation by non-English speaking individuals and those without access to technology.

Recommendations and actions taken

The purpose of the community interviews and survey was to determine whether any significant differences in service exist for BIPOC versus White members of the London community, indicating the existence of systemic racism within LPS. However, before answering this question, we must revisit the definition of systemic racism which, according to the Government of Ontario (2017), occurs when an institution creates a difference in quality of service based on race. The definition also identifies underlying causes of systemic racism which are described as hidden institutional biases in policies, practices and processes that privilege, or disadvantage people based on race. Although the results indicate a discernable difference between the responses of the BIPOC and the White communities with reference to their direct or indirect interactions with members of the LPS, a detailed analysis of the organizational procedures and policies (reported in Phase III) did not reveal any issues that would lead to this discrimination. However, the LPS firmly believes that any concerns regarding discrimination or gaps in service must be addressed and is committed to taking appropriate actions. It may be likely that organizational practices influenced by police culture are contributing to the difference in service quality, based on how work is routinely carried out without reflecting on the outcomes.

The Ontario Human Rights Commission's ("OHRC") Policy on Eliminating Racial Profiling in Law Enforcement identifies the following key principles and practices as the basis for positive change and respect for human rights in law enforcement.

1. Acknowledgement
2. Engagement
3. Policy guidance
4. Data collection
5. Monitoring and accountability
6. Organizational change
7. Multi-year action plan

Based on the results of the Systemic Racism Project, details on the adoption and implementation of each principle (inspired by Peel Regional Police Report, 2023) are presented below.

| 1. Acknowledgement | |
|--|--|
| Recommendation | Action |
| Engage with London's diverse communities on the form and content for the acknowledgment of their specific policing needs | The LPS holds consultations with the public and conducts a Public Needs Surveys as a part of its strategic planning process to better assess their needs and develop mutually acceptable solutions. The results of these consultations/surveys become part of LPS's strategic plan which is shared publicly. |
| 2. Engagement | |
| Recommendation | Action |
| Create an Anti-racism advisory committee composed of anti-racism experts and people with lived experiences who reflect diverse viewpoints on the role of police. This advisory group would consult with London's diverse Black, Indigenous and racialized communities and provide ongoing advice on the content of these recommendations and how best to meaningfully implement these recommendations. | The Anti-Racism Advisory Panel (ARAP) constituted in June 2020 is mandated to advise the London Police Services Board (LPSB) with respect to its role in overseeing and monitoring the response to and implementation of the recommendations directed to the LPSB related to anti-racism. As a committee that is advisory to LPSB, the work of ARAP is informed by appropriate legislation, regulations, policy, independent research, data analysis and lived experiences. The ARAP includes representation from the London Police Service (LPS), subject matter experts, and members of racialized communities including but not limited to Black and Indigenous communities. |
| Engage with London's diverse communities to create police-public partnerships for the resolution of community issues and to improve relationships. | LPS is involved in several ongoing initiatives for community outreach, specifically for BIPOC communities. This list is not exhaustive, but rather, a representation of what LPS is currently doing. The initiatives include: Youth in Policing Initiative (YIPI) The program is designed to enhance the relationship between the police and the neighbourhoods we serve. Youth from various communities and backgrounds are exposed to a variety of educational experiences with local religious, cultural and ethnic groups, receive diversity training and participate in a variety of personal development opportunities. Project Building Unity in London's Diverse Society (BUILDS) A newly acquired grant that aims to build connections and create opportunities between young people and the LPS. Rookie League This program provides youth (ages 8-11) from various communities and diverse backgrounds the opportunity to learn |

| | |
|--|--|
| | <p>and play baseball with police officers who coach, organize the league and provide mentorship.</p> <p>Lewis Coray Trail Blazer Award LPS is a member of the Committee for Black History London and is involved in meetings, recruiting and enhancing our relationship with the Black communities. The Lewis Coray Trailblazer award is hosted by the LPS every year to honour Sgt. Lewis Coray, the first Black police officer of the London Police Service. The award recognizes three high school students of the Black community for their outstanding work, and the winners receive a bursary and an award.</p> <p>Diversity, Inclusion and Anti-Oppression Community Advisory Committee (DIACAC) An officer of the LPS Diversity Unit is member of the DIACAC which provides leadership on matters related to diversity, inclusivity, equity and the elimination of discrimination in the City of London.</p> <p>Reconciliation Action Plan The LPS is committed to fostering reconciliation with the Indigenous community by developing a comprehensive Reconciliation Action Plan. This initiative aims to address past injustices, build trust, and establish a foundation for ongoing collaboration and mutual respect. The plan focuses on community engagement, cultural awareness training, partnership development, policy review, accountability, and support for Indigenous officers. Through these efforts, the London Police Service seeks to create a more inclusive and equitable future and strengthen relationships.</p> <p>Action Plan to Disrupt Islamophobia The LPS participates on the Muslim Mayoral Advisory Circle comprised of professionals and community leaders with lived experience. The group advises the mayor on topical issues that Muslims face in short and long term.</p> <p>Black History Coordinating Committee Diversity officer is part of the committee to create, promote and support black themed historical, community and social events for City of London.</p> <p>Pride/LGBTQ2S+ Committee Diversity officer on the committee to promote and support community parades and events.</p> <p>London and Middlesex Local Immigration Partnership Diversity officer part of this community-initiated collaboration to create a welcoming community; provide support and services for immigrants; reduce systemic barriers in our community; improve communication and access to information; and coordinate and collaborate between support systems and people who need them.</p> <p>Anti-Hate Project Diversity Unit is part of this City Hall committee to identify communities targeted by hate. London is the first city in Ontario to do this. The goal is to create solutions, procedures and information to prevent misunderstandings and hate.</p> <p>Interfaith Dialogue Initiative</p> |
|--|--|

| | |
|--|--|
| | <p>Newly formed group of cultural, diverse and faith leaders across London to help build bridges of understanding and mutual respect across all faith-based communities.</p> <p>Equity Diversity & Inclusion Committee and Summits EDI leaders, professionals and police officers across Ontario created this group to create and modernize policies to ensure inclusivity, equality and representation of all BIPOC, 2SLGBTQ+ communities and cultural groups.</p> <p>Presentations Our Diversity and Outreach Officer has made presentations about the attack on the Afzaal family in June 2021 to various police services, organizations and communities in Ontario as well as at the Hate Crime Conference organized by the York Regional Police. The presentation highlighted how the London community came together in this tragedy to stand against discrimination and Islamophobia.</p> <p>Several presentations have also been made by the Diversity and Outreach Unit to new immigrants on policing and community safety in Canada via the Cross-Cultural Learners Centre (CCLC) and the John Howard Society.</p> <p>Contacts with Community Groups The Diversity and Outreach Unit at the LPS has established contacts with the Hindu Cultural Centre, the Jewish community and the Muslim community to assist with concerns related to safety, for educational presentations and engagement on race and culture and mentorship programs for youth.</p> <p>The Diversity and Outreach Unit has been involved with the Indigenous communities, including working with the N’Amerind Friendship Centre for introducing new police recruits to Indigenous culture and traditions. LPS Diversity officers also work with Atlohsa Family Healing Services to participate in significant Indigenous events, such as the Indigenous Awareness Day on June 21st and the Orange Shirt Day on September 30th, honoring the children sent away to residential schools. They participate in the Indigenous Spring gathering events hosted by Beal Secondary School and observe the Red Dress Day on May 5th in remembrance and awareness of the Murdered and Missing Indigenous Women and Girls.</p> <p>Our London Family Act The LPS has been a part of the community planning process and creation of the proposed “Our London Family Act” which would require annual anti-racism training for frontline workers in public sector organizations, including training on anti-Indigenous racism, anti-Black racism, anti-Asian racism, anti-Semitism and Islamophobia.</p> |
| Work with community service providers where police are ill-equipped to deal with specific situations (e.g., mental health crises). | <p>The LPS initially partnered with the Canadian Mental Health Association Elgin Middlesex, St. Joseph’s Health Care London and Middlesex London Paramedic Services to form three full-time Community Outreach and Support Teams (COAST). Each team is composed of a full-time LPS Constable paired up with a mental health or health practitioner from one of our three partner agencies. The teams work within the Community Crisis Response Unit. They are tasked to work alongside their clinical partners to ensure safety and assist in providing</p> |

| | |
|--|--|
| | <p>support, guidance, counselling, assistance and direction to persons who have experienced or are experiencing mental health crises.</p> <p>LPS and CMHA are currently exploring the viability of crisis call diversion.</p> <p>LPS is collaborating with the City of London on the “Whole of Community System Response to Health and Homelessness in London” to identify and develop solutions to the city’s issues.</p> |
| 3. Policy Guidance | |
| Recommendation | Action |
| Conduct a policy review and update policies as per an established timetable | <p>The LPS undertook an Employment Systems Review of its Human Resources policies and procedures in 2021 and plans to continue this practice.</p> <p>The LPS has updated its procedure on Searches of Persons in custody to include a section on Searches of Indigenous Persons in Custody, which describes proper handling of the medicine bag.</p> |
| Ensure that the policies reflect the principles and best practices as laid out in the OHRC’s Policy on eliminating racial profiling in law enforcement. | <p>The Fair and Impartial Policing (FIP) procedure was developed by LPS to affirm its commitment to its communities and its members, to uphold those values of fair and impartial policing. Acknowledging that the democratic and moral principles upon which ethical decision-making are made is the foundation of delivering equitable policing to all, the LPS will adhere to those principles as outlined in this procedure.</p> <p>It is recommended that the FIP be updated to reference the OHRC’s Policy on eliminating racial profiling in law enforcement.</p> |
| A prohibition on street checks and carding, which can be defined as officers requesting identifying information from members of the public with insufficient grounds for doing so. | Procedure on the Collection of Identifying Information addresses this recommendation |
| A trauma informed approach must be adopted which means a person’s use of disrespectful and negative language toward the officer requires reasonable tolerance and tact and cannot form the basis of further differential treatment | Soft skill development courses are regularly conducted during in-service training annually for all members. The regular modules focus on history of racism in Canada and unconscious bias awareness. Future training will include modules on procedural justice and trauma informed approach. |
| 4. Data Collection | |
| Recommendation | Action Plan |
| Collect, analyze and publicly release human rights-based data on an annual basis, along with relevant intersectional identity data, on the full range of police-civilian interactions, including stop and question activities, traffic and pedestrian stops, charges, arrests, releases and use of force. | LPS is committed to implementing race-based data collection initiatives as recommended by the Ontario Associate of Chiefs of Police (OACP) Race-Based Data Working Group. |
| 5. Monitoring and Accountability | |
| Recommendation | Action Plan |
| Establish a process within the service to search and track negative findings about an officer’s testimony or conduct in decisions of courts or tribunals, correspondence from the OIPRD, LECA, SIU Director, or any legal decision involving a Charter breach that reflects conduct consistent with Anti-Black racism, racial profiling, or discrimination. This process should help supervisors review these concerns in one centralized location | Under consideration |

| | |
|---|---|
| If LPS proceeds with deploying body worn cameras to frontline officers, they shall develop and implement a policy governing the use of the body-worn cameras | In progress |
| 6. Organizational Change: training, culture, hiring | |
| Recommendation | Action Plan |
| LPS should work with Black and Indigenous communities and one or more external experts to develop and implement regular, detailed, scenario-based and ongoing human rights-focused training, to new recruits, current officers, investigators and supervisors | LPS has been delivering training on these topics since 2014. Recently a training module was developed under the guidance of a world-renowned expert on unconscious bias, Prof. Patricia Devine. This training was delivered to all members of the LPS including senior leadership. An evaluation of the training has been conducted and the results show that the training achieved its goal of influencing attitudes which in turn reduces unconscious bias. |
| Develop a method to objectively measure the effectiveness of officer training (both initial and continuing) for unconscious bias, mental health issues, de-escalation and use of force. | LPS is working on systematically revamping all its training modules to be based on research evidence and on developing metrics for training effectiveness. Where relevant, training modules will include discussion on procedural justice. |
| LPS should publicly commit to working toward ensuring the police service and its leadership is as diverse as the community it serves, including in supervisory and leadership positions. | LPS is committed to continuous improvement in its recruitment, selection, hiring and promotional processes to better ensure that its membership is reflective of the community it serves. Improvements include increased recruitment initiatives such as pairing Recruitment Officers with Diversity Officers at cultural community events and newcomer events, and increased opportunity for mentorship of members of diverse communities. |
| 7. Multi-Year Action Plan: anti-racism action plans with clear targets | |
| Recommendation | Action Plan |
| Create and publish a multi-year action plan that incorporates the recommendations of the Systemic Racism project and includes timelines for completion. The Anti-Racism Advisory Panel should be involved in establishing this action plan. | To be determined |

Project Phase II: LPS member interviews and survey

The purpose of second phase of the project was to identify aspects of organizational culture at LPS that disadvantage Black, Indigenous and People of Color (BIPOC) persons employed by the organization and the impact of this disadvantage on service delivery.

Member interviews

Data were collected through in-depth interviews with the BIPOC members (sworn and civilian) of the LPS. The interview participants were recruited with the help of the LPS Diversity Unit, and a letter of information was provided to all participants prior to the interviews, explaining the purpose and processes of the study (Appendix D). Interviews were based on a semi-structured guide (Appendix E) and were audio recorded over the phone with the verbal consent of the participants and later transcribed to allow for thematic analysis. The results of the interviews informed the content and structure of a subsequent voluntary online survey which was administered to all members of the LPS.

A total of 13 in-depth interviews were conducted with LPS members who self-identified as members of the BIPOC community. Based on the responses to the interview questions the three key emergent themes are:

- (1) Organizational communication
- (2) Informal interactions
- (3) Decision Making

The following section will present each theme and the data supportive of each theme.

Organizational communication

When asked if racism or sexism existed at LPS, most members ($n=9$) agreed that race-based and gender-based discrimination existed at LPS, although these prejudices tend to be expressed in subtle and covert ways. The interviewees added that racism and sexism were not currently addressed effectively by the organization.

One woman participant (P1) believed that White members tend to be in denial about the existence of racism in the organization while trying to influence the diverse members to uphold the mainstream view despite their own experiences to the contrary. She highlighted that *“if you don't like, or dress or listen to the same music, then you will kind of end up being labeled an outsider and therefore, do not fit in.”*

A man participant (P3) noted that although things have improved over the years, due to a fear of being reported as racist, sexist or homophobic, such comments are still heard in private gatherings. As well, they shared that many community members are also stereotyped. For instance, saying *‘going to get those guys on the rez’*, implies that an Indigenous person is going to be arrested.

Another man participant (P4) revealed that more sexism than racism exists at LPS which is evident in the way that some of the man-identifying officers talk about women. Specifically, an example involves attributing any perceived mistakes made by a woman to the caprice of their gender. As a result, women feel that they must go above and beyond to be accepted and viewed as “*one of the boys*”.

One man participant (P6) also believed that “*inadvertent*” racism and sexism exists at the LPS. He has attended calls during which the “*N word*” has been directed at him, and the officers accompanying him have repeated the incident to others at the station. Similarly, he recalled White officers loudly playing music with the “*N word*” at the gym which he found offensive. In terms of sexism, the participant noted that it was commonplace for male members to openly discuss their physical relationships with women members at work which he felt was highly inappropriate.

Another man participant (P8) believed that at times the White members tend to express their true feelings without being overtly racist, such as voicing their concerns about White men not being given hiring preference. According to the participant, in terms of sexism, the culture has not really changed and while the “*N word*” is considered inappropriate, it seems to be more acceptable to throw the “*C word*” around.

Observing that there was a prevalence of ignorance and uneducated opinions at LPS, a woman participant (P12) pointed out that although backhanded comments make diverse members feel uncomfortable, they shy away from speaking out for fear of being labeled as the “*angry Black person*” prone to overreacting. The same member also revealed that the “*N word*” is used by some older members despite being reminded that it is an inappropriate term, and the management ignores such behaviour.

In sum, the interview participants believed that racism and sexism at LPS tends to be more covert and inadvertent, which may be attributed to lack of knowledge regarding other cultures. However, most interview participants seemed reluctant to report any micro-aggression directed towards them for the fear of being labelled as overly sensitive.

Informal social interactions

When asked if the inability to participate in after-work informal interactions had an impact on the careers of diverse members and women, most participants ($n=11$) believed that it did. Participants observed that although job postings are available online or shared with all members at the same time, knowing about a job in advance depends on how well connected a person may be within the organization. Work related information is shared informally in settings such as sports or social drinking. There was a perception among the interview participants ($n=9$) that policing is a “*predominantly white*” profession in Canada, with most White and older members being interested in hockey. Diverse members and women usually do not participate in such sports which could potentially hinder their professional growth. According to a man participant (P8), neighborhood clubs are places where work related information is shared casually which is likely to be useful for the promotional process.

When it comes to career opportunities, it was believed that individuals are pre-selected, and the announced postings are a mere formality (P4). While it was perceived that this was not likely to be intentional racism, due to lack of transparency, people of similar backgrounds (e.g., members

of the hockey league within the organization) tend to favor one another. One man participant (P5) noted that sometimes certain undeserving individuals are handpicked for more sought-after positions and promotions which *“kicks morale to the ground”*. However, another man participant (P6) did not believe in playing *“the victim”* and suggested that everyone needed to try to remedy the situation on their own. He pointed out that diverse members put added pressure on themselves in terms of performance as they feel that their mistakes might reflect poorly on the entire community to which they belong and believe that they need to *“work a little bit harder”*. One man participant (P8) also felt that having advance knowledge of upcoming job opportunities depends on the kind of connections one might have with people in supervisory positions. However, according to the participant, women and diverse members lack the same opportunities, especially social ones, to make connections with people in leadership positions.

There were some members who reported being discriminated against when they sought out popular courses such as heavy weapons (P13, P7) or the Taser course (P7). According to a man participant (P7), these courses have usually been offered through a *“backdoor”* channel with a select few made aware of and maybe offered the course. White men are believed to be predominantly privy to such information, especially those are in the *“inner circle”*, comprising of individuals who play hockey or golf or go for drinks after work. According to the same participant (P7), diverse members are expected to keep their heads down and not to question any decisions, otherwise they are labeled as confrontational and argumentative or offered courses that are not relevant to their career plans. He felt that *“you're supposed to show up, listen to everyone else and just do what you're told. You don't need to be a superstar, you're not supposed to super serve as that's reserved for other people...you should be happy to be here.”* (P7).

A woman participant (P11) shared that she had never felt excluded from any interactions outside work hours and felt fortunate to be a part of an inclusive team. She did feel however, that she had to work hard, not because of her color but because she was new to a police organization and was still in the learning phase. Regarding her strained relationship with her previous supervisor, she felt that it was perhaps a clash of personality types and did not believe it was due to racism.

In sum, most participants felt that lack of after-work interactions in informal settings did have a negative impact on the careers of diverse members. In many cases, access to information about job openings and opportunities was attributed to involvement in sports or social drinking which excluded diverse members as they tended not to participate in these activities, possibly due to the associated costs. While some of the participants felt that opportunities were closed off to them due to racism or favoritism, others felt that it was more of an access issue whereby anyone, not just diverse or women members, were excluded due to lack of participation in informal interactions. Almost all the members interviewed felt that they had to work harder to prove themselves worthy of their positions.

Decision making

In terms of decision making, members were asked their opinion about whether they believed the hiring, promotions, task assignment and performance appraisal processes were fair at the LPS.

Hiring. When asked if the hiring process at LPS is fair for members of diverse communities, most members ($n=8$) believed it was fair enough but that there was room for improvement.

A man participant (P3) believed that although he himself had not encountered any unfairness in the hiring process at LPS, it was not fair to members of the diverse communities based on the stories heard from other diverse individuals navigating the process. The interview panels sometimes become “*nitpicky*” and refuse to consider diverse candidates for hiring over seemingly minor issues.

In some cases, hiring decisions seemed to be based on similarity of interests with the candidate (P2). For example, if a person on the hiring committee was a hockey fan, he or she tended to favor candidates who played hockey and shared similar interests rather than basing their evaluation on the applicant’s potential as a police officer. It was also felt that there was an exclusionary tone to the interview questions which makes it difficult for diverse members to respond (P2). For example, some of the questions are worded so that only individuals who have grown up in Canada could answer to the satisfaction of the interview panel. A man participant (P5) felt that sometimes the hiring criteria are relaxed for diverse members which is reflected in their performance on the field and stressed the need to hire more competent diverse candidates. He added that some people in recruiting lacked the relevant experience as they were only serving in accommodated roles and being disconnected from street level policing, lacked the awareness of the skillsets required to work at the street level. The participant added, “*It’s not just about the book smart, you got to be street smart*” (P5).

