Equity, Diversity and Inclusion Action Plan

for the Canada Research Chairs Program

Royal Roads University

ACKNOWLEDGMENT OF TRADITIONAL LANDS

Royal Roads University acknowledges that the campus is located on the traditional lands of the Xwsepsum (Esquimalt) and Lkwungen (Songhees) ancestors and families who have lived here for thousands of years.

This land has been part of the fabric of the life of Indigenous communities long before Hatley Castle was built, and it will be long into the future. It is with gratitude that we now learn and work here, where the past, present and future of Indigenous and non-Indigenous students, faculty and staff come together.

Hay'sxw'qa si'em!

Image Description: A photo of the ocean at sunset and a low dock. The text reads: "Acknowledgment of Traditional Lands. Royal Roads University members acknowledge that we learn, work, and live on the traditional lands of the Xwsepsum (Esquimalt) and Lekwungen (Songhees) ancestors and families who have lived here for thousands of years. This land has been part of the fabric of the life of Indigenous communities long before Hatley Castle was built, and it will be long into the future. It is with gratitude that we now learn and work here, where the past, present and future of Indigenous and non-Indigenous students, faculty and staff come together. Hay'sxw'qa si'em!"

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President's Statement

Since 1995, Royal Roads University has demonstrated a commitment to equity, diversity, and inclusion in its dedication to building strong relationships with Coast Salish and W̱SÁNEĆ communities, diversity-related grassroots staff initiatives, and participation in community LGBTQ2S+ initiatives. The mandate of the Canada Research Chairs Program has given Royal Roads the opportunity to formalize our commitment to equity, diversity and inclusion by building structures that will support our faculty, students and staff.

Since 2017, we have been able to dedicate resources to conduct research and training on inclusion-related issues, both within and beyond the CRC program. We have created the President's Steering Committee on Equity, Diversity and Inclusion, whose membership spans faculties, executive positions, and staff departments. Our Human Resources department has undertaken policy and practice reviews in order to embed equity, diversity and inclusion into our systems of recruitment and support of all employees.

Royal Roads' senior executive has been involved on the ground level of this work, participating in the President's Steering Committee on Equity, Diversity and Inclusion; reviewing and providing feedback on policies, charters, and grants in support of the work that needs to be done in order to create and embed equity, diversity and inclusion language and initiatives; and supporting the staff in their departments to protect time in order to complete this important work.

As of September 2018, Royal Roads has had five chair allocations, marking a new and exciting time for research at the university. As we enter in to this new phase of the Royal Roads CRC program, I look forward to doing so in ways that are equitable, inclusive, and in which diversity is fully supported across the campus and at all levels of the Royal Roads executive.

In honour of the Xwsepsum (Esquimalt) and Lekwungen (Songhees) ancestors, "Hay'sxw'qa si'em". In honour of the Nuu-chah-nulth ancestors, "Kleco! Kleco!!"

Sincerely,

Philip Steenkamp, PhD

President and Vice Chancellor
Royal Roads University

Preface

The Canada Research Chairs Program (CRCP) has responded to concerns regarding equity, diversity, and inclusion (EDI) among chair appointments by implementing a requirement for Equity, Diversity and Inclusion Action Plans (EDI AP). The EDI AP initiative requires that institutions with allocations of five or more chairs draft institutional EDI APs describing how the institution will both sustain the participation and address the under-representation of individuals from the four federally designated groups (FDGs) – women; persons with disabilities; Indigenous Peoples; and visible minorities – within the institution's Canada Research Chairs program.

In 2017, RRU had four chairholders. Despite having only four chairs and thus not required to create an EDI AP, RRU felt that the principles of the program were sound and elected to create an early version of an RRU EDI AP that year. In September of 2018, after reviewing our equity targets, RRU elected to use the corridor of flexibility to split our Tier 1 chair into two Tier 2 allocations effective at the time of the chair's scheduled renewal (April 2020) and also received an additional Tier 2 allocation, bringing our total allocations to five. At that time, the action plan became mandatory and we began revising our goals, objectives and target setting.

Royal Roads University's (RRU) diversity statement captures its equity, diversity and inclusion approach through the following shared understandings:

- Diversity enriches community, expands learning, and advances knowledge.
- Royal Roads University acknowledges and celebrates the diversity of our community, which is shaped by our complex identities, life experiences, and perspectives.
- We strive to increase understanding, appreciation, and engagement with each other, thereby making us more compassionate human beings and strengthening the fabric of our communities.

To achieve this, RRU commits to:

- facilitating educational experiences, research opportunities, and a workplace environment that reflect and benefit from the diversity of our communities; and
- fostering an environment that is open, inclusive, safe, respectful, and fair, and in which a diversity of ideas is able to flourish.

Our expectation is that we will support one another in fulfilling these commitments, thereby cultivating a whole, thriving community that is greater than the sum of its parts. In line with these understandings and commitments, RRU is committed to attracting a diverse pool of candidates as new Canada Research Chair allocations become available.

About Royal Roads University

RRU is a small university on located on the traditional lands of the Xwsepsum (Esquimalt) and Lekwungen (Songhees) ancestors and families who have lived here for thousands of years.

RRU is situated on Southern Vancouver Island in British Columbia. British Columbia in general and Victoria, BC – where RRU is located – is experiencing a housing crisis, with high rent and housing costs creating barriers to finding housing in the region (CSPC & VTAG, 2018). This housing crisis particularly impacts persons with disabilities and visible minorities (CMHC 2018) and is a known issue for recruitment and retention in the region.