A man participant (P8) felt that the hiring panel was still looking for a specific personality type while recruiting people of color which amounted to the attitude that: “*okay, you can keep your color but we’re going to decide what you look like and how you act.....you’re allowed to sit at the table but don’t speak in a way that we don’t like.*” There was also a feeling among the participants that a member’s growth and opportunities within the organization depended more on personal relations than competence (P10). In one case, a man participant felt that the hiring process was “*overly fair*” as “*you’re accepted due to the color of your skin and the language you speak to get into the building, but as soon as you’re in they don’t care*” (P13).

In conclusion, the perceptions of the hiring process were varied, with some participants feeling that diverse members were subjected to stricter scrutiny than their White counterparts and others feeling that the criteria were relaxed for diverse members. Hiring an acceptable personality type appeared to be another issue in recruitment. It was also felt that shared interests with the applicant rather than recruitment criteria skewed the selection of candidates by the panel in some cases.

Promotions. All members ($n=7$) who responded to the question regarding the promotional process at LPS believed it was based on favoritism and not necessarily racism.

There was a belief that exceptions are made for individuals favored by their supervisors to the extent that job requirements are sometimes modified to accommodate them in specific positions. A woman participant (P1) elaborated that in terms of pre-empting favoritism while assigning certain courses, the sergeants have been asked to “*consider*” persons of color. However, the word “*consider*” is “*so loosely defined that anyone could say “yeah, I ‘considered’ XYZ and I decided not to choose them.”* When women and persons of color are promoted, rumors regarding tokenism begin to circulate based on the belief that these individuals have been promoted to fulfill political obligations and optics.

It was believed that although the promotional criteria for sworn members are clearly defined, there is a lack of clarity regarding certain competencies and how they are to be acquired. According to one man participant (P3), members who have received mentorship from senior or experienced officers are aware of the specific tasks to be performed daily that would lead to greater recognition at the time of promotion. Most diverse members and women lack such mentorship. The same participant also pointed out that diverse members are highly conscious of making mistakes or asking seniors for guidance for the fear of being ridiculed by others which affects their self-confidence in applying for an important position. They feel *“if I mess up on this, my name is going to go right through the station.”*

A man participant (P5) felt that although the promotional system is fair, it is skewed more towards women. This view was shared by another man participant (P7) who felt that the promotional process is *“too accommodating”* and *“heavily female dominated”*. P7 believed that there were no fixed criteria for selecting members for courses and promotions and stressed that competencies like positive community interactions should be given consideration. There was a strong feeling on the part of one man-participant that diverse members were not given enough secondary roles which meant that they become ineligible to apply for certain coveted positions (P13). The participant expressed his frustration, observing that *“we are mushrooms... we are fed shit and kept in the dark”*.

In sum, there seemed to be a consensus that the promotional process was based on favoritism and was more accommodating towards those favored personally by managers.

Task assignments. The members ($n=7$) who responded to the question regarding task assignments did not find the process to be fair.

Some tasks were believed to be gendered, for instance, work being assigned only to women members such as requests to participate in simple pat down searches and to attend sex assault cases, according to a woman participant (P1). While the participant understood the assignment from a woman victim's viewpoint, she sometimes felt that it was the only job woman officers were considered suitable for. She felt that women are given positions and courses without consultation, assuming it would be a good fit for them. For example, assigning them the role of media officers or offering the scribe course which is not usually offered to men as it is considered *“a girl course”*.

In terms of job assignments, it was believed that diverse people are assigned tasks where they would have greater visibility but not much influence. They are expected to be grateful for being hired and to be content with driving around the cruisers or doing foot patrol for greater visibility and optics. They are usually sent to the Diversity Unit which is considered an afterthought and not a real career opportunity in comparison to the Drug Squad, Emergency Response Unit or Major Crime (P2, P3). Diverse members sometimes feel as if they are only filling a quota as a man participant commented, *“It's like, well, wait a minute, am I getting hired for the right reasons here?”* (P6). It was also noted that very few diverse officers have retired from the LPS, which shows that efforts are not being made by the organization to retain these members. A man participant stressed that more diverse members should not be hired until the system could be fixed from within (P2). A man participant shared that if a white member gets injured on duty, they are assigned to positions like writing warrants for a year where they learn something police related, whereas diverse members are assigned to stamping background checks (P9).

In sum, the members also found task assignments to be based on race, gender and favoritism instead of merit.

Performance appraisals. Some members ($n=7$) found the performance appraisal process to be non-serious and not reflective of their actual performance.

Performance appraisals at LPS were perceived to have lost their significance over the years and the version that existed was not a true progressive representation of the person being evaluated. A woman participant (P1) attributed this problem to the frequent rotation of supervisors. Once members became comfortable with a supervisor and shared their career plans, the new supervisor changed it or pushed people back in terms of the progress made on their plans.

A man participant (P2) believed that performance evaluations were not at all serious and were copied from previous years or from other members. People better at self-promotion tended to be noticed, while others who don't indulge in such activities but perform consistently well are ignored as the evaluation system is not objective and supports privileged individuals. Participants also highlighted the fact that there is neither a central database of the training courses taken by members nor a mechanism for assigning training courses. According to a man participant (P2), the biggest contributor to systemic discrimination was the practice of awarding courses to whoever happens to be at the right place at the right time, instead of a person who has been trying for years.

In sum, key issues in regard to appraisals that were identified by the participants ranged from the non-implementation of career development goals and the exclusion of diverse members from courses despite repeated requests to the negative impact of frequent supervisor changes which leads to a lack of rapport on which to base officer appraisals. Another issue is the lack of intermediary reviews of performance through which the member is given an opportunity to improve any shortcomings (P10).

Table 7: Demographic information (LPS Member interviews)

| Participant # | Job Status | Gender |
|---------------|------------|--------|
| P1 | Sworn | Woman |
| P2 | Sworn | Man |
| P3 | Sworn | Man |
| P4 | Sworn | Man |
| P5 | Sworn | Man |
| P6 | Sworn | Man |
| P7 | Sworn | Man |
| P8 | Sworn | Man |
| P9 | Civilian | Woman |
| P10 | Civilian | Woman |
| P11 | Civilian | Woman |
| P12 | Civilian | Woman |
| P13 | Sworn | Man |

LPS member survey

A survey was developed based on the results of the preliminary interviews with the members of the LPS discussed above, as well as the survey instrument developed by Agocs (2000). It was shared with all members of the LPS via the Survey Monkey platform (Appendix F)

Analytical strategy

All qualitative data were analyzed using Braun and Clarke's (2006) thematic analysis approach which is a flexible, inductive method for qualitative data analysis. The authors of this report independently conducted initial coding by reading the interview transcripts. Authors then conducted open coding and lastly, organized these themes into broader categories. The themes were further refined until a clear pattern emerged, and the final themes were retained after discussion.

All closed-ended questions were analyzed with the help of SPSS and included frequency analyses and cross tabulations.

Results of closed-ended questions

The member survey invited all members (sworn, civilian and cadets) of the LPS (795 approximately) to participate. A total of 307 responses were received for a response rate of 39%. After the removal of missing or incomplete data, 285 responses were retained for analysis which included 222 White and 37 BIPOC members. The demographic details of all survey respondents are provided in Appendix G. The survey was divided into six main sections with closed ended statements based on a 5-point Likert scale. The scores were later combined into three points as some of the options garnered very few responses and combining strongly disagree with disagree and strongly agree with agree options yielded a clearer picture of member perceptions.

Communication

There was little difference between BIPOC and White members in terms of their perceptions regarding openness of communication between members and their supervisors at LPS. Table 8 (Figure 5) highlights the differences in the level of agreement between members that self-identified within the BIPOC community or as White.

Table 8: There is open communication between supervisors and members they supervise, so that information about new job opportunities is shared with everyone.

| Racial Identity | Response | | |
|------------------------|-----------------|-----------------|--------------|
| | Disagree | Not sure | Agree |
| White (<i>n</i> =221) | 65 (29%) | 18 (8%) | 138 (63%) |
| BIPOC (<i>n</i> =37) | 9 (24%) | 3 (8%) | 25 (68%) |

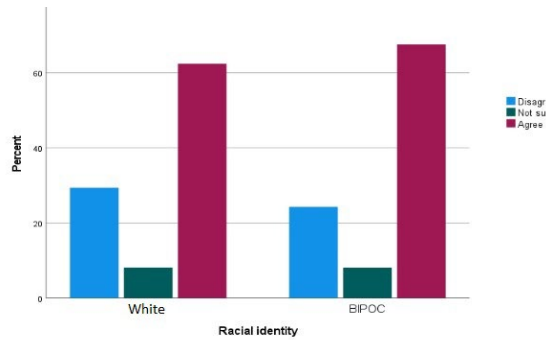


Figure 5

There was also a slight difference between the views of BIPOC and White members in terms of co-workers being open to information sharing (Table 9; Figure 6).

Table 9: There is open communication among co-workers so that information about new job opportunities is shared with everyone

| Racial Identity | Response | | |
|------------------------|----------|----------|-----------|
| | Disagree | Not sure | Agree |
| White (<i>n</i> =222) | 50 (23%) | 29 (13%) | 143 (64%) |
| BIPOC (<i>n</i> =37) | 9 (24%) | 5 (14%) | 23 (62%) |

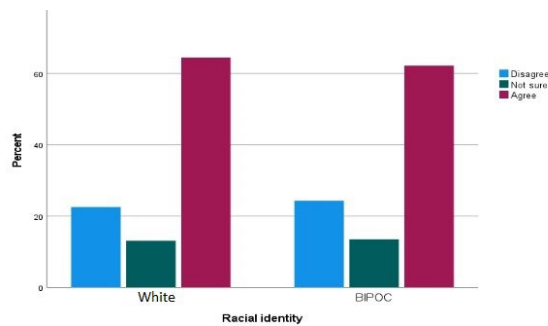


Figure 6

In terms of tolerance for racist comments or language within the LPS, there seems to be a clear distinction between the two groups with a higher percentage of BIPOC members disagreeing with the statement that such comments are not tolerated (Table 10; Figure 7).

Table 10: Racist comments are not tolerated at LPS

| Racial identity | Response | | |
|------------------------|----------|----------|-----------|
| | Disagree | Not sure | Agree |
| White (<i>n</i> =221) | 18 (8%) | 28 (13%) | 175 (79%) |
| BIPOC (<i>n</i> =37) | 9 (24%) | 4 (11%) | 24 (65%) |

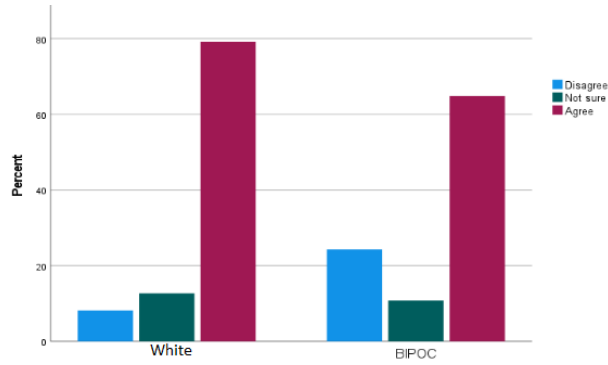


Figure 7

Again, BIPOC members expressed higher disagreement with the statement that sexist comments were not tolerated within LPS (Table 11; Figure 8).

Table 11: Sexist comments are not tolerated at LPS

| Racial identity | Response | | |
|------------------------|----------|----------|-----------|
| | Disagree | Not sure | Agree |
| White (<i>n</i> =222) | 41 (18%) | 14 (7%) | 167 (75%) |
| BIPOC (<i>n</i> =37) | 10 (27%) | 2 (5%) | 25 (68%) |

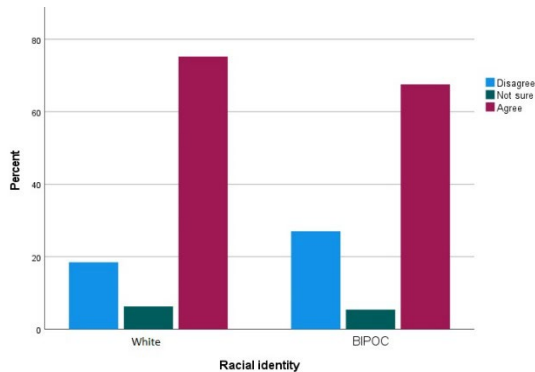


Figure 8

Informal social interactions

There was little disagreement between the two groups regarding inclusion in after-work activities (Table 12, Figure 9). However, the disagreement was higher among White members compared to the BIPOC.

Table 12: Everyone in the organization is given the message that they are included in after-work social activities such as sports events or drinking

| Racial identity | Response | | |
|------------------------|----------|----------|-----------|
| | Disagree | Not sure | Agree |
| White (<i>n</i> =222) | 55 (25%) | 42 (19%) | 125 (56%) |
| BIPOC (<i>n</i> =37) | 8 (22%) | 8 (22%) | 21 (56%) |

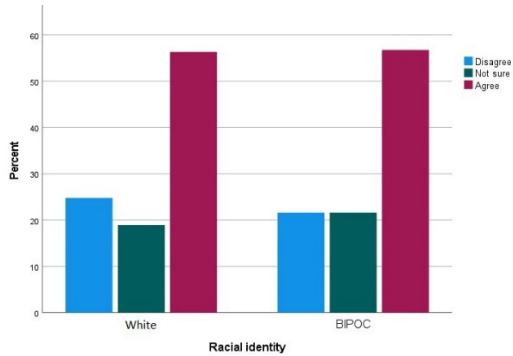


Figure 9

A higher percentage of White members disagreed with the possibility of missing out on important information by not participating in after-work activities. However, a significant percentage of BIPOC members did not seem sure if that was the case, indicating that they were not a part of such activities and were not aware of what transpired there (Table 13, Figure 10).

Table 13: People miss out on important work-related information or social contacts if they don't go out for sports or drinks with co-workers after work

| Racial identity | Response | | |
|-----------------|----------|----------|----------|
| | Disagree | Not sure | Agree |
| White (n=222) | 80 (36%) | 52 (23%) | 90 (41%) |
| BIPOC (n=36) | 6 (17%) | 16 (44%) | 14 (39%) |

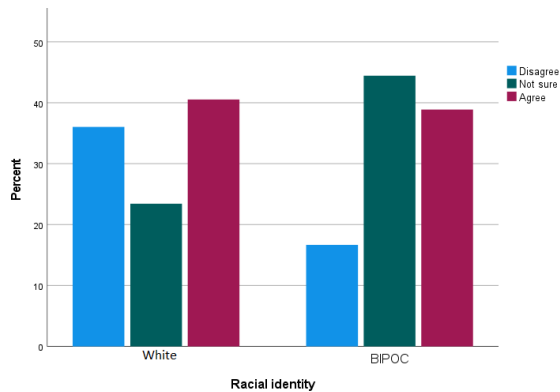


Figure 10

There was higher level of disagreement expressed by White members regarding the presence of an inner circle of information, but the BIPOC members again, did not seem to have the knowledge of any such group (Table 14, Figure 11).

Table 14: There is an inner circle, and if you are not part of it, you don't hear about career opportunities and other important information

| Racial identity | Response | | |
|-----------------|-----------|----------|----------|
| | Disagree | Not sure | Agree |
| White (n=222) | 102 (46%) | 31 (14%) | 89 (40%) |
| BIPOC (n=37) | 13 (35%) | 9 (24%) | 15 (41%) |

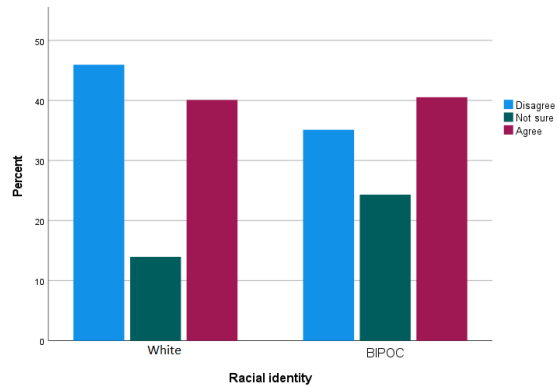


Figure 11

Decision-making.

Decision-making included several factors related to hiring, promotions and performance evaluation etc.

Hiring process. A significantly higher percentage of BIPOC members believed that the hiring process at the LPS was fair, compared to White members (Table 15; Figure 12).

Table 15: The hiring process at LPS is fair for everyone regardless of race or gender

| Racial identity | Response | | |
|------------------------|----------|----------|----------|
| | Disagree | Not sure | Agree |
| White (<i>n</i> =222) | 96 (43%) | 42 (19%) | 84 (38%) |
| BIPOC (<i>n</i> =36) | 9 (25%) | 5 (14%) | 22 (61%) |

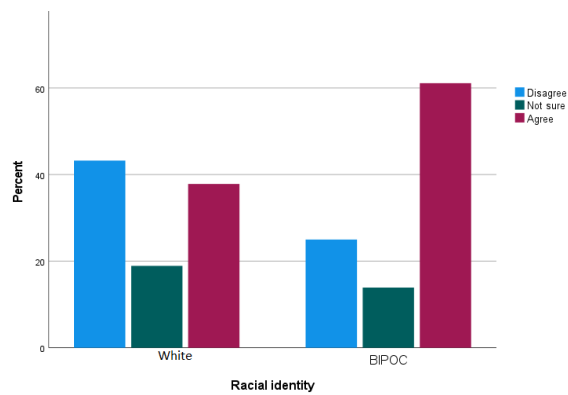


Figure 12

A higher percentage of BIPOC members disagreed that selection interviews were conducted by a diverse panel (Table 16; Figure 13).

Table 16: Selection interviews are done by groups with diverse members and women represented

| Racial identity | Response | | |
|-----------------|----------|----------|-----------|
| | Disagree | Not sure | Agree |
| White (n=222) | 16 (7%) | 55 (25%) | 151 (68%) |
| BIPOC (n=37) | 11 (30%) | 5 (13%) | 21 (57%) |

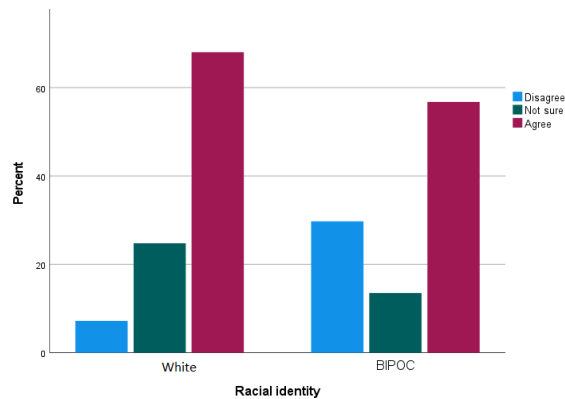


Figure 13

Both the White and BIPOC members were in close agreement that there was a bias among interviewers in favor of hiring candidates like themselves (Table 17; Figure 14).

Table 17: Those who make hiring decisions hire people of similar background to themselves

| Racial identity | Response | | |
|-----------------|----------|----------|-----------|
| | Disagree | Not sure | Agree |
| White (n=222) | 50 (23%) | 29 (13%) | 143 (64%) |
| BIPOC (n=37) | 9 (24%) | 5 (14%) | 23 (62%) |

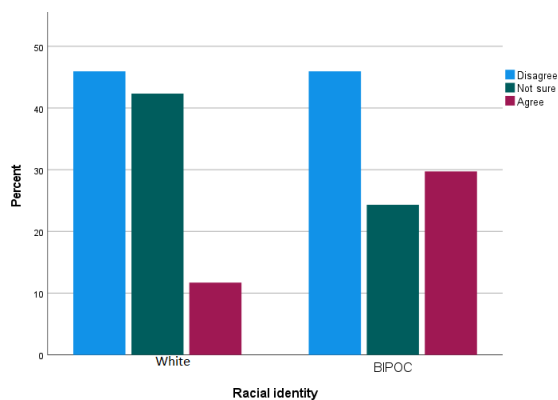


Figure 14

A significantly higher percentage of BIPOC members agreed that work experience in other countries was not considered at the time of hiring, while most White members either disagreed with the statement or were unsure (Table 18; Figure 15).