In 2017, the Province of BC launched a new Diversity and Inclusion Action Plan, which focuses on the recruitment and development of qualified public servants who represent the diversity of the people of British Columbia. These include visible minorities, people with disabilities, women, Indigenous people and the LGBTQQ2S+ community. This recent provincial emphasis speaks to the support for, and engagement in diversity and inclusion initiatives in British Columbia, where RRU is situated. As an institution, RRU is able to draw from best practices and lessons learned in the BC public service through research partnerships, community initiatives, and relevant public service programs and resources.

Royal Roads' Learning, Teaching and Research Model (LTRM) is central to how the university functions. The LTRM offers a snapshot of the values, worldviews, attributes and practices that reflect and shape the unique learning environment, culture, practice and service at Royal Roads. The LTRM can be distilled to three core categories of values that express what our faculty, staff, students, alumni, advisory councils and other community members perceive as unique and forward-thinking in our work: applied and authentic, caring and community-based, and transformational.

As a small university with a focus on research applied to current issues, RRU chairholders focus on addressing real world challenges through research that is often multi-, inter-, and transdisciplinary; rigorous, and bold. Along with traditional measures of academic excellence and impact (e.g. peer reviewed publications, citation factors, etc.), RRU supports chairholders to pursue alternative strategies for knowledge mobilization (e.g., blogs, social media, policy statements, white papers, etc.). Research impact at RRU focuses on the difference research makes in the community, classroom, and society. Chairholders are encouraged to work in new and collaborative ways with stakeholders inside and outside of academia to find solutions to wicked, pervasive problems. RRU chairholders have full intellectual freedom and are supported through administrative and academic oversight to take risks and challenge academic norms. RRU has a creator-owned Intellectual Property Policy.

As a small institution of ~530 employees, we are able to form close relationships and networks of staff, faculty, and students. While there are challenging aspects to a small institution in terms of the anonymity of statistical reporting for programs such as the CRCP, there are also opportunities that cannot be found at larger institutions. Our executive leadership is familiar with all of the core faculty within their portfolios, often participating in research or teaching initiatives.

As we approach EDI with a focused steering committee and concrete objectives and measurements, the size of the university will mean that the committee members are easily able to champion EDI at RRU,

creating opportunity for a grassroots change in culture to complement the top-down initiatives of strategic planning and policy review/change.

The EDI Action Plan

Royal Roads' vision is that of an inclusive, diverse workforce that understands and demonstrates best practices regarding EDI in research, scholarship, teaching, and human resources. We envision RRU having an engaged organizational culture that embraces, understands, and advances EDI.

The work in this plan is based on the Canada Research Chairs Program's *Institutional Equity, Diversity and Inclusion Action Plans: A Best Practices Guide* (2019), which focuses on EDI within the Chairholders at RRU. The Action Plan aims to address disadvantages currently experienced by underrepresented individuals; and to meet the institution's CRC equity targets and goals by December 2019.

This Action Plan will describe:
1. The specific conditions under which data was collected and assessed at RRU
2. How EDI data has been gathered at RRU
   a. the outline and methodology of an employment systems review, which reviewed policies and processes that intersect with Chairholders at RRU;
   b. the outline and methodology of a comparative review, which assessed whether RRU Chairholders received equitable support and compensation; and
   c. the outline and methodology of an environmental scan, which assessed RRU's workplace environment and culture, and the impact it may be having on the Chairholders.
3. How the collected EDI data has been analysed at RRU
   a. the results of an employment systems review, which reviewed policies and processes that intersect with Chairholders at RRU;
   b. the results of a comparative review, which assessed whether RRU Chairholders received equitable support and compensation; and
   c. the results of an environmental scan, which assessed RRU's workplace environment and culture, and the impact it may be having on the Chairholders.
4. The development of Specific, Measurable, Aligned with the desired outcome, Realistic and Timely (S.M.A.R.T.) objectives, actions, and measures to address the systemic barriers and areas for improvement for *each FDG*, as well as:
   a. The person or office responsible for implementing the action or overseeing the implementation of the plan;
   b. The resources identified to help develop and implement the plan;
   c. Timeline and specific deadlines for each action; and
   d. Best practices adopted by RRU to address any resistance or backlash

Due to the number of Chairholders at RRU involved in the research conducted for this action plan and the size of the institution, it was not possible to ensure anonymity in the results of the research. As such, some of the results of the research conducted for the Comparative Review and Environmental Scan will not be included in the public documentation required for the CRC Action Plan. Instead, these results have been submitted in a separate, confidential letter to the CRC Program's Equity, Diversity and Inclusion Action Plan adjudication panel. Action items that emerge from this research will be included in RRU's public Equity, Diversity and Inclusion action plan.

The offices responsible for the implementation of actions associated with the objectives above are Human Resources and Research Services, under the oversight of the Vice President and Chief Financial Officer and the Vice President Research, International, Marketing and Business Development, respectively. The work of those offices is overseen by the new RRU President's Steering Committee on Equity, Diversity, and Inclusion (PSC-EDI), which was established early in 2019. The PSC-EDI is chaired by the President of RRU and includes two executive representatives; six faculty representatives from across the institution; two staff from Research Services and two from Human Resources; one representative from the staff and student-led RRU Diversity Action Group; and one representative from Indigenous Education and Student Services. The work overseen by the PSC-EDI will revise and expand the existing EDI AP for the CRCP and will focus on developing and supporting institutional understanding and expertise of EDI.

The university will continue to commit resources towards EDI initiatives.