Table 18: A job applicant's previous work experience in other countries is not given the same weight as Canadian experience

| Racial identity | Response | | |
|------------------------|----------|-----------|----------|
| | Disagree | Not sure | Agree |
| White (<i>n</i> =222) | 54 (24%) | 150 (68%) | 18 (8%) |
| BIPOC (<i>n</i> =37) | 5 (14%) | 20 (54%) | 12 (32%) |

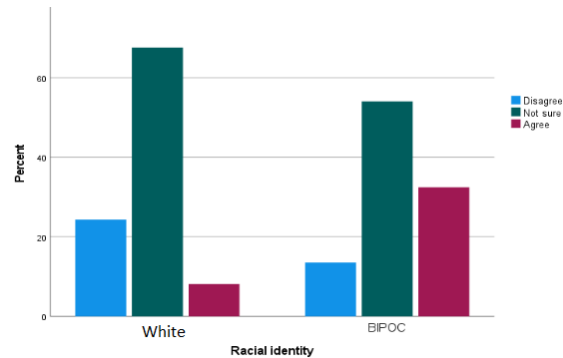


Figure 15

Promotional Process. Over 50% of both White and BIPOC participants agreed that professional growth within the organization was dependent upon personal relationship with the supervisors. However, a higher percentage of BIPOC members being unsure about such relationships indicates that they are perhaps not as close to the supervisors (Table 19; Figure 16).

Table 19: People who are friends with their supervisors have an advantage when it comes to promotions or other career opportunities

| Racial identity | Response | | |
|------------------------|----------|----------|-----------|
| | Disagree | Not sure | Agree |
| White (<i>n</i> =222) | 69 (31%) | 36 (16%) | 117 (53%) |
| BIPOC (<i>n</i> =37) | 10 (27%) | 8 (22%) | 19 (51%) |

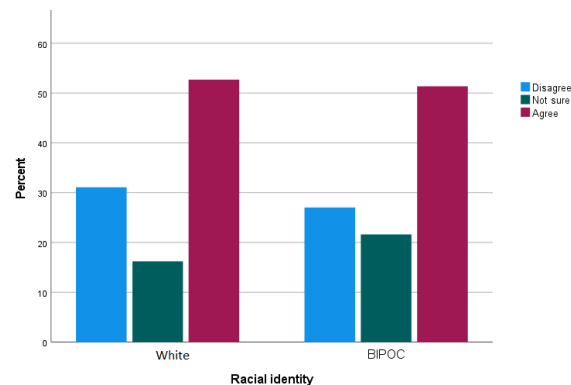


Figure 16

While both White and BIPOC members disagreed that member potential was recognized by their managers, the percentage was slightly higher among BIPOC members compared to their White colleagues (Table 20; Figure 17).

Table 20: Managers at higher levels recognize the potential of every member and help them to advance in the organization

| Racial identity | Response | | |
|------------------------|-----------|----------|----------|
| | Disagree | Not sure | Agree |
| White (<i>n</i> =222) | 117 (53%) | 47 (21%) | 58 (26%) |
| BIPOC (<i>n</i> =36) | 20 (56%) | 6 (17%) | 10 (27%) |

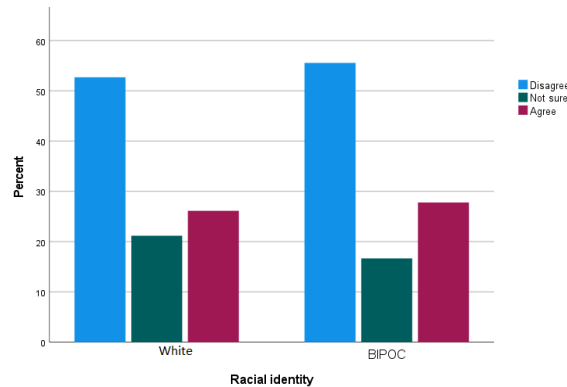


Figure 17

In terms of being passed over for promotional opportunities, the percentage of agreement was significantly higher among White members compared to BIPOC members, indicating their concerns regarding the process (Table 21; Figure 18).

Table 21: Some members are passed over for promotion decisions, without a reasonable explanation, despite being qualified

| Racial identity | Response | | |
|------------------------|----------|----------|-----------|
| | Disagree | Not sure | Agree |
| White (<i>n</i> =222) | 24 (11%) | 45 (20%) | 153 (69%) |
| BIPOC (<i>n</i> =37) | 5 (14%) | 13 (35%) | 19 (51%) |

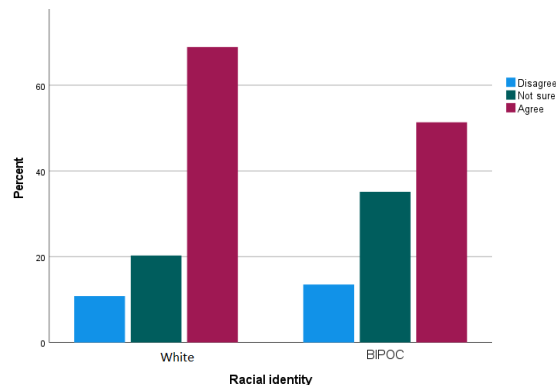


Figure 18

A higher percentage of White members disagreed with the promotional criteria being well defined. On the other hand, an even higher percentage of BIPOC members indicated that they were not sure about the process which could be because they have not explored the promotional process (Table 22; Figure 19).

Table 22: The criteria for promotion are clearly defined and it is clear how performance is assessed for promotion

| Racial identity | Response | | |
|-----------------|----------|----------|----------|
| | Disagree | Not sure | Agree |
| White (n=222) | 97 (44%) | 54 (24%) | 71 (32%) |
| BIPOC (n=37) | 14 (38%) | 17 (46%) | 6 (16%) |

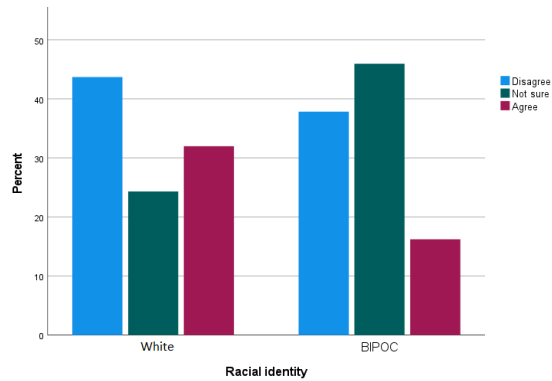


Figure 19

Interestingly, regarding equal opportunities for secondary duties, the results are identical for all three categories of responses or both White and BIPOC groups. A higher percentage of members agree that equal opportunities are available. However, the percentage is close to those who disagree with the statement (Table 23; Figure 20).

Table 23: All sworn members have equal opportunity to apply for courses/secondary duties that may facilitate promotion, such as Conducted Energy Weapons (Taser), Heavy Weapons etc.

| Racial identity | Response | | |
|-----------------|----------|----------|----------|
| | Disagree | Not sure | Agree |
| White (n=220) | 67 (30%) | 76 (35%) | 77 (35%) |
| BIPOC (n=37) | 11 (30%) | 13 (35%) | 13 (35%) |

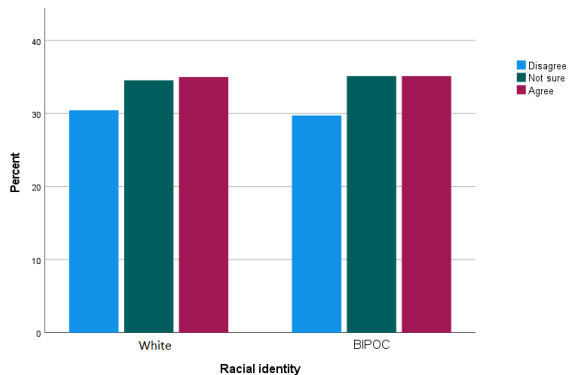


Figure 20

Both White and BIPOC members agreed on the growth opportunities available for civilians within LPS. However, the percentage of disagreement with the statement was higher among White members compared to BIPOC (Table 24; Figure 21).

Table 24: All civilian members have equal opportunity to apply for courses that may facilitate their growth within LPS

| Racial identity | Response | | |
|-----------------|----------|----------|-----------|
| | Disagree | Not sure | Agree |
| White (n=222) | 69 (31%) | 36 (16%) | 117 (53%) |
| BIPOC (n=37) | 10 (27%) | 8 (22%) | 19 (51%) |

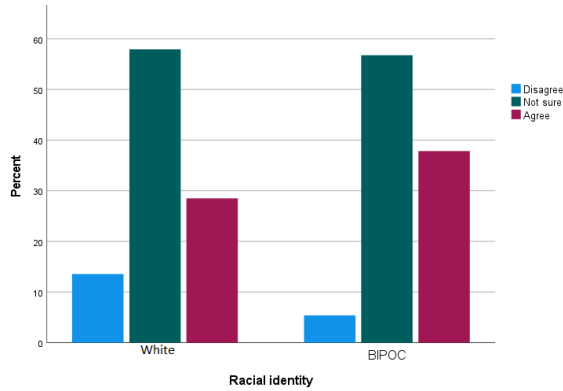


Figure 21

Job/task assignment. Both White and BIPOC members disagreed that the tasks are aligned with the interest of the member. The disagreement was higher among White members (Table 25; Figure 22).

Table 25: All members are assigned tasks according to their interest

| Racial identity | Response | | |
|-----------------|-----------|----------|----------|
| | Disagree | Not sure | Agree |
| White (n=222) | 124 (56%) | 53 (24%) | 45 (20%) |
| BIPOC (n=37) | 19 (52%) | 9 (24%) | 9 (24%) |

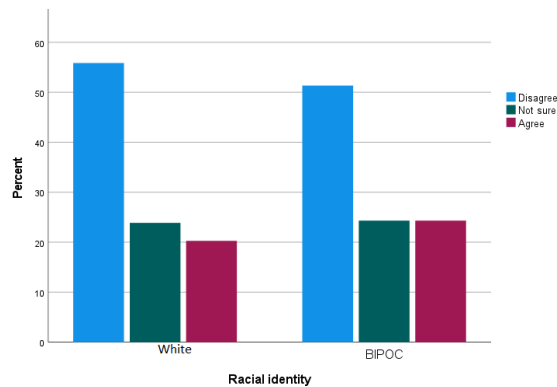


Figure 22

Both White and BIPOC members agreed that they had to work harder to prove themselves (Table 26; Figure 23).

Table 26: Some members are given the impression that they must work harder to prove themselves on the job

| Racial identity | Response | | |
|-----------------|----------|----------|-----------|
| | Disagree | Not sure | Agree |
| White (n=222) | 57 (26%) | 43 (19%) | 122 (55%) |
| BIPOC (n=37) | 7 (19%) | 10 (27%) | 20 (54%) |

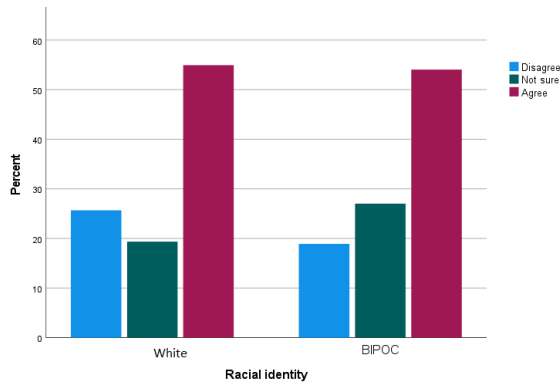


Figure 23

Performance appraisals and feedback. In terms of performance appraisals there was a higher level of agreement among BIPOC members regarding the openness of the process (Table 27; Figure 24).

Table 27: Performance appraisals involve open discussions between supervisors and members that are helpful to the members' development

| Racial identity | Response | | |
|-----------------|----------|----------|-----------|
| | Disagree | Not sure | Agree |
| White (n=222) | 85 (38%) | 17 (8%) | 120 (54%) |
| BIPOC (n=37) | 11 (30%) | 4 (11%) | 22 (59%) |

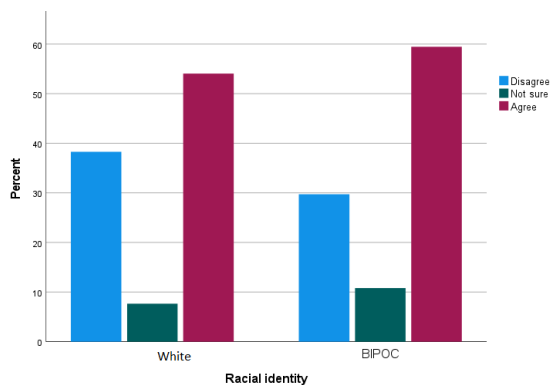


Figure 24

Compared to White members, a higher percentage of BIPOC members considered the performance appraisal process to be a fair assessment of their performance (Table 28; Figure 25).

Table 28: The performance appraisal process gives each member a fair assessment of their performance on the job

| Racial identity | Response | | |
|-----------------|----------|----------|----------|
| | Disagree | Not sure | Agree |
| White (n=222) | 93 (42%) | 32 (14%) | 97 (44%) |
| BIPOC (n=37) | 16 (43%) | 3 (8%) | 18 (49%) |

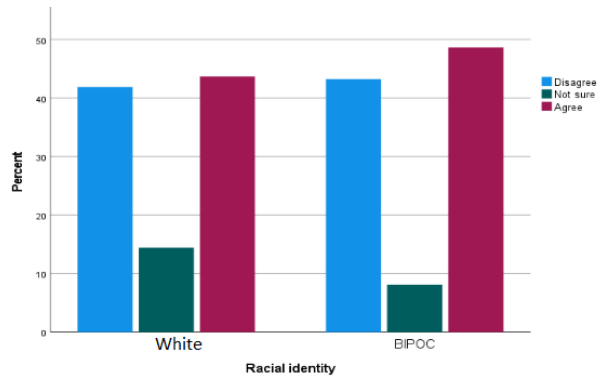


Figure 25

Accommodation of Diversity. Compared to White members, a higher percentage of BIPOC members believed that they were not accommodated for religious or cultural observances outside of mainstream holidays (Table 29; Figure 26).

Table 29: Members are able to arrange days off for religious or cultural observances that are different from the mainstream holidays (e.g., Christmas, Easter)

| Racial identity | Response | | |
|-----------------|----------|-----------|----------|
| | Disagree | Not sure | Agree |
| White (n=222) | 17 (8%) | 132 (59%) | 73 (33%) |
| BIPOC (n=37) | 10 (27%) | 15 (41%) | 12 (32%) |

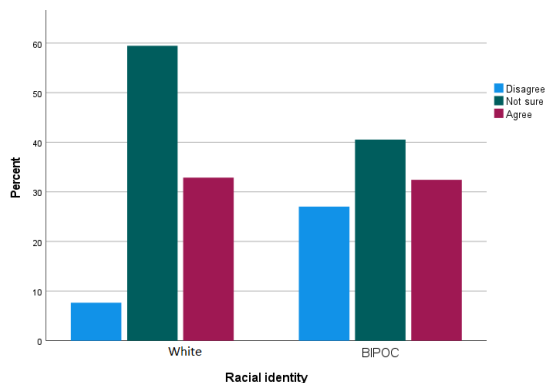


Figure 26

A higher percentage of BIPOC members expressed disagreement and a lower percentage expressed agreement with LPS culture being tolerant of different communication style (Table 30; Figure 27).

Table 30: People in the workplace are tolerant of a variety of communication styles and ways of working (e.g., accents, eye contact)

| Racial identity | Response | | |
|-----------------|----------|----------|-----------|
| | Disagree | Not sure | Agree |
| White (n=221) | 16 (8%) | 32 (14%) | 173 (78%) |
| BIPOC (n=37) | 5 (14%) | 6 (16%) | 26 (70%) |

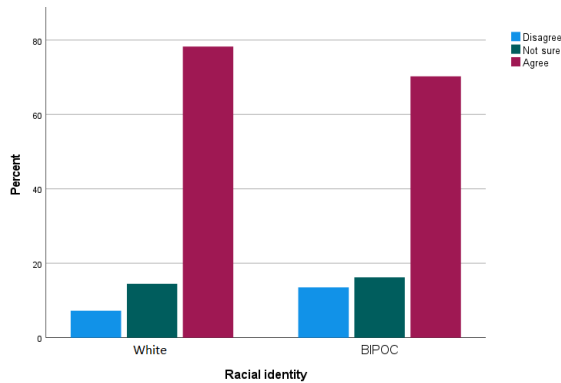


Figure 27

In terms of receiving accommodations for family issues, the level of agreement was lower among the BIPOC members compared to the White members (Table 31; Figure 28).

Table 31: Accommodations are available to all members to deal with family responsibilities

| Racial identity | Response | | |
|-----------------|----------|----------|-----------|
| | Disagree | Not sure | Agree |
| White (n=221) | 50 (23%) | 40 (18%) | 131 (59%) |
| BIPOC (n=37) | 8 (22%) | 8 (22%) | 21 (56%) |

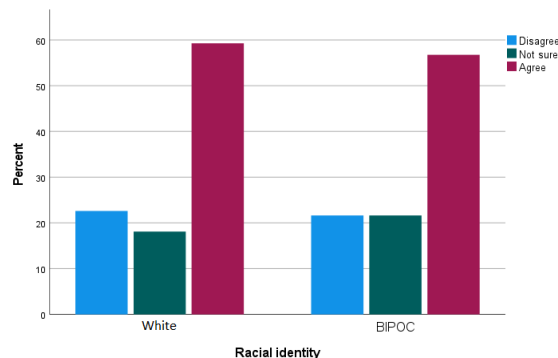


Figure 28

Management or supervisory style. While a significant percentage of White and BIPOC members agreed that supervisors at LPS displayed cultural sensitivity, the level of disagreement was higher among BIPOC members. Also, a significantly higher percentage of White members indicated that they were not sure, compared to BIPOC members (Table 32; Figure 29).

Table 32: Managers and supervisors demonstrate cultural sensitivity and effective communication for managing in a diverse workplace

| Racial identity | Response | | |
|------------------------|----------|----------|-----------|
| | Disagree | Not sure | Agree |
| White (<i>n</i> =221) | 15 (7%) | 47 (21%) | 159 (72%) |
| BIPOC (<i>n</i> =37) | 9 (24%) | 1 (3%) | 27 (73%) |

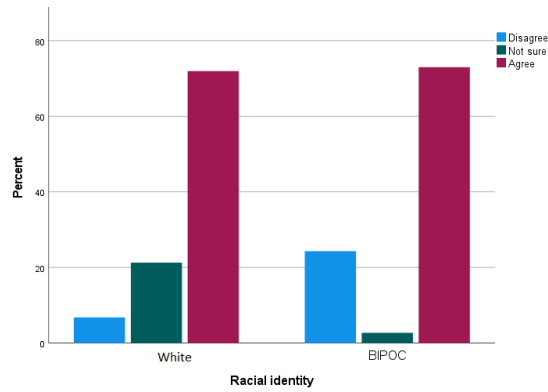


Figure 29

In terms of the usefulness of cultural sensitivity training, the percentage of White members who agreed with the statement was significantly higher than BIPOC members (Table 33; Figure 30).

Table 33: Cultural sensitivity training available to members is helpful for working in a diverse workplace and community

| Racial identity | Response | | |
|------------------------|----------|----------|-----------|
| | Disagree | Not sure | Agree |
| White (<i>n</i> =221) | 39 (17%) | 28 (13%) | 154 (70%) |
| BIPOC (<i>n</i> =37) | 9 (24%) | 5 (14%) | 23 (62%) |

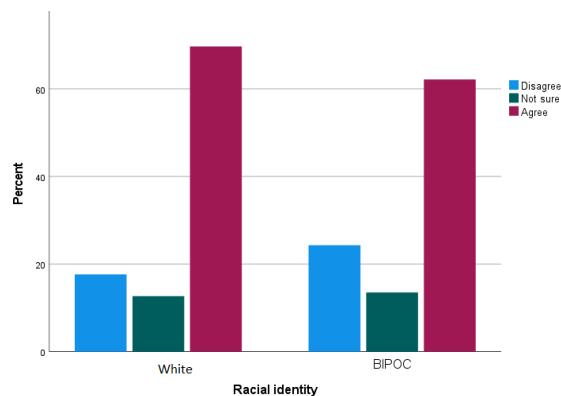


Figure 30

A higher percentage of BIPOC members disagreed that managers were intolerant of racist or sexist behavior (Table 34; Figure 31).