Data gathering

Employment Systems Review

An external EDI subject matter expert, Dr. Grace Wong-Sneddon, was contracted to conduct an Employment Systems Review in conjunction with RRU's internal EDI team. The review focused on if and how EDI is addressed in the policies, processes and practices at RRU, and what might be missing. The review was done through a diversity and equity lens by asking two primary questions:

- Who is the policy, process or practice intended for? And,
- How would they know it is available to them?

The intention of the review was twofold:

1. to identify any systemic barriers in RRU's policies and/or practices regarding the allocation, recruitment, nomination and retention systems of CRC's and the broader application across all recruitment activity that might negatively impact the participation of underrepresented groups, and;
2. to develop an action plan to address any existing gaps identified through the review.

The review included a comparative analysis, which measured RRU's EDI policies and practices against the practices of other organizations within the post-secondary education environment. Specifically, practices at The University of British Columbia, The University of Guelph and the University of Victoria were considered. These universities were selected due to their proactive work within the EDI landscape with specific excellence in integrated practices and sound accommodation and accessibility practices.

Wong-Sneddon identifies as a "settler of colour". The review included the input of individuals of underrepresented groups: four of the five members of RRU's EDI team are women, and among the five members are a variety of ages, ability levels, backgrounds, and sexual orientations, providing an intersectionality of perspectives.

Wong-Sneddon was provided with access to all RRU policies and accompanying procedural information and through a process of inquiry data was gathered qualitatively. Dr. Wong-Sneddon asserted that the newer policies she reviewed demonstrated greater accessibility citing links to related policies and organizational resources improved the ability for underrepresented groups to receive fulsome information.

List of policies/processes reviewed:
Accessibility Policy for Students with a Disability
Adjunct Faculty Appointments Procedures
Admission Policy
Appreciation Days Policy
Appreciation Days Policy
Bullying, Harassment and Discrimination Policy
Chancellors Community Recognition Award Policy
Code of Conduct Policy
Compassionate Care Leave Policy

Disabled Parking Permit process
Diversity Policy
Employee Standard of Conduct Policy
Establishment of Chairs, Professorships & Lectureships/Fellowships Procedures
Flexible Assessment Policy
Flexible Work Arrangements Policy
Maternity and Parental Leave Policy
Maternity and Parental Leaves Policy - Summary
Relocation Assistance Policy
Sexual Violence & Misconduct Policy
Student Rights and Responsibilities Policy
Student Services Access Policy
Tuition Assistance Policy
Types of Leave at RRU Policy
Whistleblowing Policy

Comparative Review

The 2018 comparative review was focused on the level of institutional support (e.g., protected time for research, salary and benefits, additional research funds, office space, mentoring, administrative support, equipment, etc.) provided to all current chairholders. The review was led by Dr. Deborah Zornes, Director, Research Services. Data for this review were drawn from various sources:

- Salary ranges were drawn from the RRUFA Collective Agreement.
- Workload information was supplied by RRU's Business Planning department and was gathered from the annual faculty workload plans as developed with the Deans.
- The amount of funding provided by the University was drawn from reports sent to the CRCP Secretariat.
- Specific salaries were drawn from RRU's internal financial management system by Business Planning or the VPAs office
- In-kind amounts (e.g., IT Services, Media Support Services, administrative support from Research Services, office supplies, office space) were determined by Research Services based on information from RRU's Physical and Environmental Resources department, as well as general estimates for supplies and time spent working with chairholders on various proposals and funded projects.

The following information was gathered:

- Salaries and workloads for each chairholder (sorted by Tier 1 and Tier 2).
- Workload calculations for all faculty (time for research, teaching and service), and salaries at mid-point averages for the different levels of faculty appointments (e.g., associate professor; assistant professor; etc.) per the RRU Faculty Association collective agreement.
- Averages within each of the three faculties; across all faculties; and among chairholders.

The comparative review was conducted by the Director, Research Services; the Vice Provost, Research and Graduate Studies; the Manager, Business Planning; and the Manager, Academic Analysis. While the individuals who undertook the comparative review include individuals from underrepresented groups, that was not taken into consideration in the data gathering as the review was quantitative.

Environmental Scan

A two-stage environmental scan was conducted at RRU to examine the lived experiences of current and past Canada Research Chairholders at RRU in order to learn how we can remove barriers to equity, diversity, and inclusion in our recruitment, hiring and retention processes. These stages consisted of an initial survey of current and past Chairholders, and subsequent interviews. All current and past Chairholders at RRU consented to participate in both stages. The short survey and subsequent interviews were conducted jointly by Human Resources and Office of Research Services, with one representative from each department attending the interview, and were analyzed through a reflexive analysis (Braun & Clarke, 2008). This research is filed with the Royal Roads University Research Ethics Board and adheres to Canadian federal ethical requirements.

In the survey stage of the environmental scan, questions were drawn from the publicly available surveys developed by institutions whose EDI action plans were considered to satisfy the requirements of the CRCP, such as York and Ryerson University. The results of this survey were assessed and utilized in the development of interview questions. Interviews were conducted either face to face or via video conferencing software. All interviews were done with only one chairholder at a time to increase anonymity as much as possible.

Due to the number of chairholders at RRU (four at the time of the research, with one past chairholder agreeing to participate) it was challenging to anonymize the data for public presentation in the EDI Action Plan, which must be posted on the RRU website. Staff at the Tri-Agency Institutional Programs Secretariat confirmed that, given the privacy concerns of the research and HR offices at RRU, the results of the environmental scan would not be required as part of RRU's public compliance documentation. Instead, the RRU EDI AP will contain action items emerging from the environmental scan and aggregated and anonymized results was submitted to the CRC Secretariat in a confidential 3-page letter that will be sent to the CRC Program's Equity, Diversity and Inclusion Action Plan adjudication panel, but at no point made public.

Data analysis

Employment Systems Review

The findings of the review are as follows:

Policy review with gaps identified
These policies and processes cover some basic tenets of equity related to creating a supportive and inclusive workplace:

a) <u>Financial support</u>- the *Short-Term Income Protection (STIP) Approval Process* and the *Merit Pay Process* - although, there is lack of clarity of those who qualify;

b) <u>An inclusive environment</u> that supports employees such as the *Flexible Work Arrangements Policy,* the *Compassionate Care Leave,* and the *Flexible Work Arrangements Policy;*

c) <u>Accessibility and accommodation</u> more specific to students without a similar policy for employees although processes such as the *Disabled Parking Permit Process* applies to students and employees;

d) <u>Expectations relating to conduct</u> for all members of RRU community, faculty, staff, students including members of the Board of Governors, contractors, volunteers and visitors, are covered in policies such as *Student Rights & Responsibilities Policy*, the *Code of Conduct, the Employee Standard of Conduct Policy***.** These also address conflict of interest and confidentiality;

e) Bullying, harassment and sexual violence are addressed in the *Bullying and Harassment Policy* and the *Sexual Violence and Misconduct Policy*, both last amended in 2018. The *Diversity Policy* is particularly helpful in linking to related policies, procedures or related documents such as the RRU Diversity Statement*, Bullying and Harassment, Code of Conduct, Students Rights and Responsibilities,* and the *Employee Standard Code of Conduct* and beyond that to other resources such as the BC Human Rights Code, Accessibility Services, Indigenous Education, RRU Elders Circle and RRU International.

These policies provide a passive rather than a proactive or active approach. The only policy that explicitly speaks to diversity is the *Diversity Policy*. Similarly, there is limited reference to equity noted within the policies reviewed with the exception of the *Accessibility Policy* which speaks to wanting students to "have equal participation in all the activities of the university." However, the Accessibility Policy does not explicitly speak to appreciating the contributions and experiences of persons with disabilities demonstrating their value to the community. Neither is there any explicit reference to active awareness, commitment, education or training to dispelling stereotypes and prejudices about persons with disabilities or promoting an understanding of persons with disabilities, or any reference to removing barriers.

The *Bullying and Harassment Policy* and the *Sexual Violence and Misconduct Policy* could provide more detail on education and training and be more explicit how they respond to allegations and spell out a fair and expeditious process of dealing with the complainant, the accused and the investigation

The *Tuition Assistance Policy* is an example of supporting professional development for employees; however, there is no support noted for mentorship and career planning. The *Flexible Work*

Arrangements Policy provides guidelines to some flexibility but has insufficient attention to work/life balance issues.

There is little reference to either the celebration nor the acknowledgement of diversity of any of the historically marginalized groups. For example, the *Chancellors Community Recognition Award Policy*, last amended in 2017 with nomination criteria of "those who demonstrate excellence in leadership, sustainability, entrepreneurship, conflict management and communication" could be more explicit in recognizing, acknowledging and celebrating those from historically underrepresented groups. There is no reference to any historically marginalized groups and as such, no policies address the recruiting and retaining of these groups.

There are no policies explicit to recruitment, however, the *Establishment of Chairs, Professorships & Lectureships/Fellowships Policy*, last amended in 2008, speaks to recruitment processes within departments. The *Adjunct Faculty Appointment Policy*, last amended in 2009, speaks to the criteria of the appointee's skills and knowledge. There are no policies that focus on the recruitment or acknowledgment of historically marginalized groups.

To better acknowledge the value of diversity, the next revisions of RRU's policies should include explicit policies that support diversity, use proactive language, and identify proactive measures to recruit for diversity, particularly among historically marginalized groups.

What is missing
It is difficult to present a Diversity, Equity and Inclusion Strategy or Action Plan without a more coherent Employment Equity Policy that would set the foundation of equity. An Employment Equity Policy would include stating RRU's values of diversity, equity, fairness and respect, and commitment to (not just as aspiration for) a place free of discrimination and harassment, injustice and violence. These values and commitments need to permeate all policies, systems, processes, and day-to-day operations to foster the principles of equity to create an inclusive and welcoming environment for all its members. More than expressing the terms that promote accessibility, equity and diversity, an Employment Equity Policy must be clear and transparent in the review, monitoring and reporting on equity achievement to the internal and external community. It must also state a clear identification of the process and strategies aimed at eliminating the barriers related to equity, diversity and fairness. RRU's future employment equity policy needs to take a proactive approach to equity and utilize data and information, such as a collective data on resignations, and outline strategies for preventive and corrective action.

Some of the later amended policies, in particular the *Diversity Policy* that was amended in 2019, reference other related policies, processes and resources, but there are still some gaps in RRU's policies, including but not limited to the following:
   a. Human Rights Policy,
   b. Employment Equity Policy,
   c. Accessibility and Accommodations for Employees
Some existing policies need updating with more substantive information and reporting structure, such as the *Whistleblowing Policy*, last amended in 2005.