Table 34: Managers do not tolerate racist or sexist behaviour

| Racial identity | Response | | |
|-----------------|----------|----------|-----------|
| | Disagree | Not sure | Agree |
| White (n=222) | 29 (13%) | 29 (13%) | 164 (74%) |
| BIPOC (n=37) | 9 (24%) | 3 (8%) | 25 (68%) |

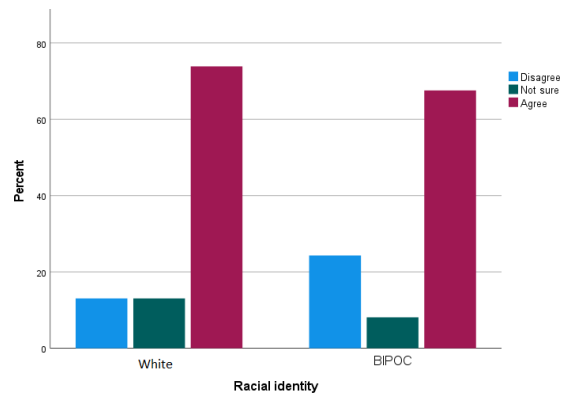


Figure 31

Organizational Norms. A higher percentage of BIPOC members agreed with the statement that they were expected to share the values of the dominant groups at the LPS (Table 35; Figure 32).

Table 35: All members are expected to share the same values and interests as those of the dominant group in the organization and if they don't, it counts against them

| Racial identity | Response | | |
|-----------------|-----------|----------|----------|
| | Disagree | Not sure | Agree |
| White (n=221) | 127 (57%) | 42 (19%) | 52 (24%) |
| BIPOC (n=37) | 17(46%) | 9 (24%) | 11 (30%) |

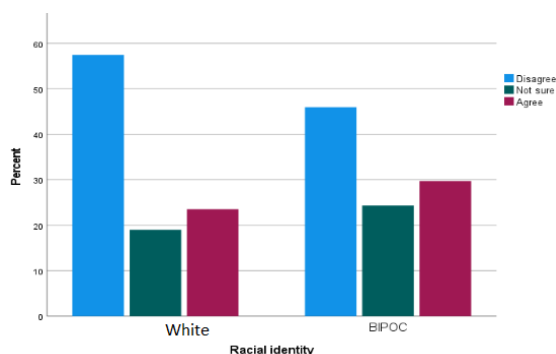


Figure 32

In terms of the provision of equal growth opportunities, a higher percentage of BIPOC members agreed with the statement compared to White members (Table 36; Figure, 33)

Table 36: All members are provided equal mentoring opportunities and support

| Racial identity | Response | | |
|------------------------|-----------|----------|----------|
| | Disagree | Not sure | Agree |
| White (<i>n</i> =222) | 106 (48%) | 38 (17%) | 78 (35%) |
| BIPOC (<i>n</i> =37) | 12 (32%) | 9 (24%) | 16 (44%) |

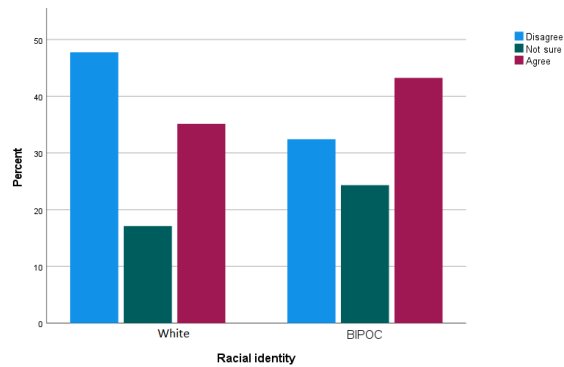


Figure 33

Response to concerns. A higher percentage of BIPOC members did not feel comfortable reporting inappropriate behavior (Table 37; Figure 34).

Table 37: Members are comfortable reporting racist or sexist behavior without fear of reprisal

| Racial identity | Response | | |
|------------------------|----------|----------|----------|
| | Disagree | Not sure | Agree |
| White (<i>n</i> =222) | 77 (35%) | 64 (29%) | 81 (36%) |
| BIPOC (<i>n</i> =37) | 16 (43%) | 8 (22%) | 13 (35%) |

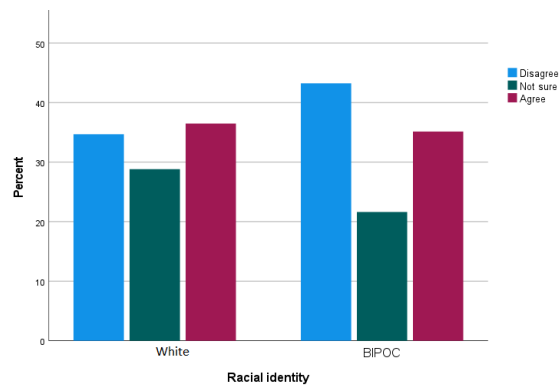


Figure 34

A significantly higher percentage of BIPOC members expressed disagreement over receiving prompt managerial support over concerns regarding racist or sexist behavior (Table 38; Figure 35).

Table 38: Supervisors promptly express their concern and offer support when they become aware that someone in their area of responsibility has experienced racist or sexist behaviour

| Racial identity | Response | | |
|-----------------|----------|----------|-----------|
| | Disagree | Not sure | Agree |
| White (n=221) | 20 (9%) | 87 (39%) | 114 (52%) |
| BIPOC (n=37) | 7 (19%) | 11 (30%) | 19 (51%) |

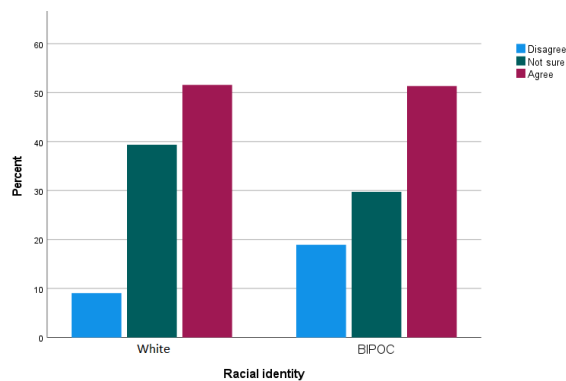


Figure 35

The LPS Discrimination and Harassment Policy. Both White and BIPOC members considered the LPS policy on harassment and discrimination to be well defined (Table 39; Figure 36).

Table 39: The policy is well defined and clearly understood by a majority of the members at the LPS.

| Racial identity | Response | | |
|-----------------|----------|----------|-----------|
| | Disagree | Not sure | Agree |
| White (n=222) | 32 (14%) | 38 (17%) | 152 (69%) |
| BIPOC (n=37) | 4 (11%) | 7 (19%) | 26 (70%) |

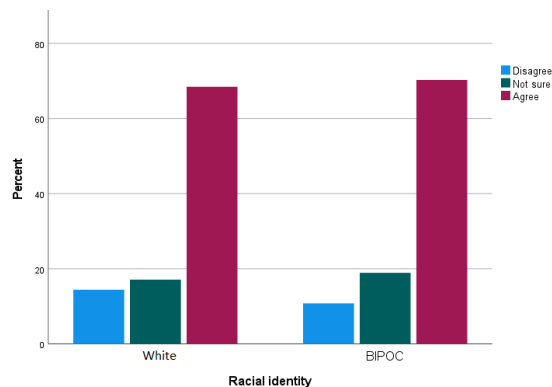


Figure 36

There was an agreement regarding the policy being effectively communicated (Table 40, Figure 37).

Table 40: The policy is effectively communicated

| Racial identity | Response | | |
|------------------------|----------|----------|-----------|
| | Disagree | Not sure | Agree |
| White (<i>n</i> =222) | 43 (19%) | 37 (17%) | 141 (64%) |
| BIPOC (<i>n</i> =37) | 5 (14%) | 8 (22%) | 24 (64%) |

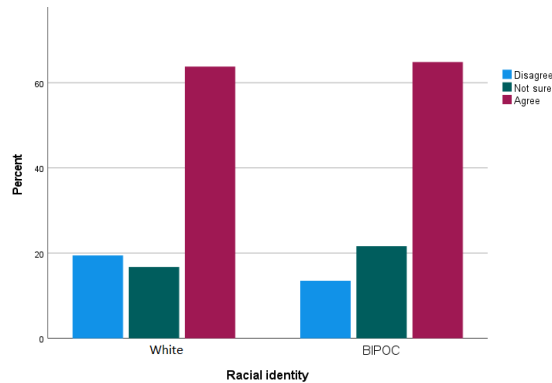


Figure 37

While a majority of White members disagreed that the policy was only communicated when harassment or discrimination occurred, a lower percentage of BIPOC members disagreed with the statement and the remaining BIPOC participants indicated that they were not sure (Table 41; Figure 38).

Table 41: The policy is only discussed when harassment or discrimination is alleged or occurs

| Racial identity | Response | | |
|------------------------|-----------|----------|-------|
| | Disagree | Not sure | Agree |
| White (<i>n</i> =222) | 179 (81%) | 43 (19%) | 0% |
| BIPOC (<i>n</i> =37) | 24 (65%) | 13 (35%) | 0% |

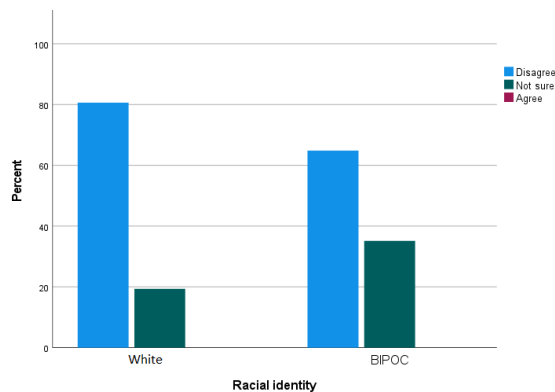


Figure 38

A higher percentage of White members believed that the policy is effective compared to BIPOC members (Table 42, Figure 39).

Table 42: The policy is effective in addressing discrimination and harassment in the LPS

| Racial identity | Response | | |
|------------------------|----------|----------|-----------|
| | Disagree | Not sure | Agree |
| White (<i>n</i> =222) | 45 (20%) | 76 (35%) | 100 (45%) |
| BIPOC (<i>n</i> =37) | 8 (22%) | 14 (38%) | 15 (40%) |

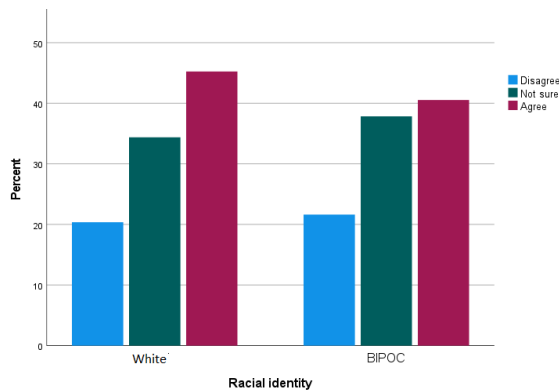


Figure 39

Results of open-ended questions

Within the survey, an open text box was provided at the end of every section for members to elaborate on their close-ended responses. The open-ended responses were similar to those provided by BIPOC members during in-depth interviews. However, in the survey, both the BIPOC and White participants were invited to express their views. A summary of demographic information of the participants who provided detailed comments is provided in Table 43. Seven major themes emerged, with some sub themes within major themes. The main themes and representative responses are presented below:

Communication. Of the total number of respondents (*n*=27) who provided detailed comments regarding organizational communication, only a few (*n*=8) comments were positive and the remaining (*n*=19) were generally negative in sentiment. Those respondents who seemed satisfied with communication within LPS believed that job opportunities were communicated fairly to everyone and there was no tolerance for racist or sexist comments at LPS. Below are a few representative positive comments:

P6 considered LPS to be the best organization in terms of fostering a respectful and inclusive environment. P24 felt that despite being a tolerant and caring organization, LPS is forced to consider the views of “*a small number of loudmouth people who spout anti-police garbage.*”

The participants who seemed dissatisfied with the communication at LPS mainly expressed concerns regarding the manner in which information regarding new positions is shared, the lack

of communication between management and frontline officers, and the covert expression of racism and sexism. Below are some of the representative quotes:

P280 believed that most of the coveted positions are already filled and *“the e-mail (announcement of opportunity) is just a process to say they sent it.”* In terms of tolerance of sexist or racist comments, P197 stated that *“although our declaration of concern & intent advises that sexist and racist comments are not to be made or tolerated, I know there are people afraid to speak up or confront those who make them.”*

Informal Social Interactions. Detailed comments regarding informal social interactions at the LPS were provided by 26 participants. Of these, almost half ($n=11$) believed one does not have to be a part of an inner circle to be kept in the loop regarding new opportunities and the information is available through formal channels to everyone. The participants also disagreed with the notion that anyone was excluded from off-work activities and believed that every individual is responsible for managing their own networking activities. Some select quotes are provided below:

P240 believed that if people don't come out for social events, they don't make social contacts and that is *“not the fault of the group or LPS as everyone is always invited.”* Regarding the presence of an “inner circle” at LPS, P275 believed that it consisted of *“visible minorities (aka non-white people) and women”* who were preferred candidates for promotions.

Other participants ($n=15$) agreed that people who network more and have close social ties with those in the *“right places”* have better opportunities for promotions and getting desired placements, regardless of race. Some select quotes are presented below:

P131 believed that people have been given opportunities based on playing hockey or being involved in a sport with a senior officer who is on their selection board. P257 also felt that *“it's not that you don't hear about it because this information is posted for everyone to see. It's more that those in the right circles get help to be in a better position to be selected for those few sought out positions.”*

Decision-making

The decision-making process consisted of several factors and the members were given the opportunity to provide detailed comments on the process.

Hiring Process. Of the participants ($n=46$) who provided detailed comments, only a few ($n=4$) found the process to be fair and improving with time. P135 believed that *“A conscious effort is put forward to give extra opportunities to those that may struggle because of diverse differences but we are still trying to learn and manage HOW to best do that.”* P242 lauded the Chief's efforts in making positive changes to selection panels.... *“my experience with hiring new members shows that they are hiring far more diverse members (race and gender) and they are qualified.”*

Most of the participants who provided comments held negative views about hiring at LPS and believed it was unfair to White heterosexual men, giving rise to what they believed was reverse racism. Some select quotes are presented below:

P5 felt that persons of "diverse" backgrounds are hired and promoted "*at the expense of non-diverse persons.*" P24 believed that the LPS has gone out of its way to hire visible minorities and because of this preference there is a perception that "*white males need not apply.*" P62 stated that jobs are now being given to minorities even if they are not qualified. "*It's been made known that there is a quota for females/LGBTQ and minority races.*"

Promotional Process. Forty-two participants provided detailed comments on the promotional process at LPS. Only one participant supported the process:

There is no perfect system but the promotional process at LPS has been greatly improved and is fairer than ever before. They even held information sessions for members to explain the process. There were also changes to the senior officer selection process. The reality is that everyone is not suitable for promotion, and it is often those people who complain about the system being unfair. It is a competitive process, and some people will always be disappointed. (P242)

Most of the participants ($n=41$) who commented expressed concerns regarding gender bias, favoritism and "reverse racism" in the promotional process. Some quotes are presented below:

P22 commented that people are "*assisted*" in getting promoted based on gender and race and are provided TASER and heavy weapons training make it appear as if they are qualified whereas the real intent is to favor their gender or race. According to P87, "*LPS cites secondary duties as an important factor for movement/promotion, however, there is no clearly defined way to be given courses, and they are handed out in a non-equitable manner.*" P109 believed that "*LPS is not a meritocracy and there are not equal opportunities for all, no matter how hard you work.*" He believed that women are now being given opportunities over "*vastly more qualified men*".

Performance appraisals and feedback. A common theme that emerged from the comments provided by 53 participants was that performance reviews at LPS were a mere formality and did not hold any weight during the promotional process. A select few comments are provided below:

P43 believed that the appraisal system is too complicated and lacks actual interest from the supervisors as they spend months completing what is generally never looked at again. P64 also felt that the performance appraisal process is "*virtually completely*" useless because supervisors are unable to provide realistic and accurate reporting on individual's performance for the fear of being labeled as biased or racist, and noted that "*the entire system has zero credibility.*" P248 believed supervisors cannot truly express their concerns or feelings through performance appraisals as it "*just leads to complaints*".

Job/task assignment. Of the 32 participants who provided comments on job assignments, only a few ($n=9$) believed that due to the nature of police work, it is not possible to assign

everyone their desired tasks and LPS does the best it can to take people's interests into consideration. One representative quote is presented below:

All members cannot be assigned tasks according to their interests all the time. That is not practical. I do believe the LPS tries its best to place members in their areas of interest but there are always unpopular jobs that still need to be done, such as working in cells. There are multiple jobs to do and a limited pool of members. It can be a competitive environment like in any workplace. (P242)

Most of the participants ($n=23$) expressed dissatisfaction and concern over the manner in which tasks are assigned, especially to sworn members at LPS which is a source of stress and demotivation. Some select quotes are presented below:

P87 felt that some members work hard with little recognition or reward, while others are rewarded despite being lazy. P248 complained that some individuals with substandard work performance and poor leadership skills can and are applying for promotions without demonstrating that they will be good supervisors. P275 believed that White males are deliberately passed over for positions and opportunities when they are the best candidates for the job but the organization instead *"picks someone who checks a different race, gender or sexual orientation box."*

Management/Supervisory style. Twenty-eight participants commented on management and supervisory style at LPS. A few ($n=9$) believed that management was fair and did not tolerate racism or sexism and that a positive cultural change was evident at LPS. Some select quotes are presented below:

P255 lauded the efforts of her supervisors to greet her in her native language which she found to be *"very comforting in hearing others comfortable enough to speak my language to me even if it is a simple conversation."*

A majority of participants ($n=19$) who provided comments were dissatisfied with the management style at LPS as they believed racism and sexism are ignored by managers. Participants did not consider racism training impactful and believed that it further created the impression that all White males are racist. Some select quotes are presented below:

P75 stated that some managers are the first people to make sexist comments. P57 considered cultural training at LPS to be of little value as it *"ignores the larger context of majority and minority groups around the world, regardless of race."*

Accommodation of diversity. There was no difference of opinion among the participants ($n=35$) who provided comments on accommodation of diversity at the LPS. While there was some realization that frontline members cannot be accommodated on demand due to staff shortages, there was a general sense of frustration especially among male members regarding women members receiving accommodations.

P19 believed that accommodations made for family responsibilities seems unfair to the point where he *"might as well have a kid or two to be able to work from home or be put in a position*

where I can be promoted but not have to work the street". P81 agreed that many single mothers are accommodated for childcare reasons, however single fathers do not seem to be similarly accommodated. Although P267 believed that shift workers should not expect to be off for every holiday and that is understood as a part of policing, he supported the idea of men fighting to get family status where it appears that "a female is almost encouraged to become accommodated to further their career."

Organizational Norms. Thirty-four participants commented on organizational norms at LPS. A very small number ($n=2$) believed that there are ample mentoring opportunities at LPS, and inappropriate behavior is not tolerated. Some comments are presented below:

P130 stated that abusive behavior is not tolerated or accepted at LPS. P242 was confident that due to some of the training and awareness, the understanding of different norms and values has increased. They also believed that mentoring is available for everyone if they are interested.

However, a majority of the participants ($n=32$) believed that mentoring opportunities for sworn officers were few and far between and available only to a favored few, especially woman and diverse members. Some comments are presented below:

According to P22, mentoring women and minorities takes priority over mentoring White men, so much so that they are *"prepped for interviews by members on the (same) interview board and have been prepped for questions on that interview."* P135 also felt that diverse members and women almost get more mentoring opportunities than White men as the *"goal is to encourage diverse/women to get promoted or laterally transfer to other positions."* Others however disagreed and P57 for instance stated that *"LPS culture is dominated by toxic masculinity whereby sports and physical health is the dominant status and where academic achievements and interests are less important."* P257 felt that only those within certain circles get *"non-official"* mentoring through their friends but *"diverse member do not openly accept mentorship for fear they would stand out and appear to be looking for favours."*

Response to Concerns. Fifteen participants commented on management response to member concerns. Only a few ($n=5$) were convinced that harassment and other concerns are taken seriously at LPS. P242 believed that awareness of issues has increased and the training to members including supervisors and senior officers on their responsibilities has been important. *"We are improving, and everyone knows there is no tolerance for inappropriate behavior."* P257 felt that the Duty to Report had made thing better, adding *"but we're not there yet."*

Other participants ($n=10$) expressed dissatisfaction over the manner in which concerns regarding harassment etc. are handled at LPS:

P57 felt that comments are generally ignored by supervisors. *"Don't ask, don't tell and ignorance is bliss ideology is still present."* P270 believed that there are many members of the organization that would be supportive and receptive to these concerns but added that she would be uncomfortable speaking to others, *"regardless of how receptive they acted."* (P270)

The LPS Discrimination and Harassment Policy. Of the participants ($n=13$), who provided comments, only two considered LPS discrimination and harassment policy to be effective:

P242 believed that the harassment procedure is complex but has been included in training and communicated to members, adding, *“so unless someone has been living under a rock, there should be no confusion as to what constitutes harassment or discrimination.”* According to P260, the policy is well defined, but most people don’t understand it (P260).

Most of the comments ($n=11$) indicated shortcomings of the policy in terms of communication, interpretation and implementation. P22 thought that the policy is not effectively communicated since all the training communicates racism against minorities however racism against White males at LPS is the predominant racial issue. P64 believed that the complaints process was too time consuming and can be misused: *“if someone doesn't like the directions they are given by their supervisor they just make a harassment complaint, and the issue is investigated for months on end”*.

Comparison with previous workplace in terms of diversity, equity, inclusion, systemic racism and/or sexism. Of the 114 participants who compared LPS to their previous workplace, 36 considered their previous workplace to be same as LPS in terms of diversity and inclusion. Of the remaining 78, a majority ($n=43$) considered LPS to be a better organization in terms of the overall environment, diversity and processes. Some representative quotes are presented below:

P31 felt that LPS had surpassed her previous employer with *“education and awareness of diversity, equity, inclusion, racism and sexism.”* P41 also believed that LPS is more vocal about education on the topics of diversity, equity, inclusion and systemic racism and/sexism.

A number of participants ($n=35$) felt that their previous workplace was more merit based and values diversity compared to LPS. Some representative quotes are provided below:

P40 felt that her previous employer treated everybody fairly and *“spoke to us like adults.”* P68 was of the opinion that LPS is still very much a 'boys club' and *“cliques still exist that minorities are excluded from.”* P186 believed that *“team building is majorly lacking at and there is a lot of divide due to a lack of team building/workshops.”*

Table 43: Survey Demographic Information

| Demographic Categories | Frequency | Percentage |
|---|------------------|-------------------|
| Racial Identity | | |
| BIPOC | 37 | 12 |
| White | 222 | 72 |
| No response | 48 | 16 |
| Gender | | |
| Man | 132 | 43 |
| Woman | 91 | 30 |
| Other | 2 | 1 |
| No response | 46 | 26 |
| Tenure | | |
| Less than a year | 9 | 3 |
| 1-5 years | 53 | 17 |
| 6-10 years | 37 | 12 |
| 11-15 years | 38 | 12 |
| 16-20 years | 49 | 16 |
| 20+years | 40 | 13 |
| Prefer not to say | 36 | 12 |
| No Response | 45 | 15 |
| Job Status | | |
| Sworn | 151 | 50 |
| Civilian | 78 | 25 |
| No response | 78 | 25 |
| Full time work experience prior to LPS | | |
| Yes | 228 | 74 |
| No | 26 | 8 |
| Prefer not to say | 11 | 4 |
| No response | 42 | 14 |
| Immigrated to Canada as an adult? | | |
| Yes | 14 | 5 |
| No | 64 | 21 |
| Does not apply | 180 | 59 |
| No response | 49 | 15 |

Member recommendations

The comments of the 65 participants who provided recommendations for improvements can be divided into five major themes:

- (1) Merit-based decision making
- (2) Fairness
- (3) Clear promotional standards
- (4) Communication
- (5) Training

Merit-based decision making

Twenty-seven participants stressed on the need to focus on the knowledge, skills and abilities of members while making decisions such as hiring, job assignments and promotions instead of various demographic factors. There was a general perception that the LPS, in the interest of appearing "*anti-racist*", is both hiring and promoting persons who are "diverse", but who lack the

experience, training, abilities of the job they are applying for. The participants stressed the need to make organizational decisions purely on merit. It was believed that the lack of merit-based decision-making and rapid promotions sets people up for failure and those who do not advance despite merit are discouraged. If there is a need to promote and develop those who identify as visible minorities, then proper coaching should be provided.

It was suggested that to remove bias from the hiring process, all applications for jobs should have the name, address, and other identifying details removed by HR and should be assigned a code. The interviews should be conducted blind so that the interviewers cannot see the candidate, and voices should be disguised so they cannot tell if they are diverse. Alternatively, the questions could be asked by HR and the answers transcribed and given to the panel for evaluation. The participants believed that this will remove all bias from hiring decisions and will ensure LPS gets the best candidate for the job.

Fairness

Some members ($n=20$) felt that it is everyone's responsibility to ensure a bias free environment, with the onus on supervisors. Members suggested that courses and opportunities must be available to everyone equally and the workload should be equitable across the service as opposed to some members having relaxed duties from home, while others “*get bombarded on the street every single day.*” There should be a more streamlined process for the assigning of courses which is centralized at the HR with oversight and control. Time stamping a request for courses would also help a member prove that they requested a course first, if there are two people interested in the same course. There must be a forum for a conversation as to why someone did not get selected for a course. Prerequisites for courses must be created and available to all members on the intranet. Courses must be assigned based on performance so that a member can demonstrate that they are more competitive.

There must be a proper evaluation process or mentoring for street officers because their sergeants are rotated constantly which impacts their evaluation. Members should also be allowed to self-evaluate. Fairness in terms of performance evaluation would mean evaluating the work of members based on the area that they work in. For example, if someone works in the core of downtown and is expected to have two or three arrests a week, the same cannot be expected of someone who works in the outskirts where their interaction with members of the community is much more limited.

Civilian members also felt that they must be treated equal to sworn members in terms of pay and opportunities.

Clear promotional standards

Some participants ($n=9$) recommended creating clear and transparent standards for hiring as well as promotions as the promotional process lacked structure in their view. There is a need for better documentation of processes and training of supervisors to conduct performance reviews. Weight should be assigned to peer evaluations, leadership skills, people skills, experience, and work effort, not just diversity. All members should receive mentoring for promotion if they so wish, and it should be required of all supervisors at any rank.

Communication

Several members ($n=8$) stressed on clear and consistent communication within the organization. They felt that management must actively listen to the concerns of the members. The BIPOC members suggested that they should have opportunities to discuss the biases (real or perceived) they may have encountered, with the top management and steps be taken to address those issues. Listening to the concerns of frontline officers regarding tenure was also deemed important for resolution of issues. One member suggested that there should be more outreach/recruiting from diverse communities and LPS members must be encouraged to interact with diverse applicants to truly understand the benefit of the diverse viewpoints.

Training

A few members ($n=4$) commented specifically on the need to improve the training and development process within the LPS to ensure that promotions and opportunities are based on an individual's qualifications. Members in decision making positions such as Sergeants and Staff Sergeants must receive training in human resources. It was also suggested that all training modules be evaluated to determine their effectiveness. Supervisors must receive equity and diversity training and when a member is identified as having issues with equity, it needs to be addressed in a timely manner. Diversity training should be geared toward understanding other cultures and relatable rather than accusatory.

Process improvement initiatives by the LPS

The purpose of Phase II of the project was to determine if any discrimination exists in the career development opportunities available to its members. The results indicate a sense of dissatisfaction among the BIPOC members of LPS regarding their career growth and other work-related matters. On the other hand, the White members of LPS consider themselves to be the victims of "reverse racism". However, like Phase I, the results of Phase II must also be interpreted with caution due to the small sample size which may not be representative of the entire organization. However, the LPS leadership is committed to addressing any issues related to perceptions of discrimination within the organization and has taken steps to address these issues.

The HR Division has been focusing on increasing its expertise to build the capacity to systematically address organizational issues. It is important to note that this list of initiatives undertaken by HR is not exhaustive, but rather, a representation of the overall efforts by the Division towards the development of transparent organizational processes. Some of the initiatives are as follows:

1. Members of the HR Division are involved in the applicant screening and selection process as panel members for all external recruitment as well as the internal selection process.
2. HR has revised and rolled out educational sessions on the promotional process which are available on the intranet.

3. HR is currently working to develop objective criteria and decision making for Expressions of Interests for lateral transfer opportunities for Sergeants, Secondary Duty opportunities and training/conference participant selection in terms of professional development.
4. The LPS has recently acquired software for human capital management which will help streamline HR processes and create greater transparency in decision-making. Once implemented, a Human Resource Information System (HRIS) will allow HR to track diversity in a meaningful way, improve employee profiles, and free up time which will enable the specialists to begin tackling some of the more complex systemic matters.

In the future, HR specialists expect to be involved in the following processes and initiatives:

1. Senior leadership selection panel as panel members for the Superintendent and Inspector promotional competitions.
2. Panel members for the Staff Sergeant and Sergeant competition.
3. HR is working on an oral presentation to be added to the promotional process which would have the leadership applicants speak about their thoughts of the results of their personality profile assessment, self-reflection on their leadership blind spots and their strategies to counter the same.

Project Phase III: Employment Systems Review

The third phase of the project consisted of an Employment Systems Review of LPS Human Resources policies and procedures to identify any barriers that may be impeding the progress of BIPOC members in their careers within the organization.

Overview of an Employment Systems Review (ESR)

Purpose of an ESR

An Employment Systems Review (ESR) is the critical analysis of an organization's formal and informal employment policies, practices and procedures, whether written or unwritten. Its purpose is to identify policies and practices that are contributing to equity and fairness, and to identify systematic, attitudinal and cultural barriers that may limit equity, diversity and inclusiveness in the workplace. These barriers may impede specific groups of people from entering or fully participating in the organization's workforce. Job barriers can be subtle and not easily detected because they embody past practices that continue to affect decision making about jobs. In today's diverse society these practices may be outdated and unnecessary to the organization's work.

The results of an ESR can inform an organization's planning and development of an action strategy designed to remove barriers and attain the organization's goals for workplace diversity, equity and inclusion. For a police service in particular, this kind of organizational change is essential to providing effective services to the diverse communities that make up a city such as London, Ontario.

It is important to note that while ESRs are typically conducted in compliance with employment equity legislation that applies to federally regulated workplaces, the present exercise was initiated voluntarily by LPS to support its effort to achieve diversity and inclusion in the workplace.

Benefits of organizational change supported by an ESR

By contributing to human resource management decision-making that is fair and effective, an ESR has the potential to benefit both employees and the organization in the following ways:

Attraction and retention of employees with needed skills and knowledge. As the labor market becomes increasingly diverse, potential employees with desirable skills will increasingly come from diverse backgrounds, and the workplace must adapt its policies and practices to address this reality.

Effectiveness and responsiveness in service delivery. A diverse workforce helps an organization to be more proactive in understanding and responding effectively to the needs of the increasingly diverse population that it serves.

Increased productivity. Employers who support work environments that welcome people with diverse backgrounds create an atmosphere where employees are more likely to feel valued, safe, respected and committed to the organization.

Cost containment. Supporting an equitable, diverse and inclusive work environment lowers the risk of costs such as legal fees, absenteeism, turnover, and recruitment issues that are associated with an unhealthy work environment.

Improved corporate image. In an increasingly diverse labor market, an organization becomes a desirable place to work if it demonstrates commitment to a diverse workforce through its equity, diversity and inclusion initiatives. This contributes to a positive image and reputation in the community and to successful service delivery, resulting in community support.

ESR framework

The Canadian Human Rights Commission's Framework for Employment Equity (Employment Systems Review, 2002) provides a structure for organizing an ESR process for the LPS. Each employment policy, practice and procedure, as well as the work environment and culture, is examined to determine if they present barriers to both existing and prospective employees who identify as members of under-represented communities.

For the LPS, the ESR focused on issues affecting the BIPOC population consisting of racialized groups including Blacks, Indigenous people, and persons of South Asian, Asian and Arab ancestry. The ESR adopted an intersectional approach to its analysis, recognizing the gender and sexual diversity within each BIPOC community, and the existence of barriers to equity rooted in discrimination based on sex and gender identity. It is important to highlight here that the detailed ESR process requires six months to a year to complete. Given the time constraints for the current project, we were able to review the procedures pertaining mainly to Human Resources. However, since ESR is an ongoing process, LPS is advised to regularly review all organizational processes in the light of the current report to ensure an equitable and just workplace.

The ESR assesses policies, practices and procedures in relation to the following criteria:

Legal compliance. To ensure compliance with pertinent legislation including the Ontario Human Rights Code

Consistency. To ensure they are rationally applied throughout the organization

Job relatedness. To ensure they constitute business needs and are objective and bona fide occupational requirements

Inclusiveness. To assess if they present equal opportunity to the people from the BIPOC communities and women

Adverse impact. To determine whether a policy, practice or procedure has a negative effect on employees from the designated groups under inquiry compared with the majority employee population, and

Reasonable accommodation. To determine whether there are strategies in place to identify and remove barriers in the workplace to allow full participation by all employees.

The ESR also explores gaps in the organisation's policies, practices or procedures which, if addressed properly, are likely to support the formation of an equitable workplace free of discriminatory barriers.

Towards a more representative workplace for the LPS

LPS recognises the strength in diversity and values the benefits it will bring to its service delivery considering the growing diversity in the population being served. At present, the service includes people of many different races and ethnic identities, cultures, languages, religions, and sexual and gender identities.

The representation of members of visible minorities and ethnic and racial identities within the LPS has been identified in the employee census of 2021. Diversity has increased within the LPS as shown by comparing the results of the LPS employee census in 2021 with those of the first employee census in 2013. LPS employees were encouraged to participate in the LPS Employee Census on a voluntary and anonymous basis during in-service training sessions. The response rate was 95.6 percent in 2021, with 758 responses.

Table 44 shows the representation of members by gender and racial identity contained in the 2021 employee census report as well as the population of the City of London by visible minority identity and racial or ethnic identity in 2016 according to the Census of Canada. (Data on ethnicity from the 2021 census will be available later in 2022). Visible minority representation improved between 2013 and 2021 at LPS. However, when we compare the representation of persons of visible minority identity in the LPS with London's representation (2016) we see a 9.3 percent gap, indicating significant under-representation of visible minorities in the LPS compared to London's population. Under-representation of persons of Indigenous, Arab, Black, Chinese and Latin American identities in the LPS compared with their representation in London is also identified.

While there has been a notable improvement in representation of racialized communities in the LPS since 2013, there is a need for continued and enhanced efforts to remove barriers and enhance representation to reflect the diversity of London's population, the labour market from which LPS members are likely to be drawn. Additional analysis of the data for 2021 found that about a third of cadets are members of visible minorities, indicating recent success in recruiting this population and suggesting a gradual increase in visible minority representation in the LPS if this continues.

According to the LPS Employee Census (Atchison, 2021) the gender breakdown shown in Table 44 puts the representation of women at about a third of LPS members, an improvement since

2013. Progress has been made, but there is room for further improvement. Additional analysis of the data for 2021 shows that about 29 percent of members who identify as visible minorities are women. Women are approximately equally divided between sworn and civilian members for both visible minority and non-visible minority populations.

Table 44: Member Statistics LPS (2013-2021)

| | 2013 (percent) | 2021 (percent) | % point difference (2013-2021) |
|-------------------------|----------------|----------------|--------------------------------|
| Gender Identity | | | |
| Male | 70.7 | 62.5 | -8.2 |
| Female | 29.3 | 35.5 | +5.7 |
| Other | N/A | 1.0 | N/A |
| Prefer not to say | N/A | 1.5 | N/A |
| Visible Minority Status | 3.1 | 10.6 | +7.5 |

Implementation of an Employment Systems Review

An employment systems review is an important resource used in workplaces to identify policies, practices and procedures that may constitute barriers to the recruitment, career development, promotion and retention of members of under-represented groups. It is a basis for creating an action plan to assist an organization to plan and implement a realistic strategy for removing barriers and progressing toward a workplace reflective of its community.

The following employment systems are the focus of an ESR:

Recruitment, selection and hiring. Includes job application, recruitment methods and notification, interview process, selection criteria and hiring process and decisions

Training and development. Covers access to training and career development

Promotion and advancement. Includes access to higher level positions and mentorship

Working conditions. Includes accommodation of diversity and respectful work environment

Workplace culture. Includes working relationships and overall perception of the organization's commitment to workplace diversity

Retention and termination. Includes termination process, turnover and exit interviews.

Accommodation. Make an alternative arrangement in consultation with employees negatively affected by a barrier that constitutes a bona fide occupational requirement and is consistent with human rights legislation.

Review of LPS policies, practices and procedures

Human resource documents listed in Appendix H were subjected to a preliminary review by a member of the research team to identify potential barriers in policies as well as the application of these policies by members of the organization. Some of these documents include working agreements, job descriptions, job ads, LPS procedures (Personnel), Diversity Plan, Promotional Manual, Professional Development Plan, and others which determined the employment systems to reviewed at LPS. Information shedding light on impacts of policies, practices and procedures on employees was drawn from interviews and survey of LPS members (Phase II of the current report) and data from the LPS Census 2021.

Findings of the preliminary review of employment systems

This section of the report includes the following information for each employment system assessed:

- (1) A description of the system
- (2) The findings from the review of policies, practices, applicable documents and consultation
- (3) Conclusions which specify the barriers identified and
- (4) Recommendations to remove and address barriers identified

Recruitment, selection and hiring

The recruitment, selection and hiring process includes activities that are designed to generate a pool of applicants as well as identify qualified candidates to fill a vacant position. It provides individuals with information about job openings and allows interested applicants to submit an application for consideration and hiring. Recruitment, selection and hiring are interrelated processes that can be vulnerable to systematic and attitudinal barriers.

An organization's recruitment method contributes to the diversity of its applicant pool and ultimately the diversity of its workforce. It is important to assess candidates on the basis of job-related criteria and to ensure the interview panel is diverse to help mitigate potential biases. Most organizations have formalized processes in place to help establish a merit-based assessment of candidates that reflects the job description and bona fide requirements of the job.

A formal process spells out how to draw in potential candidates and assesses all candidates using the same pre-screening criteria to determine who to invite for an interview. The process ensures that the same questions and tests are administered to qualified candidates, with exceptions for those who require accommodation. Given that evaluations are products of human cognitive processing and judgement (Heilman & Haynes, 2008), subjectivity remains an issue of concern. The existence of a formal and uniform process helps to reduce subjective impacts.

The following aspects of the recruitment, selection and hiring process are reviewed in this section:

- (1) Guiding policies and principles
- (2) Job advertisement
- (3) Accommodation in the hiring and selection process
- (4) Screening criteria
- (5) Making the hiring decision

Guiding policies and principles

LPS has several policies and principles that represent its commitment to equity and diversity and provide overall guidance to the Inspector Human Resource Branch (HRB) on the recruitment, selection and hiring process.

Strategic Plan

Elements in the LPS strategic priorities affirm its desire to maintain a service that understands the diverse community it serves by employing initiatives to address equity, diversity, inclusiveness and accommodation. Also, underlying guiding principles of the diversity and inclusion plan reflect the service's understanding of the benefits that a diverse workforce brings to an organization. The service's vision for success is articulated as follows:

To be respectful of, and responsive to, the changing needs of our community and our organization through strategic and collaborative partnerships.

Its stated values are:

- Professionalism
- Excellence
- Integrity
- Inclusiveness
- Transparency
- Accountability
- Diversity
- Trust

Further, components in the equity, diversity and inclusion plan state LPS's commitment to developing a workplace that values employee's contributions. Elements of this commitment are identified as:

- Building a diverse police service and creating an inclusive environment that appreciates talents, skills and other perspectives
- Promoting and supporting members to achieve their full potentials
- Focusing on recruiting and retention of diverse members
- Increasing levels of representation that is reflective of the diverse community it serves

Initiatives to be implemented in support of this plan include:

- Promoting the service and encouraging qualified candidates from diverse communities to consider LPS as an employer of choice
- Providing mentorship to potential and new members from diverse communities
- Reviewing civilian hiring practices to promote careers in diverse communities
- Collecting and tracking of demographic data

Employment and hiring policy

The Personnel Procedure of the LPS outlines the staffing program of the service. It states the basis for recruitment and selection as:

Consisting of criteria that are reasonable, genuine, job related and based on the Ontario Human Rights Code, the LPS diversity, Equity and Inclusion Plan as well as Case Law.