Next steps in addressing the ESR findings

Overall, the two areas that show the most foundational gaps in the policies are: the passive approach to equity, diversity and inclusion; and the absence of policy to support historically underrepresented groups. A more proactive approach requires an intentional cultivation of institutional, collective and individual responsibility to create an environment in which respect and inclusion are foundational principles and practice. A core tenet of equity is an explicit acknowledgement that members of groups who have been historically marginalized may require more support to reach their potential. This essential acknowledgement and subsequent related action plan are required to meet the goal of recruiting and retaining a diverse workforce. Such a workforce can only be achieved within a framework of merit, inclusion, and respect; and a climate free of discriminatory barriers.

Three main objectives emerged from the Employment Systems Review at RRU: Updates to existing policies, a recruitment process update, and the development of new policies (see also: Objective 7). Updates to these policies are expected to support the retention of individuals from the FDGs.

Specific policy updates

1	*Bullying, Harassment and Discrimination Policy*	
	Action:	a) Provide greater detail on education and training commitments within the workplace; b) be more explicit about response to allegations and the process of a fair and expeditious process of dealing with the complainant, the accused and the investigation; c) Establish measurement and review annually.
	Measurement:	Track number of reports related to bullying, harassment and discrimination; compare annually. Look for a decline in reports to reflect a more inclusive, supportive environment with zero tolerance for bullying, harassment and discrimination in the work place.
	Complete by:	a) December 31, 2019 b/c) Annual
2	*Flexible Work Arrangements Policy*	
	Action:	a) Add language related to work/life balance and link to RRU's Healthy U initiative; b) Establish measurement and review annually.
	Measurement:	Interpret data related to the number of employees that utilize a Flexible Work Arrangement and compare statistics annually.
	Complete by:	a) December 31, 2019 b) Annual
3	*Tuition Assistance Policy*	
	Action:	a) Highlight career mapping alignment within policy b) Link to new Mentorship Policy stemming from ESR recommendations
	Measurement:	The success of the change will be measured by the increased applications for Tuition Assistance with a direct alignment to career goals.
	Complete by:	December 31, 2019
4	*Sexual Violence & Misconduct Policy*	
	Action:	a) Provide greater detail on education and training commitments within the

		workplace; b) be more explicit about response to allegations and the process of a fair and expeditious process of dealing with the complainant, the accused and the investigation; c) Establish measurement and review annually.
	Measurement:	Track number of reports related to sexual violence and misconduct; compare annually. Look for a decline in reports to reflect greater awareness that demonstrates zero tolerance for sexual violence and misconduct in the work place.
	Complete by:	December 31, 2019

Recruitment process review

The recruitment process at RRU is currently being reviewed to ensure the candidate experience is one that reflects the service-oriented ethos of RRU and reflects our commitment to equity, diversity and inclusion through fair and inclusive practices. Additionally, the intention of the review is will ensure an efficient and effective process with a clear delineation between functions and task distribution.

<u>Action</u>: The various elements of the recruitment review process include assessment of each step in the process as follows:

- Workforce planning discussion with Hiring Manager
- Staffing budget allocation verification
- Role profile creation (if a new role)
- Advertising
    o Creating recruitment materials (job postings/ads)
    o Advertising broadly *and* specifically
- Recruitment panel management:
    o Panel composition ensuring FDGs representation
    o Education (implicit bias, commitment to confidentiality, identifying any conflicts of interest)
- Sourcing candidates
    o Leveraging existing and new networks
- Recruitment competition management:
    o Determining candidate screening criteria aligned to competencies required
        ▪ Conduct an initial screening phone call to assess candidate interest in the role; salary expectations and experience alignment to the required competencies of the role
    o Requesting credential verification
    o Developing Interview questions
    o Conducting the Interview
        ▪ Long-listed candidates - initial interview conducted virtually (Skype/Blue Jeans)
        ▪ Short-listed candidates – in person interview held on-campus
    o Building Reference questions to validate candidate experience
        ▪ Conducting reference calls

- o   Offer of Employment
  - ▪ Review salary recommendation with Hiring Manger
  - ▪ Prepare a hiring recommendation to elevate for approval to hire
  - ▪ Extend offer and negotiate details of employment contract
- o   Regretting unsuccessful candidates
- - On-boarding process for new hires

Measurement:

The success of the recruitment review will be measured by:

- - Feedback received from new hires regarding their recruitment experience applicants
- - Feedback received from Hiring Managers at the end of each recruitment about the value of the recruitment process
- - Feedback received from Hiring Managers regarding the quality of the successful candidate

Complete by: December 31, 2019

New policies

- • Human Rights Policy
- • Employment Equity Policy
- • Accessibility and Accommodations for Employees
- • Mentorship

These policies are to be developed by January 31, 2020 and will then be submitted to the Human Resources Governance Committee for endorsement and to receive final approval from the University President and his Executive Team members.

Comparative Review

Findings of the 2018 comparative review can be divided into workload, salary, resource, and research funding results.

Workload

The RRU Comparative Review found that average workloads to be as follows:

- • Assistant Professors: 24% teaching; 33% research; 43% service;
- • Associate Professors: 25% teaching; 35% research; 40% service;
- • Tier 2 CRC: 14% teaching; 72% research; and 14% service;
- • Tier 1 CRC: 11% teaching, 73% research and 16% service.

Among the three Tier 2 chairs, there were discrepancies between the workloads with ranges for teaching being from 8% to 20%; research from 59% to 79% and service from 13% to 21%. At the time of the review, workloads for CRC terms were set in individual negotiations with the CRC's Dean and no set guidelines were in place.

Since 2018, the university has had set guidelines for workloads for Tier 2 chairs of 14% teaching, 72% research and 14% service, while noting that the actual numbers may vary by up to five percent.

Renewals fall under this guideline as well. Workload expectations, available research funding, and the CRC renewal process are discussed with potential candidates early in the recruitment process. Nominations for renewal are not considered to be an automatic process at RRU; this process is further detailed in the *Management of CRC Allocations* section.

Salaries

RRU CRC salaries fall within the RRU Faculty Association collective agreement. Salaries vary between disciplines and can change if a faculty member received a promotion and/or continuing status during the term of their CRC.

Resources

A comparison of the resources provided to the Chairholders by the university was undertaken during this review. This comparison considered in-kind support such as office space, technical support, and Research Services support. Data was compared over a three-year period (2015-16 through 2017-18). In-kind support was comparable across chairholders. Where discrepancies were found, (e.g., IT support) those discrepancies were based on the activity of the chairholder and type(s) of support needed.

Research Funds

A comparison was undertaken regarding how the $100,000 CRC funding was allocated towards salary and benefits vs. the amount available for research expenses. Discrepancies among Tier 2 chairholders were identified in 2015-16; in 2016-17; and in 2017-18 and were discussed in the 3-page confidential letter submitted to CRC Program's Equity, Diversity and Inclusion Action Plan adjudication panel in September of 2019. Past practice had been that the allocations were an individual negotiation with the Dean and Associate VP Research and were not consistent across RRU Chairholders. In 2017-18 the decision was made by the Vice Provost and the Vice President Academic that future allocations for new Tier 2 chairs or renewals would have $65,000 towards salary and benefit costs, and $35,000 available for research expenses. (The Tier 1 chair has $150k towards their S&B and receives $50,000 of the $200,000 towards research expenses.) Since that time, new Tier 2 chairs and renewals have followed this formula, and potential chairs are informed of this during the interview process. In 2018-19, the CRCP Secretariat announced an additional $20,000 per year awarded to Tier 2 chairholders in their first term to be used for direct research expenses. The allotment shifted accordingly to: $65,000 towards salary and benefits and $55,000 towards research expenses.

A comparison of internal grants awards to chairholders was not undertaken. Internal awards at RRU are a competitive, peer reviewed process, and whether or not a person holds a CRC is not part of the criteria.

Environmental Scan

The results of the survey and interviews conducted during the environmental scan are outlined in the confidential 3-page letter to the CRC Program's Equity, Diversity and Inclusion Action Plan adjudication panel. The objectives that follow this section were developed with reference to the results of the Environmental Scan.

Objectives, Actions and Indicators

Objective 1	Attract a diverse pool of candidates, in particular: Women, Indigenous peoples, visible minorities and persons with disabilities.
Action	Postings drafted in consultation with Human Resources and the appropriate Dean to recruit specifically from the FDGs.
Measure(s) / Indicator(s)	2019 recruitment restricted to women scholars and restricted to Indigenous women scholars to address the equity gaps at RRU.
Deadline	January 31, 2020
Status	Current CRC postings publicly advertised as follows A CRC in Indigenous Justice was posted from January 1, 2019 until April 1, 2019. This resulted in a failed search that was reposted as a CRC in Indigenous Scholarship – posted from August 2nd, 2019 until October 2, 2019. CRC in Digital Strategy, Digital Transformation and the future of Business was posted from January 1, 2019 until March 31, 2019. This resulted in a failed search that was reposted as CRC Reimagining Capitalism – posted May 1, 2019 until June 5, 2019 – currently interviewing. Hiring anticipated in the winter of 2020.
Next Steps	Increase our recruitment reach and appeal to candidates through methods noted in Objective 8.

Objective 2	Train all members of recruitment committees, as well as administrators and other staff/faculty that may be involved in recruitment, on unconscious bias.
Action	Training sessions in unconscious bias Promotion of the CRC Bias in Peer Review training module Develop RRU-specific materials for unconscious bias.
Measure(s) / Indicator(s)	a) All members of recruitment committees trained b) All administrators and other staff/faculty involved in CRC recruitment trained c) 25% of faculty/staff throughout the university trained by December 31, 2019; 50% by December 31, 2020; 75% by December 31, 2021 and 100% with training being a part of the required orientation for new hired after April 1, 2022. d) Materials developed and available for use by the RRU Community e) Include unconscious bias training in New Employee Orientation program for all new hires
Deadline	a) March 2018 b) March 2018 c) November 2019 d) December 2019 e) February 2020
Status	a) Complete b) Complete c) Ongoing d) Ongoing e)
Next Steps	a) N/A b) N/A c) Training scheduled d) Contractor hired to support the development of materials with Human Resources and Research Services staff. The materials developed will be used to expand training and awareness related to EDI to the RRU community at large.