The policy indicates that LPS provides equal employment opportunities to all applicants and will ensure members responsible for the recruitment and selection process receive appropriate training to gain requisite knowledge, skills and abilities to fairly and equitably administer their responsibility.

It also includes consideration of persons requiring accommodation to allow equal participation in the process, as well as education and experiences obtained outside of Canada.

Job Advertisement

Information contained in job postings may encourage or limit diversity of the applicant pool. Aside from job descriptions, an organization that is committed to workplace equity, diversity and inclusion would include wording that endorses its commitment as an organization that is welcoming to employees from diverse backgrounds and identities. In this way potential employees who are women and of diverse identities are attracted into the pool of candidates.

Job description and job posting

The LPS procedure outlines the process required to fill vacant positions and includes the preparation and review of job descriptions for new positions. It provides information for internal and external job postings as well as the basis for selecting the appropriate person. Internal civilian positions are posted on the LPS intranet while descriptions for external recruitment are posted externally.

The Inspector HRB is required to ensure that the position description is accurate and relevant, and it is subject to approval by the Joint Job Evaluation Committee if significant changes in duties or responsibilities are required.

Guidelines on preparing the job postings include the following components:

- Job description (e.g., scope and nature of position)
- Qualifications (minimum eligibility, resume and position-specific requirements)
- Hours of duty

- Salary
- Notification regarding accommodation
- Vacancy type (Permanent or temporary)

Including this information provides candidates with sufficient information to help them understand the job requirements and assist in the preparation of an application for the position.

A review of job postings on LPS's website found job ads were consistent with the procedure and mention its obligation under the federal and provincial regulations not to discriminate against any employee or applicant and stressed that employment decisions are only based on valid job requirements.

Equity and Accommodation Statements

The job postings reviewed did not require applicants to self-identify based on gender, ethnic, racial or religious identity but included a statement that allowed applicants the right to request accommodations during the process.

The statement reads:

Applicants requiring accommodation for any stage of the application process are encouraged to notify LPS in advance. If you require accommodation throughout the recruitment process, please contact Human Resources.

Advertising job openings

How an organization chooses to distribute information about job vacancies determines the composition of its applicant pool. Job ads should be accessible and available to all existing and potential employees, including those with disability and those with no access to technology.

At LPS, internal positions are posted on the intranet while external postings go on the LPS website with some advertisement on Twitter and Instagram.

The ESR found the LPS career website to be accessible and easy for job seekers to locate. The page included Frequently Asked Questions which address common questions that potential applicants may have.

However, interviews and surveys of LPS members showed that most employees expressed concerns about the manner in which information regarding new positions is communicated. They were of the view that informal interactions play a key role in information dissemination at LPS. They added that even though internal job opportunities are posted on the LPS intranet, knowing about the job in advance depended on how well a person was connected within the organization. Women and diverse members were likely to lack access to this information.

Screening criteria

Generally, screening criteria reflect the content of the job ad. Applicants are assessed based on those competencies, so that individuals responsible for screening can fairly determine who to invite for an interview.

ESR found that candidates are required to meet minimum requirements and each member of the selection board must score candidates independently. Civilian applicants' criteria include:

- Interview score
- Previous work experience
- Previous training, experience, skills and abilities and
- Other criteria including resources external to the LPS

Constable and Cadet positions have additional requirements such as first aid and CPR training and visual and audio acuity. Psychological tests as well as medical examinations may be administered for certain positions.

Unfortunately, competition files were not available to assist the ESR process to determine whether job relevance assessments are employed during the selection process or whether a formal competitive process is being practiced, or whether the interview panel is diverse, and how interview scores are determined. These practices are important in supporting a bias-free assessment and need to be scrutinized.

Making the hiring decision

The policies reviewed reflected core values of the LPS's approach to create a fair and equitable work environment by making relevant statements and outlining initiatives as suitable. They provide guidance to the selection board and the Senior Director Human Resource Branch (HRB) regarding the process.

Training and Development

Training and development entail various employee learning and practices that improves performance. While training includes courses and opportunities that helps employees develop specific skills or gain knowledge needed to be successful in their current position, development is broader and focuses on growth and future performance. It includes formal training and temporary assignments that allow employees to develop skills and knowledge which help them move laterally or advance in the organisation.

Talent development is essential to sustainable growth and success of an organisation. However, BIPOC and women members at LPS believe that they have limited access to training and development opportunities which creates barriers for advancement. They indicated that access to these opportunities is characterized by gate-keeping dynamics, and this limits the growth opportunities available to them.

Access to learning and leadership development opportunities

The LPS employee development objectives as outlined in the 2019-2023 business plan are:

- To develop and maintain the knowledge, skills and abilities of employees
- To facilitate career development and provide career counselling for all sworn and civilian members
- To develop and implement a formal process for the lateral transfers of sworn members

This plan supports strategies and policies outlined in the personnel procedure, professional development plan and working agreements which noted several ways that employee learning and development needs could be met. These included mentoring, on-the-job training, rotational assignments, coaching and cross training as identified for consideration at various levels.

The professional development (PD) plan outlines a framework for lateral transfers of Constables or Detective Constables to help enhance their capabilities and experience. It indicates the plan is not a promotional pathway and establishes that the selection of members to fill professional development positions are based on principles of fairness, interest of members in fulfilment of their professional development and an address of organisational needs.

Once a vacancy for a PD position is identified, a notice of opportunity is posted for 14 calendar days to allow members to apply. The position is re-posted for a period of 7-days in the event where no applications are received in order to accommodate minimal requirements. The selection process may include a selection interview and/or skills-based testing. Candidates are required to achieve a minimum score of 75% to be eligible for the selection process.

The Selection Board then selects a successful candidate based on scoring from the interview, seniority, previous PD positions served, organisational needs considering external policing partners and principles in the diversity, equity and inclusion plan, as well as previous work experience, skills, training and performance. A member is appointed to fill the vacant position if no candidate is selected after the selection process. Unsuccessful candidates can meet with the Chair of the Selection Board to discuss the selection process and areas of focus for member's continual development.

Also, the working agreement for sworn members indicate the availability of regular and refresher training for members and encourage flexibility to accommodate shift changes for training such as Ontario Police College, Canadian Police College and other training sessions.

Despite these policies and opportunities for career development, members who responded to interview and survey questions regarding task assignments did not find the process to be fair. It

was also noted that very few diverse individuals have retired from the LPS, which shows a lack of effort on part of the organization to retain these members.

Career planning and performance development process

While career planning is mainly an individual employee's responsibility, it is supported by the LPS through the related policies that is designated to assist in their career development. The Career Development and Performance Management systems allows members to:

- Identify personal goals and set timelines to achieve these goals
- Help create a development plan with clear criteria and benchmarks
- Evaluate and track members performance for both career and professional improvement

The overall objective of these systems is to identify member's competencies as well as shortfalls through productive engagement with supervisors.

The career development process begins with a planning phase, in which employees complete a Personal Career Plan that are jointly evaluated by members and the Appraisal Supervisor. They work together with and guide members to successful attain their goals by conducting reviews, adjustments and appraisals to facilitate member's development.

Further, the performance management system allows Appraisal Supervisors to evaluate members work performance and submit an annual report to a Reviewing Supervisor who also assesses the report. A performance appraisal interview is held after the Reviewing Supervisor hands back the report to the Appraisal Supervisor. During the interview, general content of the report is discussed with the member where both positive and/or negative outcomes are highlighted.

The policy addresses unsatisfactory work performance and includes necessary actions ranging from ensuring members work performance have been fairly assessed, accommodation needs have been considered, guidance for improvement in their work performance are available.

Even though these systems are available to support employees attain personal and career goals, most members found the performance appraisal process to be non-serious and not reflective of their actual performance. Performance appraisals at LPS were perceived to have lost their significance over the years and the version that existed was not a true progressive representation of the person being evaluated. This problem was attributed to the frequent rotation of supervisors. Diverse members felt disadvantaged in terms of career development as they constantly lose their mentors to frequent removal or transfer.

Employment Systems Review (ESR) recommendations

The ESR shows that principles of equity, diversity and inclusion are clearly stated in LPS policy statements and guidelines for staffing vacant positions. However, evidence regarding practices followed in implementing various stages of the process was not available. Employee interviews and surveys suggested a need to ensure that information-sharing about job opportunities is accessible to everyone at the same time.

To ensure equity in making and implementing staffing decisions, the following suggestions are offered for consideration:

- (1) Applicants should be encouraged to voluntarily self-identify, consistent with the LPS's stated commitment to diversity to improve the representation of racialized groups and women.
- (2) Policy regarding the conduct of interviews and selection decisions should state that interview panels and selection boards must have diverse representation.
- (3) The weight assigned to selection interviews along with the scoring criteria should be transparent and clear.
- (4) Applicants should be encouraged to highlight skills related to their previous experience and training, such as knowledge of languages and cultures and previous volunteer or paid work in the community.
- (5) To assess the extent to which there is equity in assigning training opportunities, it is recommended that demographic composition and number of employees who participate in training and the kind of training opportunity availed should be reported annually.
- (6) The Human Resource Division should work with the diversity office to create a leadership development program specifically for BIPOC members to ensure they have adequate skills, training and knowledge required to succeed in their present and future roles.

Conclusion

The present research was made possible by the members of the London community and members of the LPS who took time participate in this study. The main purpose of the project was to identify service gaps during police interactions with the citizens of London, Ontario and to determine whether any discrimination exists within the organization in terms of growth opportunities available to the members. The information gathered is vital in understanding the needs of the rapidly growing and diverse population of the City of London and as well as the member of the LPS.

The results of the study indicate that a majority of the BIPOC members of the community perceived themselves to be victims of racial bias by the officers of the LPS. Most White participants on the other hand, expressed satisfaction with the interactions they had had with LPS officers. In terms of the research conducted within the LPS, results show that diverse members have concerns regarding their growth and development within the organization. A detailed analysis of the HR policies, however, did not identify any concerns or weaknesses in organizational policies that may lead to systemic discrimination towards diverse members of the community or the organization.

Since perceptions are believed to be more important than reality, addressing any disparities in the perceived quality of service is imperative for any police organization to maintain its legitimacy and cordial relations with the community it serves. The same is true for the perceptions of BIPOC members within the organization. The leadership at LPS is committed to addressing all such concerns and this research report is a testament to that commitment. The present research will inform an action plan for change in the LPS by incorporating the recommendations in the future strategic plans and policies of the organization. Besides investing in cultural training and education of officers, LPS will continue its consultations with members of various communities in London, as in the case of various initiatives mentioned earlier in the report.

The LPS believes in “Deeds not Words” which is evident in our resolve to offer better and improved services to our community and to ensure a positive work environment for our own members to create a safer and stronger London.

References

- Atchison, J. (2021). *LPS employee census*. London Police Service: unpublished.
- Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2): 77–101.
- Cryderman, B. K. & Fleras, A. (1992). *Police, Race and Ethnicity* (2nd Ed.). Toronto: Butterworths.
- Heilman, M. E., & Haynes, M. C. (2008). Subjectivity in the appraisal process: A facilitator of gender bias in work settings. Beyond common sense: *Psychological science in the courtroom*, 127-155.
- Ontario Human Rights Commission. (2002). Employment Systems Review: Guide to the audit process. https://publications.gc.ca/collections/collection_2007/chrc-ccdp/HR4-3-2002E.pdf
- Peel Regional Police (2023). Work plan to eliminate racial profiling and racial discrimination between the Peel Regional Police, Peel Police Services Board and the Ontario Human Rights Commission. <https://www.peelpolice.ca/en/who-we-are/human-rights-project.aspx#Recommendations>
- Statistics Canada. 2022. (table). Census Profile. 2021 Census. Statistics Canada Catalogue no. 98-316-X2021001. Ottawa. Released February 9, 2022. <https://www12.statcan.gc.ca/census-recensement/2021/dp-pd/prof/index.cfm?Lang=E> (accessed February 13, 2022).

Appendix A: Letter of Information for Community Interviews [on letterhead]

Dear (name of head of community organization)

The London Police Service (LPS) is committed to providing bias-free policing to all members of our community. We are committed to providing services that recognize and respect the diverse array of backgrounds, experiences, perceptions and needs of all citizens. Fundamental to these goals is ensuring the dignity and respect for all members of the community including the members of our own organization.

To this end, the LPS is conducting research to determine to what extent systemic racism exists in our organization, and the identification of potential solutions. The research will be led by LPS Policy Analyst, Dr. Hina Kalyal who is a civilian member academically trained, published and experienced in conducting in-depth organizational research. The research study will include consultation and peer review involving external academics.

The research will include focus group or individual interviews (in-person or online) with persons who self-identify as members of the Indigenous, black or other ethno-cultural communities who have either personally interacted with a member of the LPS in the past or who have directly and personally observed interactions between a member of the LPS and the public. We are seeking your assistance in identifying potential participants for this component of the research.

The focus groups/individual interviews led by Dr. Kalyal will be confidential and conducted at locations (physical or virtual), convenient to the participants and will last approximately 90 minutes. The purpose of the focus groups/ individual interviews is to provide participants an opportunity to discuss their experiences and perceptions related to police interactions. Police officers will not form part of the focus groups/ individual interviews involving citizens. We hope one outcome of this exercise will be improved service to all communities.

Participation in the focus groups/individual interviews is voluntary. Participants may decline to answer any questions or withdraw from the focus group/individual interviews at any time. There is no known risk associated to participants of this study. Prior to participation, participants will receive full disclosure related to the process and Dr. Kalyal will be available to respond to any questions.

Your assistance will make a valuable contribution to policing in London. Dr. Kalyal will be contacting you in the near future to determine how you may be of assistance. In the meantime, please do not hesitate to contact Dr. Kalyal with any questions or concerns related to the research project at 519-280-8954 or by email at hkalyal@londonpolice.ca.

Thank you for your assistance in improving policing in London.

Yours truly,

Appendix B: Interview Guide for Community Interviews

Hello. Thank you so much for agreeing to participate in this interview. Let me begin by providing a background of this study.

The London Police Service (LPS) is committed to providing bias-free policing to all members of our community. To this end, the LPS has engaged me to conduct research to determine to what extent systemic racism exists in the police organization, and to identify potential solutions.

Before I begin the interview, I would like to explain the concept of **systemic racism** which has been described by the Ontario Anti-Racism Directorate as occurring when:

- An institution maintains racial **inequity** or provides **inequitable outcomes** (such as a difference in quality of service based on race).
- Systemic racism is often caused by hidden institutional biases in policies, practices and processes that privilege, or disadvantage people based on race.
- This bias can be intentional or unintentional and doesn't necessarily mean that people within an organization are racist.
- It can be the result of doing things the way they've always been done, without considering how they impact particular groups differently.

The purpose of this interview is to provide participants with an opportunity to discuss their experiences and perceptions related to police interactions. We are very interested in understanding how you see and experience the London Police.

Interviews will be conducted with at least 30 volunteer participants from London's various communities including Indigenous, Black and other ethno-racial groups. The results of the interviews will be compiled into a summary report that does not identify any of the individual participants. The report along with other research information will be used as a basis for a new London Police Service anti-racism action plan and change strategy designed to ensure bias-free services to all London's communities. The report will also be accessible to the public on the official website of the LPS.

This focus group interview will take around 60 minutes to complete. Your participation is voluntary, and you will never be personally identified in any way. You may decline to answer any questions or withdraw from the interview at any time. There is no known risk associated to participants of this study but please tell me if you are feeling uncomfortable or under stress. This conversation will be recorded with your consent and stored on a password protected computer without any identifying information. The interviews will not be accessed by LPS.

Do you have any questions about the interview or the research project before we begin our conversation?

Do I have your permission to begin recording?

- 1) It would be very helpful if you could share your ethnic origin.
- 2) What gender do you identify with?
- 3) Could you please provide an idea about your age in terms of range? Are you between:

18-25 years
26-35 years
36-45 years
46-55 years
56-65 years
Over 65 years

Part 1

- 4) I would like to know about your **direct interaction** with the members of London Police Service (LPS).
- 5) Were the officers you dealt with, White or persons of colour? Were they male or female?
- 6) How was the experience in general?
- 7) What measures were taken to resolve the issue? Were you satisfied by the actions? What actions do you think should have been taken in that situation by the police?
- 8) What is your opinion regarding the manner in which the issue was handled?
 - a. Do you think you were treated fairly?
 - b. How do you think a white person would be treated in a similar situation?
- 8) How did you feel about the interaction you experienced? Describe the feeling?
- 9) Were your expectations about the encounter met or not and how?

Part 2 (if applicable)

- 10) Can you tell me about an indirect experience where you **observed** an interaction between a member of public and police?
- 11) Were the officers you dealt with, White or persons of colour? Were they male or female?
- 12) How was the experience in general?
- 13) What measures were taken to resolve the issue? Were you satisfied by the actions?
- 14) What is your opinion regarding the manner in which the issue was handled?
 - c. Do you think the other person was treated fairly?
 - d. How do you think a white person would be treated in a similar situation?
- 14) How did you feel about the interaction you experienced? Describe the feeling?
- 15) Were your expectations about the encounter met or not and how?
- 16) Do you have other interactions you would like to describe?

Part 3

17) What steps might LPS take to improve their interaction with Indigenous, Black or peoples of colour communities?

18) Is there anything else you would like to add before we end the interview?

Thank you so much for your participation. Your assistance will make a valuable contribution to improving the way the LPS interacts with diverse communities in London.

Appendix C: Community Survey

Introduction

The London Police Service (LPS) is committed to working with stakeholders to reduce personal and structural bias in policing for all members of the London community. To achieve this goal, the LPS is conducting a survey with the London community to determine the extent to which community members have experienced systemic racism within the organization, and to identify potential solutions.

Before you begin the survey, we want you to understand how the LPS defines systemic racism. The concept of systemic racism has been described by the Ontario Anti-Racism Directorate as occurring when “an institution maintains racial inequity or provides inequitable outcomes (such as a difference in quality of service based on race). Systemic racism is often caused by hidden institutional biases in policies, practices and processes that privilege, or disadvantage people based on race. This bias can be intentional or unintentional and doesn’t necessarily mean that people within an organization are racist. It can be the result of doing things the way they’ve always been done, without considering how they impact particular groups differently.”

The purpose of this survey is to provide members of the London community with an opportunity to discuss their lived experiences and their perceptions related to their direct or indirect interactions with any members of the LPS (uniformed or civilian). We are very interested in understanding how members of the community perceive and experience the London Police.

Please note that at this time we are seeking participation from members of the London community who have either directly interacted with members of the LPS or have observed such interactions. This survey will take approximately 30 minutes to complete. Your participation is completely voluntary, and you may stop at any time. All responses submitted will be anonymous and you will never be personally identified in any way. You may decline to answer any questions or withdraw from the survey at any time.

The results of the survey will be aggregated and compiled into a summary report to provide high level findings, with no individual data presented. This report, along with previous research conducted, will be used as a basis for a new London Police Service anti-racism action plan. The plan will inform the change strategy designed to ensure that LPS works to reduce the personal and structural bias in all of its services provided to London's diverse communities. Once completed, the full report will be available to the general public on the official website of the LPS.

Any queries or comments related to the survey can be addressed to: Dr. Hina Kalyal, email: srproject@londonpolice.ca

There are no known risks associated with your participation in this survey. However, we understand that answering questions about your lived experience and perceptions related to your direct or indirect interactions with any members of the LPS can be very difficult. If you or

someone you know needs support, we want you to know that the following supports and services are available to you:

Canadian Mental Health Association (CMHA)-Middlesex: 519-433-2023 or 1-866-933-2023

London Mental Health Crisis Service: 519-433-2023 or 1-866-933-2023

N'Amerind (London) Friendship Centre: 519-672-0131

Atlohsa Family Healing Services: 1-800-605-7477

I confirm that I have read the information stated above and agree to participate in the survey:

Yes

No

Demographics

In order to further understand whether specific segments of the population are experiencing adverse impacts of systemic racism and to address racial inequities, we need better demographic data. This information will remain anonymous, and you will not be identified in any manner in the final report.

1. Can you please tell us which group, from the list that follows, you most closely identify with? Choose as many descriptors as you would like or use the open text box to fill in your preferred way to describe your identity. These descriptors are informed by the Canadian Federal Government Census Standards, and we recognize this list is not exhaustive.