Objective 3	Review of recruitment practices.
Actions	a) Using pipeline development and networking before a position is opened by encouraging faculty and staff to track prospects from conferences and discipline-specific events. b) Using open-access resources (e.g. conference proceedings, academic journals, lists of postdocs) to identify potential faculty candidates. c) Intentionally selecting committee members who are committed to diversity and inclusion and developing an inclusive search plan. d) Setting up unconscious bias training that is relevant to the faculty or department and tailored to the unique needs of the hiring committee. e) Crafting inclusive job ads with effective diversity statements designed to recruit intentionally for historically underrepresented candidates and the four federally designated groups. f) Conduct employee systems review. g) Update policies and procedures per employee systems review. h) Develop new policies and procedures per employee systems review.
Measure(s) / Indicator(s)	Increased applications from underrepresented groups. Feedback from new hires regarding the efficiency of the recruitment process. Policies complete and approved by Human Resources Governing Council at RRU; publicly available to all RRU employees.
Deadline	a) January 2018 e) February 2018 b) January 2018 f) September 2019 c) January 2018 g) December 31, 2019 d) March 2018 h) December 31, 2020
Status & Next Steps	a) Discussed with faculty and received support for the process. This process will be ongoing through future faculty recruitments. b) Complete; now a known process for recruitment. c) Complete for all CRC recruitment panels in 2018-19; ongoing for future panels as new allocations become available at RRU. d) Three rounds of training were set up in 2018, and three more are planned for 2019. e) Complete, with improvements still being made to the placement of and emphasis on the research environment and inclusivity at RRU. We expect further changes by December 31, 2019. f) Complete. g) Draft updates to policies and procedures for review by RRU's Human Resources Governance Council. Investigate considerations for how diverse Chairholders can be best be supported in their research and scholarship and include where relevant in policies and procedures. h) Draft new policies and procedures for review by RRU's Human Resources Governance Council.

Objective 4	Ensuring CRC search committees include at least two members from any of the FDGs.
Actions	When the recruitment committees are established a minimum of two members will be from the FDGs
Measure(s) / Indicator(s)	Number of FDGs represented on recruitment committees.
Deadline	Practice was adopted for CRC recruitment activity launched in 2019.
Status	Complete; practice has been adopted for all CRC recruitment panels.
Next Steps	In order to ensure that the administrative burden does not become too heavy on CRC representatives from the FDGs, Human Resources will reach out to other staff and faculty for non-CRC interviews in order to maintain diversity on faculty hiring panels.

Objective 5	Review accessibility and responsibility for accessibility communications at the institution.
Actions	In collaboration with HR, determine the person responsible for hiring-related accessibility communications at the institution.
Measure(s) / Indicator(s)	Associate Director, Human Resources (Organizational Development and Employee Experience) is responsible for hiring-related accessibility communications at the institution.
Deadline	September 2019
Status	Complete
Next Steps	N/A

Objective 6	Collect self-identification data from CRC applicants. Collect self-identification data from RRU faculty and staff.
Actions	Development of a self-identification data form and a plan for implementation
Measure(s) / Indicator(s)	Project launched by January 2019 Completion rates
Deadline	January 2019
Status	In March and April of 2019, information sessions were held regarding the launch of the Everyone Counts employment equity survey, intended to provide RRU with a benchmark data set regarding diversity among RRU employees. These information sessions were led by Human Resources staff and an external consultant hired to support the development of the tool. The survey was launched on May 9th and closed on May 31. 242 RRU employees (representing our Exempt, CUPE and RRUFA employee groups) attended one of the eight Equity, Diversity and Inclusion (EDI) information sessions. The feedback received during the sessions was readily incorporated and is reflective of the iterative and collaborative nature of this important work. The *Everyone Counts* employment equity survey was distributed to 519 employees and attracted 301 responses, representing a 58% response rate. 298 surveys were fully completed.
Next Steps	A self-identification process will be developed by HR as part of the RRU on-boarding process to ensure currency of baseline data. The Everyone Counts survey will be reprised annually. We are working to determine the best way to store this data in order to maintain the confidentiality of RRU employees.

Objective 7	Change CRC recruitment processes to speak more directly to this environment and the CRC package that is made available to chairs at RRU.
Actions	a) Create an onboarding package that sets out all aspect of RRU including the housing issues in the region, accessibility issues on campus, the expectations of RRU CRCs, the non-semester system, the fact that most students are not on campus, the reduced teaching and administrative load that RRU CRCs receive as well as the amount of CRC funding available for their use. This will formalize an existing verbal process. b) Offer candidates the opportunity to meet with students in person if there are students on campus, or by phone/videoconference if not. c) Update postings for CRCs to speak less generally about the university and more specifically about the RRU model and opportunities. Make self-identification requirements, and links to the CRCP requirement, at the beginning of the posting rather than in the text at the end. d) Create accountability processes for panels to report back to Human Resources after interviews.
Measure(s) / Indicator(s)	a) Onboarding package created, approved and in use. b) Candidates offered this opportunity during the interview process. c) Postings updated. d) Processes created, approved and in use.
Deadline	a) December 31, 2019 b) Ongoing – first opportunity will be December 2019. c) December 31, 2019 d) December 31, 2019
Status	a) In development with Human Resources Staff. b) In progress. c) In development. d) In development with Human Resources Staff.
Next Steps	N/A at this stage.

Objective 8	Ensure equality and transparency in in-kind support from RRU to Chairholders, the use of CRC funds, and workload distribution.
Actions	Annual comparative review.
Measure(s) / Indicator(s)	Funding distribution is equal across chairs within each tier; support equitable within the considerations of the CRC's research needs, and workload distribution is the same or within 5% difference for all CRCs in the same tier.
Deadline	March of each year.
Status	Ongoing. Completed in 2018 using data available, not yet completed in 2019 . Data regarding workloads for the year were not finalized until later in the year
Next Steps	To be included in staff workload planning to allow for completion and ensure that it is a departmental priority.

Having used the CRC target-setting tool to calculate equity and diversity targets and determine gaps, Royal Roads University confirmed its equity targets and gaps for each of the FDGs in 2018. RRU has fewer than five CRCs, although the current postings, once filled, will bring our CRC total to 5. Therefore, at this time, while targets have been released, representation and gaps are being withheld to protect the privacy of RRU's Chairholders.