Indigenous (e.g. Inuit, Métis, First Nations)

Indigenous to the USA: Native American

Arab/West Asian (e.g., Armenian, Egyptian, Iranian, Lebanese, Moroccan)

Black (e.g., African, Haitian, Jamaican, Somali)

Chinese

Filipino

Korean

Latin, Central and South American (e.g., Argentinean, Colombian, Mexican)

Multiple visible minorities

South Asian (e.g., Indian, Pakistani, Bangladeshi, SriLankan)

Southeast Asian (e.g., Cambodian, Thai, Vietnamese)

White (Caucasian)

Prefer not to say

Other gender (please specify)

2. If you are comfortable, please identify your gender (Choose as many descriptors as you would like):

Man

Woman

Transgender

Two-spirited

Non-binary

Gender-fluid
Gender questioning
Prefer not to say

3. Please indicate your age range

Under 18 years

18-24 years

25-34 years

35-44 years

45-54 years

55-64 years

65+ years

Prefer not to say

4. If you feel comfortable, please indicate your annual income range after taxes:

Less than \$20,000

\$20,000 to \$34,999

\$35,000 to \$49,999

\$50,000 to \$74,999

\$75,000 to \$99,999

\$100,000 to \$124,999

\$125,000 to \$149,999

Over \$150,000

Prefer not to say

5. If you feel comfortable, please provide your postal code

Direct Interactions with Members of the LPS

The following section will ask questions regarding your personal direct interactions with the London Police Services. Examples of a direct interaction may include: visiting the LPS headquarters for a background check; a call for service; a traffic stop; and/or an arrest etc.

1. Have you ever had a direct interaction with a member (uniformed or civilian) of the LPS?

Yes

No

Direct Interactions

1. If you feel comfortable, please describe the most recent or the most impactful (positive or negative impact to your life) interaction in the space below:

2. When did the interaction take place?

Less than a year ago

Less than five years ago

More than five years ago

3. How many members of LPS did you interact with?

1

2-3

4-5

More than 5

Other (please describe)

4. Did the LPS member(s) appear to be (choose as many choices that apply):

White/Caucasian

Person(s) of a visible minority

Prefer not to say

Other (please specify)

5. Did the member(s) appear to be:

A man

A woman

Both a man and a woman LPS member(s)

Prefer not to say

6. Please describe the measures taken by the LPS member(s) to resolve the issue

7. Were you satisfied by the actions taken by the members of LPS?

Yes

No

Prefer not to say

8. What actions do you believe should have been taken in that particular situation by the LPS member(s)?

9. Do you think you were treated fairly?

Yes

No

Prefer not to say

10. From your lived experience, as a member of the London community, do you think that Indigenous persons and members of minority communities are treated differently by members of the LPS?

Yes

No

Not sure

Prefer not to say

11. Please list the 5 words that best describe the feelings you have experienced regarding any interaction(s) you have had with a member(s) of the LPS (ex., happy, sad, angry etc.)?

Indirect Interactions with Members of the LPS

The following section will ask questions regarding interactions of another individual(s) with members of the LPS that you have witnessed directly. Examples of such an interaction may include: observing a citizen-police interaction while visiting the LPS headquarters; observing a call for service; observing a traffic stop; and/or observing an arrest etc.

1. Have you ever had an indirect interaction with members (uniformed or civilian) of the LPS?
(Note: Please do not include police-citizen interactions you heard about but did not witness yourself)

Yes

No

Indirect Interactions

1. If you feel comfortable, please describe the most recent or the most impactful situation you have directly observed.

2. When did this indirect interaction take place?

Less than a year ago

Less than five years ago

More than five years ago

3. How many members of LPS were involved in the situation you observed?

1

2-3

4-5

More than 5

Other (please describe)

4. Did the LPS member(s) appear to be:

White/Caucasian

Person(s) of a visible minority

Other (please describe)

5. Did the member(s) appear to be:

A man

A woman

Both a man and a woman LPS member(s)

6. If you feel comfortable, please describe what measures the LPS member(s) took to resolve the issue?

7. Were you satisfied by the actions taken by the members of the LPS?

Yes

No

Not sure

Prefer not to say

8. If you feel comfortable, what actions do you believe should have been taken in that particular situation by the police?

9. In your opinion, do you believe the member(s) of the LPS handled the situation fairly?

Yes

No

Not sure

Prefer not to say

10. On the basis of interactions between LPS members and citizens that you have witnessed, do you think

Indigenous persons and members of visible minorities are treated differently by member(s) of the LPS?

Yes

No

Not sure

Prefer not to say

11. Please list the feelings you have experienced regarding the interaction(s) you observed someone have with a member(s) of the LPS (ex., happy, sad, angry etc.).

Recommendations

The following section will help London Police improve their services based on your recommendations.

1. Based on your direct and/or indirect interactions, what steps do you believe would help the LPS to improve their interaction(s) with the London community in general and with Indigenous or members of visible minorities in particular?

2. Please share any further comments you would like in the space below

Thank you

Thank you so much for your participation. Your participation is valuable in contributing to improving the way the London Police Service interacts with all community members in London. We understand that answering questions about your lived experience and perceptions related to your direct or indirect interactions with any members of the LPS can be very difficult. If you or someone you know needs support, we want you to know that the following supports and services are available to you:

Canadian Mental Health Association (CMHA)-Middlesex: 519-433-2023 or 1-866-933-2023

London Mental Health Crisis Service: 519-433-2023 or 1-866-933-2023

N'Amerind (London) Friendship Centre: 519-672-0131

Atlohsa Family Healing Services: 1-800-605-7477

We truly appreciate your time.

Appendix D: Letter of Information for LPS Member Interviews

The London Police Service (LPS) is committed to providing bias-free policing to all members of our community and a bias-free workplace for everyone who works at the LPS. To this end, the LPS has engaged me to conduct research to determine the extent to which systemic racism exists in the organization, and to identify potential solutions as announced by RO number 20-162. The research project involves collecting views of community members as well as members of the LPS in this regard.

Before I begin the interview, I would like to explain the concept of **systemic racism** which has been described by the Ontario Anti-Racism Directorate as occurring when:

“an institution maintains racial **inequity** or provides **inequitable outcomes** (such as a difference in quality of service based on race). Systemic racism is often caused by hidden institutional biases in policies, practices and processes that privilege, or disadvantage people based on race. This bias can be intentional or unintentional and doesn’t necessarily mean that people within an organization are racist. It can be the result of doing things the way they’ve always been done, without considering how they impact particular groups differently.”

The purpose of this interview is to provide an opportunity to the Black, Indigenous and Persons of Colour (BIPOC) members of LPS to express their views regarding systemic racism in the workplace. I am very interested in understanding how you see and experience LPS as a member.

Interviews will be conducted with at least 10 volunteer participants from the LPS and the results of the interviews will inform a survey that will be open to all members of the LPS. A report will be prepared, based on the results of the various phases of the systemic racism project and will be used to inform the new LPS anti-racism action plan. **No direct quotes or other identifying information will be used in the report** and it will be accessible to the public on the official website of the LPS.

This interview is expected to take around 30 minutes to complete. You are encouraged to give examples from your experience and observations in relation to any of the topics we will talk about. Your participation is voluntary and **you will never be personally identified** in any way. You may decline to answer any questions, or withdraw from the interview at any time. There is no known risk associated to participants of this interview but please tell me if you are feeling uncomfortable or under stress. This conversation will be recorded with your consent and stored on a password protected computer without any identifying information. The interviews will not be accessed by any other member of the LPS.

Thank you,

Hina Kalyal

hkalyal@londonpolice.ca

Appendix E: Member Interview Guide

- (1) Are you a sworn or civilian member?
- (2) How long have you worked with the LPS?
- (3) It would be very helpful if you could share whether you identify as a member of the Black, Indigenous, or people of colour community?
- (4) What gender do you identify with?
- (5) Could you please provide an idea about your age in terms of range? Are you between:
 - a) 18-25 years
 - b) 26-35 years
 - c) 36-45 years
 - d) 46-55 years
 - e) 56-65 years
 - f) Over 65 years
- (6) Let's talk about communication within LPS – how does information about work-related opportunities and decisions at LPS get passed around, and to whom, verbally or in writing?
- (7) Have you experienced or observed any barriers to the circulation of information, barriers that could have something to do with race or gender?
- (8) Have you experienced or observed communication by people in the LPS that you would consider inappropriate or harmful to persons of your background?
- (9) What do you feel are the important features of workplace communication that is equitable, supportive and appropriate?
- (10) Now let's talk about how decisions are made in the work place. Looking back on your work experiences in the LPS, what contributes to fairness in decisions that affect peoples' careers?
- (11) Have you experienced or observed barriers or unfairness on the basis of race in regard to decisions about people's careers in the LPS? On the basis of gender?
- (12) Now let's consider informal social interaction at the LPS. In your experience, what contributes to an inclusive, supportive working environment in terms of your informal relationships with others?
- (13) What creates inequality, discrimination or racism in informal social interaction in the workplace? Have you experienced informal social interaction in the LPS that you consider discriminatory or racist, or that makes you feel excluded?
- (14) Can you suggest two or three things LPS could do to create an equitable working environment for people of all races, and for both men and women?
- (15) Is there anything else you would like to add before we end the interview?

Thank you so much for your participation. I truly appreciate your time. Your contribution will help LPS make progress toward the goal of becoming the free and fair workplace we all want.

I will stop the recording now

Appendix F: Member Survey LPS

Introduction

In October 2020, it was announced in RO 20-162 Systemic Racism Research Project, that a review was being initiated, to be conducted by Dr. Hina Kalyal, Corporate Services Division. A number of surveys interviews and policy reviews were identified as being integral to the process, and LPS members have helped inform the development and content for a larger all-member survey.

As you know, the LPS is committed to providing bias-free policing to all members of our community and a bias-free workplace for everyone who works at the LPS. The current survey is a part of a larger research project (RO 20-162) and the purpose of this exercise is to ensure a fair and equitable work environment at the LPS, free of all forms of racism and discrimination. Equity in employment means freedom from arbitrary barriers to employment opportunities.

Before beginning the survey, it is important to establish an understanding of systemic racism, which has been described by the Ontario Anti-Racism Directorate as occurring when:

“an institution maintains racial inequity or provides inequitable outcomes (such as a difference in quality of service based on race). Systemic racism is often caused by hidden institutional biases in policies, practices and processes that privilege or disadvantage people based on race. This bias can be intentional or unintentional, and doesn’t necessarily mean that people within an organization are racist. It can be the result of doing things the way they’ve always been done, without considering how they impact particular groups differently.”

The survey is open to all sworn and civilian members of the LPS. A report will be prepared, based on the results of the various phases of the systemic racism project and will be used to inform the new LPS anti-racism action plan. No direct quotes or other identifying information will be used in the report.

This survey is expected to take around 15 minutes to complete. Your participation is voluntary and you will never be personally identified in any way. You may decline to answer any questions, or withdraw from the survey at any time. There is no known risk to the participants of this survey and the data will not be accessed by any other member of the LPS besides Dr. Hina Kalyal. Should you have any concerns or questions regarding the survey, please contact Dr. Kalyal, at srproject@londonpolice.ca

Note: You are able to complete a portion of the survey and resume later, provided it is on the same device. Thank you.

I confirm that I have read the information stated above and agree to participate in the survey:

Yes
No

Part 1. To what extent do you agree or disagree with the following statements about LPS?

INSTRUCTIONS

Please respond based on your recollections of what you, personally, have seen or experienced over the past year (12 months) at LPS. (If you haven't worked there that long, please answer in terms of the period of time you have actually worked there).

Please select the word that best describes your views. If you have never seen or experienced the behaviour referred to in the question, you should select "Not sure".

1= Strongly disagree 2=Disagree 3=Not sure 4=Agree 5=Strongly agree

COMMUNICATION AT LPS

1. There is open communication between supervisors and members they supervise, so that information about new job opportunities is shared with everyone.
2. There is open communication among co-workers so that information about new job opportunities is shared with everyone.
3. Racist comments are not tolerated at LPS.
4. Sexist comments are not tolerated at LPS.
5. Please use this space for any additional comments about communication at the LPS:

INFORMAL SOCIAL SITUATIONS AT LPS

10. Everyone in the organization is given the message that they are included in after-work social activities such as sports events or drinking
11. People miss out on important work-related information or social contacts if they don't go out for sports or drinks with co-workers after work
12. There is an inner circle, and if you are not part of it, you don't hear about career opportunities and other important information.
13. Please use this space for any additional comments about informal social situations at the LPS:

DECISION-MAKING AT LPS

Hiring

14. The hiring process at LPS is fair for everyone regardless of race or gender

15. Selection interviews are done by groups with diverse members and women represented.
16. Those who make hiring decisions hire people of similar background to themselves.
17. A job applicant's previous work experience in other countries is not given the same weight as Canadian experience.
21. Please use this space for any additional comments about hiring at the LPS:

Promotions

22. People who are friends with their supervisors have an advantage when it comes to promotions or other career opportunities.
23. Managers at higher levels recognize the potential of every member and help them to advance in the organization.
24. Some members are passed over for promotion decisions despite being qualified.
25. The criteria for promotion are clearly defined and it is clear how performance is assessed for promotion
26. All sworn members have equal opportunity to apply for courses/secondary duties that may facilitate promotion, such as Taser, Heavy Weapons etc.
27. All civilian members have equal opportunity to apply for courses that may facilitate their growth within LPS.
28. Please use this space for any additional comments about promotions at the LPS:

Job or task assignment

29. All members are assigned tasks according to their interest.
30. Some members are given the impression that they must work harder to prove themselves on the job
31. Please use this space for any additional comments about job/task assignment at the LPS:

Performance appraisal and feedback

32. Performance appraisals involve open discussions between supervisors and members that are helpful to the members' development
33. The performance appraisal process gives each member a fair assessment of their performance on the job
34. Please use this space for any additional comments about performance appraisal and feedback at the LPS:

Accommodation of diversity

35. Members are able to arrange days off for religious or cultural observances that are different from the mainstream holidays.

36. People in the workplace are tolerant of a variety of communication styles and ways of working (e.g., accents, eye contact)
37. Accommodations are available to all members to deal with family responsibilities
38. Please use this space for any additional comments about accommodation of diversity at LPS:

Management or supervisory style

39. Managers and supervisors demonstrate cultural sensitivity and effective communication for managing in a diverse workplace.
40. Cultural sensitivity training available to members is helpful for working in a diverse workplace and community
41. Managers do not tolerate racist or sexist behaviour and have been trained to deal with it appropriately.
42. Please use this space for any additional comments about management/supervisory style at the LPS:

ORGANIZATIONAL NORMS

43. All members are expected to share the same values and interests as those of the dominant group in the organization and if they don't, it counts against them.
44. All members are provided equal mentoring opportunities and support
45. Please use this space for any additional comments on organizational norms at the LPS:

RESPONSE TO CONCERNS

46. Members are comfortable reporting racist or sexist behavior without fear of reprisal.
47. Supervisors promptly express their concern and offer support when they become aware that someone in their area of responsibility has experienced racist or sexist behaviour.
48. Please use this space for any additional comments about response to concerns at the LPS:

PART 2. Please describe LPS's approach to its Discrimination and Harassment Policy:

Instructions: Please select the number corresponding to the word that best describes your views. If you do not have knowledge regarding the said policy, please select 3.

1. The policy is well defined and clearly understood by a majority of the members at the LPS.
2. The policy is effectively communicated.
3. The policy is only discussed when harassment is alleged or occurs.
4. The policy is effective in addressing discrimination and harassment in the LPS.

5. Please use this space for any additional comments:

PART 3. BACKGROUND INFORMATION

1. Do you identify as a member of the Black, Indigenous and People of Color community
 - a) Yes
 - b) No

2. What gender do you identify with?
 - a) Female
 - b) Male
 - c) Other
 - d) Prefer not to say

3. How long have you worked at the London Police Service (LPS)?
 - a) Less than a year
 - b) 1-5 years
 - c) 5-10 years
 - d) 10-15 years
 - e) 15-20 years
 - f) More than 20 years

4. Which of these words best describes your work status at LPS? Please select all that apply
 - a) Sworn officer
 - b) Civilian
 - c) Full-time
 - d) Part-time
 - e) Management
 - f) Non-management

5. Before joining the LPS, did you have prior full-time work experience (excluding summer jobs) in a non-police organization?
 - a) Yes
 - b) No

If yes, how did that workplace compare to the LPS in terms of culture?

6. If you are an immigrant to Canada, did you immigrate to Canada as an adult (age 18 or older)?
 - a) Yes
 - b) No

c) Does not apply

PART 4. GENERAL COMMENTS

Please suggest measures that LPS could take to improve workplace equity

Thank you very much for your participation.

Appendix G: Demographic information (Member survey responses)

| Participant # | BIPOC | Gender | Tenure | Work status | Prior full-time work experience | Immigrated to Canada at age 18 or older? |
|---------------|-------|------------------------|-------------------|--|---------------------------------|--|
| P1 | | | | | | |
| P2 | Yes | Woman | 16-20 years | Sworn officer | Yes | Does not apply |
| P3 | No | Woman | 20+years | Sworn officer | Yes | Does not apply |
| P4 | No | Prefer not to say | 11-15 years | Prefer not to say | Yes | Does not apply |
| P5 | No | Man | 20+years | Sworn officer/management | Yes | Does not apply |
| P6 | No | Woman | 1-5 years | Sworn officer | Yes | Does not apply |
| P7 | No | Man | 16-20 years | Sworn officer/full time | Yes | Does not apply |
| P8 | No | Woman | 16-20 years | Sworn officer | Yes | Does not apply |
| P9 | | | | | | |
| P10 | No | Man | 20+years | Sworn officer | No | Does not apply |
| P11 | No | Man | 6-10 years | Sworn officer/full time/non-management | Yes | Does not apply |
| P12 | No | Man | 1-5 years | Sworn officer/full time | Yes | Does not apply |
| P13 | No | Woman | 20+years | Sworn officer/full time | Yes | Does not apply |
| P14 | No | Woman | 6-10 years | Civilian/full time | Yes | Does not apply |
| P15 | No | Woman | 16-20 years | Civilian/full time | Yes | Does not apply |
| P16 | No | Woman | 1-5 years | Sworn officer/full time | Yes | Does not apply |
| P17 | No | Woman | 6-10 years | Sworn officer | Yes | Does not apply |
| P18 | Yes | Woman | 1-5 years | Sworn officer | Yes | Does not apply |
| P19 | No | Man | 6-10 years | Civilian | Yes | Does not apply |
| P20 | Yes | Man | 1-5 years | Sworn officer/full time/non-management | Yes | Does not apply |
| P21 | No | Man | 1-5 years | Sworn officer | Yes | No |
| P22 | No | Prefer not to say | Prefer not to say | Prefer not to say | Prefer not to say | Does not apply |
| P23 | No | Man | 20+years | Sworn officer | Yes | Does not apply |
| P24 | | Other (please specify) | 16-20 years | Sworn officer | Yes | Does not apply |
| P25 | No | Woman | Prefer not to say | Sworn officer | Yes | Does not apply |
| P26 | | | | | | |
| P27 | No | Man | 20+years | Sworn officer | Yes | Does not apply |
| P28 | No | Man | 6-10 years | Sworn officer/full time | Yes | Does not apply |
| P29 | | Man | | | | |
| P30 | No | Man | 6-10 years | Sworn officer | Yes | No |
| P31 | No | Woman | 1-5 years | Civilian/full time | Yes | No |
| P32 | No | Man | 16-20 years | Sworn officer/full time/non-management | Yes | No |
| P33 | No | Woman | Prefer not to say | Sworn officer | Yes | Does not apply |
| P34 | No | Man | 20+years | Sworn officer | Yes | Does not apply |
| P35 | Yes | Man | 11-15 years | Sworn officer | Yes | Does not apply |

| | | | | | | |
|-----|-----|-------------------|-------------------|--|-------------------|----------------|
| P36 | No | Woman | 11-15 years | Civilian/part time/non-management | Yes | No |
| P37 | No | Man | 11-15 years | Sworn officer | Yes | No |
| P38 | No | Prefer not to say | 16-20 years | Civilian/full time/non-management | Prefer not to say | Does not apply |
| P39 | No | Man | 6-10 years | Sworn officer/full time/non-management | Yes | No |
| P40 | No | Woman | 11-15 years | Sworn officer | Yes | Does not apply |
| P41 | No | Woman | 11-15 years | Civilian | Yes | Does not apply |
| P42 | Yes | Prefer not to say | Prefer not to say | | Prefer not to say | |
| P43 | No | Man | 20+years | Sworn officer | Yes | No |
| P44 | Yes | Man | Less than a year | civilian/full time | Yes | No |
| P45 | No | Woman | 20+years | | Prefer not to say | Does not apply |
| P46 | Yes | Woman | Less than a year | Civilian/full time | Yes | No |
| P47 | No | Man | 6-10 years | Civilian | Yes | Does not apply |
| P48 | No | Man | 16-20 years | Sworn officer | Yes | Does not apply |
| P49 | Yes | Man | 6-10 years | Civilian/full time | Yes | Yes |
| P50 | No | Man | 6-10 years | Civilian/full time | Yes | Yes |
| P51 | Yes | Man | 1-5 years | Full time | No | No |
| P52 | No | Woman | 11-15 years | Sworn officer | No | Does not apply |
| P53 | No | Woman | 6-10 years | Sworn officer | Yes | Does not apply |
| P54 | No | Man | 16-20 years | Sworn officer | Yes | Does not apply |
| P55 | | Man | 1-5 years | Management | Yes | Does not apply |
| P56 | No | Woman | 11-15 years | Sworn officer | Yes | No |
| P57 | No | Man | 1-5 years | Full time | Yes | Does not apply |
| P58 | No | Prefer not to say | Prefer not to say | Sworn officer | Yes | Does not apply |
| P59 | No | Man | 16-20 years | Sworn officer | Yes | Does not apply |
| P60 | No | Man | Prefer not to say | | Prefer not to say | Does not apply |
| P61 | No | Woman | 1-5 years | Civilian | Yes | Does not apply |
| P62 | No | Woman | 11-15 years | Sworn officer | Yes | Does not apply |
| P63 | | | | | | |
| P64 | No | Man | 20+years | Sworn officer/full time/management | Yes | No |
| P65 | No | Woman | Prefer not to say | civilian | Yes | Does not apply |
| P66 | No | Woman | 11-15 years | Sworn officer | Yes | No |
| P67 | No | Man | Prefer not to say | Sworn officer | No | Does not apply |
| P68 | No | Woman | Less than a year | Civilian/Full time/Management | Yes | Does not apply |
| P69 | No | Woman | 16-20 years | Sworn officer | Yes | Does not apply |
| P70 | No | Man | 16-20 years | Sworn officer | Yes | Does not apply |
| P71 | No | Man | 11-15 years | Sworn officer | Prefer not to say | No |
| P72 | No | Woman | 16-20 years | Sworn officer/full time | No | Does not apply |
| P73 | No | Woman | Prefer not to say | Civilian/Full time/non-Management | Yes | Does not apply |
| P74 | No | Woman | 1-5 years | Civilian/Full time/non-Management | Yes | No |

| | | | | | | |
|------|-----|-------------------|-------------------|---------------------------|-------------------|----------------|
| P75 | No | Woman | 16-20 years | Sworn officer | Yes | Does not apply |
| P76 | No | Man | Prefer not to say | Sworn officer | Yes | Does not apply |
| P77 | No | Woman | 11-15 years | Sworn officer | Yes | Does not apply |
| P78 | | | | | | |
| P79 | | | | | | |
| P80 | No | Man | Prefer not to say | | Prefer not to say | Does not apply |
| P81 | No | Man | 6-10 years | Sworn officer | Yes | No |
| P82 | No | Man | 20+years | Sworn officer | Yes | No |
| P83 | No | Man | 20+years | Sworn officer | Yes | Does not apply |
| P84 | No | Man | 1-5 years | Civilian/part time | Yes | Does not apply |
| P85 | No | Prefer not to say | 11-15 years | Sworn officer | Yes | Does not apply |
| P86 | No | Man | 6-10 years | Sworn officer/full time | Yes | No |
| P87 | No | Prefer not to say | Prefer not to say | Sworn officer/full time | Yes | Does not apply |
| P88 | No | Man | 1-5 years | Sworn officer | Yes | Does not apply |
| P89 | No | Woman | 1-5 years | Full time/cadet | Yes | No |
| P90 | Yes | Woman | 16-20 years | Sworn officer | Yes | Yes |
| P91 | No | Man | 16-20 years | Sworn officer | Yes | Does not apply |
| P92 | No | Man | 20+years | Sworn officer | Yes | No |
| P93 | No | Man | 20+years | Sworn officer | No | Does not apply |
| P94 | Yes | Prefer not to say | 11-15 years | Sworn officer | Yes | No |
| P95 | No | Man | 11-15 years | Sworn officer | Yes | Does not apply |
| P96 | No | Man | 11-15 years | Sworn officer | Yes | Does not apply |
| P97 | No | Woman | 16-20 years | Sworn officer | Yes | |
| P98 | No | Man | 16-20 years | Sworn officer | Yes | No |
| P99 | Yes | Man | Prefer not to say | Sworn officer | Yes | Does not apply |
| P100 | No | Woman | 11-15 years | Civilian/full time | Yes | Does not apply |
| P101 | No | Prefer not to say | 20+years | Sworn officer | Yes | Does not apply |
| P102 | No | Man | 11-15 years | Sworn officer | Yes | No |
| P103 | Yes | Man | 11-15 years | Sworn officer | Yes | Does not apply |
| P104 | No | Woman | 20+years | Sworn officer | Yes | No |
| P105 | No | Man | 20+years | Sworn officer | Yes | Does not apply |
| P106 | | Prefer not to say | 20+years | Sworn officer | Yes | |
| P107 | No | Man | 1-5 years | Sworn officer | Yes | No |
| P108 | No | Man | 20+years | Sworn officer/ management | Yes | Does not apply |
| P109 | No | Man | 6-10 years | Sworn officer | Yes | No |
| P110 | No | Woman | 11-15 years | Sworn officer | No | Yes |
| P111 | No | Woman | 1-5 years | Sworn officer | Yes | Does not apply |
| P112 | No | Man | 20+years | Sworn officer | Yes | Does not apply |
| P113 | No | Woman | 1-5 years | Civilian | Yes | Does not apply |
| P114 | No | Woman | 6-10 years | Civilian | Yes | Does not apply |
| P115 | No | Man | 11-15 years | Sworn officer | Yes | No |

| | | | | | | |
|------|-----|-------------------|-------------------|------------------------------------|-------------------|----------------|
| P116 | No | Woman | 20+years | Sworn officer | No | |
| P117 | Yes | Man | 1-5 years | Full time | Yes | No |
| P118 | No | Woman | 1-5 years | Civilian/full time/non-management | Yes | Does not apply |
| P119 | | | | | | |
| P120 | No | | 20+years | Full time | Yes | Does not apply |
| P121 | No | Man | 20+years | Management | No | Does not apply |
| P122 | No | Woman | 1-5 years | Civilian/full time | Yes | Does not apply |
| P123 | No | Man | 20+years | Sworn officer/Full time/Management | No | Does not apply |
| P124 | No | Woman | 6-10 years | Civilian/full time | Yes | No |
| P125 | No | Prefer not to say | 16-20 years | Sworn officer | Yes | Does not apply |
| P126 | Yes | Man | 11-15 years | Sworn officer | Yes | No |
| P127 | No | Prefer not to say | 11-15 years | | Yes | Does not apply |
| P128 | No | Man | 6-10 years | Sworn officer/Full time/Management | Yes | Does not apply |
| P129 | No | Prefer not to say | Prefer not to say | Full time | Prefer not to say | Does not apply |
| P130 | No | Man | 20+years | Sworn officer | Yes | No |
| P131 | No | Prefer not to say | 20+years | Management | Yes | No |
| P132 | No | Man | 11-15 years | Sworn officer | Yes | Does not apply |
| P133 | No | Man | 6-10 years | Civilian | Yes | Does not apply |
| P134 | | | | | | |
| P135 | No | Woman | 20+years | Full time/non-management | Yes | Does not apply |
| P136 | No | Woman | 16-20 years | Civilian | Yes | No |
| P137 | Yes | Man | 1-5 years | Full time | Yes | No |
| P138 | No | Prefer not to say | 11-15 years | Sworn officer | Yes | Does not apply |
| P139 | No | Woman | 11-15 years | Civilian/Full time/Management | Yes | Does not apply |
| P140 | No | Woman | 11-15 years | Civilian/Full time/Management | Yes | Does not apply |
| P141 | Yes | Man | 1-5 years | Civilian | Prefer not to say | Does not apply |
| P142 | | | | Full time | | |
| P143 | No | Prefer not to say | Prefer not to say | Sworn officer/full time | Yes | Does not apply |
| P144 | No | Woman | 16-20 years | Sworn officer | Yes | Does not apply |
| P145 | No | Man | 16-20 years | Sworn officer | Yes | No |
| P146 | | | | | | |
| P147 | | | | | | |
| P148 | No | Woman | 20+years | Civilian/full time | Yes | Does not apply |
| P149 | No | Man | 16-20 years | Sworn officer | Yes | Does not apply |
| P150 | No | Woman | 1-5 years | Civilian/full time | Yes | No |
| P151 | No | Man | 1-5 years | Civilian/full time | Yes | Does not apply |
| P152 | No | Woman | 1-5 years | Civilian/full time | Yes | Yes |
| P153 | No | Woman | Prefer not to say | Civilian | Yes | Does not apply |
| P154 | No | Man | 6-10 years | Sworn officer | Yes | Does not apply |

| | | | | | | |
|------|-----|-------------------|------------------|------------------------------------|-----|----------------|
| P155 | No | Woman | 20+years | Sworn officer | No | Does not apply |
| P156 | No | Man | 6-10 years | Sworn officer | Yes | No |
| P157 | No | Woman | 16-20 years | Sworn officer | Yes | Does not apply |
| P158 | No | Prefer not to say | 16-20 years | Sworn officer | No | Does not apply |
| P159 | No | Woman | 1-5 years | Sworn officer | Yes | No |
| P160 | No | Man | 1-5 years | Sworn officer | Yes | Does not apply |
| P161 | Yes | Woman | 1-5 years | Civilian | Yes | No |
| P162 | No | Man | 1-5 years | Civilian/full time | Yes | Does not apply |
| P163 | No | Man | 11-15 years | Sworn officer | Yes | Does not apply |
| P164 | Yes | Woman | 1-5 years | Civilian/full time/non-management | Yes | No |
| P165 | | | 20+years | Sworn officer | Yes | Does not apply |
| P166 | No | Man | 6-10 years | Civilian/full time | Yes | Does not apply |
| P167 | No | Man | 1-5 years | Sworn officer | Yes | Does not apply |
| P168 | No | Man | 20+years | Management | No | Does not apply |
| P169 | No | Woman | 1-5 years | Civilian/full time | Yes | Does not apply |
| P170 | No | Man | 20+years | Sworn officer | No | Does not apply |
| P171 | No | Man | 16-20 years | Sworn officer | Yes | Does not apply |
| P172 | Yes | Man | 1-5 years | | Yes | Does not apply |
| P173 | Yes | Man | Less than a year | Civilian/full time | Yes | Does not apply |
| P174 | No | Woman | 1-5 years | Civilian/full time | Yes | No |
| P175 | No | Man | 16-20 years | Sworn officer/full time | Yes | Does not apply |
| P176 | No | Man | 20+years | Sworn officer/full time/management | Yes | Does not apply |
| P177 | No | Prefer not to say | 11-15 years | Sworn officer/full time | Yes | Does not apply |
| P178 | Yes | Man | Less than a year | Civilian | Yes | Does not apply |
| P179 | No | Man | 6-10 years | Civilian/full time/non-management | Yes | Does not apply |
| P180 | | | | | | |
| P181 | No | Man | 20+years | Sworn officer/management | Yes | Does not apply |
| P182 | No | Man | 6-10 years | Civilian/full time/non-management | Yes | Does not apply |
| P183 | No | Man | 11-15 years | Full time | Yes | Does not apply |
| P184 | No | Woman | 1-5 years | Sworn officer | Yes | No |
| P185 | No | Man | 1-5 years | Civilian/full time/non-management | Yes | Does not apply |
| P186 | No | Woman | 1-5 years | Civilian/full time/non-management | Yes | Does not apply |
| P187 | No | Man | 1-5 years | Civilian/full time | Yes | Does not apply |
| P188 | No | Woman | 1-5 years | Civilian | Yes | No |
| P189 | No | Woman | 6-10 years | | Yes | Does not apply |
| P190 | No | Man | Less than a year | Civilian/full time | Yes | Yes |
| P191 | No | Woman | 20+years | | Yes | Does not apply |
| P192 | No | Man | 6-10 years | Sworn officer | Yes | Does not apply |
| P193 | No | Man | 16-20 years | Sworn officer | No | Does not apply |

| | | | | | | |
|------|-----|-------------------|-------------------|------------------------------------|-----|----------------|
| P194 | No | Man | 20+years | Sworn officer/Full time/management | Yes | Does not apply |
| P195 | No | Woman | 1-5 years | Civilian/full time/non-management | Yes | No |
| P196 | No | Woman | 1-5 years | Civilian/full time | Yes | No |
| P197 | No | Woman | 20+years | Civilian | Yes | Does not apply |
| P198 | Yes | Man | 6-10 years | Civilian/full time | Yes | Yes |
| P199 | No | Prefer not to say | Prefer not to say | | Yes | No |
| P200 | Yes | Prefer not to say | 1-5 years | | Yes | Does not apply |
| P201 | | | | | | |
| P202 | No | Prefer not to say | Prefer not to say | Full time | Yes | No |
| P203 | No | Man | 16-20 years | Sworn officer | Yes | Does not apply |
| P204 | No | Man | 16-20 years | Sworn officer/full time | Yes | Does not apply |
| P205 | No | Woman | 11-15 years | Civilian | Yes | Does not apply |
| P206 | No | Woman | 6-10 years | Civilian/full time/management | Yes | No |
| P207 | No | Prefer not to say | Prefer not to say | Management | Yes | Yes |
| P208 | No | Woman | 1-5 years | Civilian | Yes | Does not apply |
| P209 | No | Man | 1-5 years | Civilian/management | Yes | Does not apply |
| P210 | No | Prefer not to say | Prefer not to say | | Yes | Does not apply |
| P211 | No | Woman | 16-20 years | Civilian | Yes | Does not apply |
| P212 | No | Woman | 1-5 years | Civilian/full time | Yes | Yes |
| P213 | | | Prefer not to say | | Yes | Does not apply |
| P214 | No | Man | 16-20 years | Sworn officer | Yes | No |
| P215 | No | Prefer not to say | Prefer not to say | | Yes | No |
| P216 | No | Man | 20+years | Sworn officer | No | Does not apply |
| P217 | No | Man | 20+years | Sworn officer | Yes | Does not apply |
| P218 | No | Man | 16-20 years | Sworn officer | Yes | Does not apply |
| P219 | No | Woman | 1-5 years | Civilian | No | Does not apply |
| P220 | No | Man | 6-10 years | Civilian/management | Yes | No |
| P221 | No | Man | 11-15 years | Sworn officer | Yes | Does not apply |
| P222 | No | Woman | 11-15 years | Sworn officer | Yes | Does not apply |
| P223 | No | Man | 11-15 years | Sworn officer | No | Does not apply |
| P224 | No | Prefer not to say | Prefer not to say | Sworn officer | Yes | Does not apply |
| P225 | No | Prefer not to say | Prefer not to say | | Yes | Does not apply |
| P226 | No | Prefer not to say | Prefer not to say | Sworn officer | No | Does not apply |
| P227 | No | Woman | 20+years | Sworn officer | No | Does not apply |
| P228 | Yes | Prefer not to say | Prefer not to say | Sworn officer | No | Does not apply |
| P229 | No | Prefer not to say | 6-10 years | | Yes | Does not apply |
| P230 | | | | | | |

| | | | | | | |
|-------|-----|------------------------|-------------------|------------------------------------|-------------------|----------------|
| P231 | No | Man | 16-20 years | Sworn officer/full time/management | Yes | Does not apply |
| P232 | No | Other (please specify) | 16-20 years | Sworn officer | Yes | Yes |
| P233 | No | Man | 16-20 years | Sworn officer | Yes | Does not apply |
| P234 | Yes | Prefer not to say | Prefer not to say | Sworn officer | No | |
| P235 | No | Man | 16-20 years | Sworn officer | Yes | Does not apply |
| P236 | No | Woman | 1-5 years | Sworn officer | Yes | Does not apply |
| P237 | No | Man | | Sworn officer | Yes | Does not apply |
| P238 | | | | | Yes | |
| P239 | No | Woman | 16-20 years | Sworn officer | Yes | Does not apply |
| P240 | No | Prefer not to say | Prefer not to say | Sworn officer/full time | Prefer not to say | Does not apply |
| P241 | Yes | Man | 6-10 years | Sworn officer | Yes | Does not apply |
| P242 | No | Prefer not to say | Prefer not to say | Sworn officer | Yes | Does not apply |
| PP243 | | | | | | |
| P244 | No | Man | | Sworn officer | No | No |
| P245 | Yes | Man | Less than a year | Civilian/full time/non-management | Yes | Yes |
| P246 | No | Prefer not to say | 6-10 years | Civilian | Yes | Does not apply |
| P247 | No | Man | 6-10 years | Civilian | Yes | Does not apply |
| P248 | No | Woman | 6-10 years | Sworn officer | Yes | Does not apply |
| P249 | No | Man | 6-10 years | Sworn officer | Yes | No |
| P250 | No | Man | Prefer not to say | Civilian/full time/non-management | Yes | No |
| P251 | | | | | | |
| P252 | No | Man | Prefer not to say | Civilian/full time/management | Yes | Does not apply |
| P253 | No | Man | 16-20 years | Sworn officer | Yes | Does not apply |
| P254 | Yes | Prefer not to say | Prefer not to say | | Prefer not to say | Does not apply |
| P255 | Yes | Woman | Less than a year | Civilian/full time | Yes | Does not apply |
| P256 | Yes | Man | 6-10 years | Sworn officer | Yes | No |
| P257 | Yes | Man | 16-20 years | Sworn officer | No | No |
| P258 | No | Man | 16-20 years | Sworn officer | No | Does not apply |
| P259 | No | Woman | 16-20 years | Civilian/full time/management | Yes | Does not apply |
| P260 | No | Woman | 1-5 years | Civilian | Yes | No |
| P261 | No | Woman | 16-20 years | Sworn officer/full time | Yes | No |
| P262 | No | Prefer not to say | Prefer not to say | | Yes | Does not apply |
| P263 | Yes | Woman | Less than a year | Civilian/full time/non-management | Yes | Yes |
| P264 | Yes | Woman | 1-5 years | Civilian/full time/non-management | Yes | Yes |
| P265 | No | Woman | 16-20 years | Civilian/full time | Yes | Does not apply |
| P266 | No | Man | 16-20 years | Sworn officer | Yes | No |
| P267 | No | Man | 16-20 years | Sworn officer | Yes | Does not apply |
| P268 | Yes | Man | 11-15 years | Sworn officer | Yes | Does not apply |

| | | | | | | |
|------|-----|-------------------|-------------------|-----------------------------------|-----|----------------|
| P269 | No | Man | 11-15 years | Sworn officer | Yes | Does not apply |
| P270 | No | Woman | 6-10 years | Civilian/full time | No | Does not apply |
| P271 | No | Man | 16-20 years | | Yes | No |
| P272 | Yes | Man | 16-20 years | Sworn officer | Yes | Does not apply |
| P273 | No | Man | 1-5 years | | Yes | Yes |
| P274 | No | Man | 1-5 years | Civilian/full time/non-management | Yes | No |
| P275 | No | Man | 11-15 years | Sworn officer/non-management | Yes | No |
| P276 | No | Prefer not to say | Prefer not to say | | Yes | Does not apply |
| P277 | Yes | Woman | 1-5 years | Civilian/full time/non-management | Yes | |
| P278 | No | Man | Prefer not to say | Sworn officer | Yes | No |
| P279 | No | Man | 16-20 years | Civilian | Yes | Does not apply |
| P280 | No | Man | Prefer not to say | Sworn officer | Yes | Does not apply |
| P281 | No | Woman | 6-10 years | Civilian | Yes | Does not apply |
| P282 | No | Woman | 11-15 years | Sworn officer/full time | Yes | Does not apply |

Appendix H: Documents Reviewed for ESR

London Police Service Procedure – Personnel (Part 11: Chapter A-E, G, S-Z, Part 12: Chapter B)

Job Posting (sampled)

Job Postings (sampled)

Professional Development Position Application Form

Professional Development Plan

Performance Management Manual

Position Application Evaluation Tool

Promotional Process Manual

Special Review Form

Working agreement (both Sworn and Civilian members)