Designated group	Target (percentage)	Target (actual number)	Representation (actual number)	Gap(actual number)
Women	46	2	Withheld	Withheld
Indigenous peoples	1	0	Withheld	Withheld
Persons with disabilities	4	0	Withheld	Withheld
Visible minorities	15	1	Withheld	Withheld

All new chair allocations are focused on achieving the equity targets. A link to current and archived postings can be found here: https://research.royalroads.ca/canada-research-chairs-postings-and-archive. Royal Roads will report to the CRC secretariat as well as publicly on the progress made regarding meeting the equity targets and each of the objectives above on an annual basis by October 31 of each year to the degree that it can without violating privacy regulations.

The offices responsible for implementing the actions associated with the objectives above are Human Resources and Research Services, under the oversight of the Vice President and Chief Financial Officer and the Vice President Research, International, Marketing and Business Development, respectively.

Monitoring & Measurement

The Office of Research Services and Human Resources staff will use a Theory of Change (ToC) model to measure the progress and successes of various activities and goals. The ToC model works from a long-term goal backwards, setting smaller goals and assessing what must be in place for those goals to be achieved, seeking evidence to evaluate any achievements against the initial expectations at each phase of the work. The use of a ToC model will allow RRU to track our intended activities associate with both the SMART goals included in this Action Plan, and the EDI Capacity-Building Initiative grant which RRU received in 2019. The EAB Instilling Equity and Inclusion Departmental Practices guidelines will also be used to develop and track measures for EDI. These include leveraging assessment tools and measurements to specifically assess RRU's practices in regard to: upstream recruitment; job ad composition, search committee preparation, and the engagement of alumni to create mentorship networks (EAB, 2017).

The culture of inclusion will be measured through surveys conducted by Human Resources staff in 2019, and annually thereafter. The EDI survey intends to focus on identifying baseline information of representation of the FDGs at RRU, but with the addition of sexual orientation and gender identity as a fifth designated group. The focus of the EDI survey is to assist us in being able to target our recruitment efforts. The EAB Instilling Equity and Inclusion Departmental Practices guidelines will also be used to develop and track measures for EDI. These include but are not limited to leveraging assessment tools and measurements to specifically assess RRU's practices in regard to: upstream recruitment; job ad composition, search committee preparation, and the engagement of alumni to create mentorship networks (EAB, 2017). The Comparative Review and Environmental Scan will be conducted annually, although the data gathered and tools used are expected to evolve.

Management of CRC Allocations

Recruitment

The university recruits candidates for Canada Research Chair appointments following the policies and procedures that govern the recruitment of full-time faculty members. All CRC positions are open to internal and external candidates. Canada Research Chairholders are considered to be full-time faculty and are covered by the Collective Agreement between Royal Roads University and the RRU Faculty Association (RRUFACA).

Canada Research Chair postings are drafted by Human Resources, in consultation with the Office of Research Services, the School Director and Dean of the respective academic home unit. Postings are reviewed for gender neutral language, accuracy, consistency, inclusion of the university's diversity statement, and the physical accessibility of its buildings. Qualifications are distinguished into required and preferred qualifications. Internal and external applications are submitted directly to the Human Resources department and only shared with the appointed search committee.

Further equity, diversity and inclusion practices embedded into RRU's recruitment activity since 2017 include:

- Clearly demonstrating RRU's commitment to EDI on all recruitment materials including the RRU Careers webpage and on each job posting
- Interview questions that address diversity and inclusion experience and sensitivity (e.g. "Can you speak to your approach to diversity in the workplace?")
- Gender neutral language in job postings and employment contracts
- Awareness building and accessibility to EDI information through dedicated webpages: Everyone Counts, Indigenous Relations, and the Diversity Action Group
- RRU's participation in the No Big Deal campaign. A campaign that offers tools for people to show their support for transgender and/or non-binary people and our pronouns in everyday life

Allocation of Chairs

When the CRC allocations are announced, the Vice President Research, International, Marketing and Business Development confers with the faculty and college Deans to identify opportunities and

constraints for the institution. Relevant factors of opportunity or constraint include current or expected vacancies, equity targets, pool of potential candidates, strategic directions, areas of growth, expertise within RRU's research themes, fiscal climate, any unique challenges based on the university's characteristics, and program development. Consideration is given to the potential for flex moves between NSERC/CIHR/SSHRC and the implications of Tier 1 or Tier 2 designation for the allocation. The Director of the Office of Research Services and Associate Director(s) of Human Resources are consulted in this process.

When the senior academic administrative leadership has agreed upon an allocation recommendation, the Vice-President Academic and Provost submits the recommendation, inclusive of timeline targets, to the Senior Executive for review and approval.

Renewal

Eighteen months before the expected renewal deadline of a CRC, the Director of the Office of Research Services and the Vice President Research, International, Marketing and Business Development will meet with the Chairholder to discuss the renewal. The Chairholder will have three months to develop a proposal for renewal that should include their accomplishments and draft plan for the renewal. The proposal will be reviewed by the Vice President Research, International, Marketing and Business Development along with the Dean of the relevant faculty or college with two months of receipt. The Vice President Research, International, Marketing and Business Development and the Dean of the relevant faculty or college will discuss and review the university's equity targets and information regarding the chairholder's accomplishments and potential plan for the renewal, strategic direction, growth, and any institutional constraints. The annual performance reports of the chairholder are reviewed, and the department of Human Resources is consulted. The Vice President Research, International, Marketing and Business Development, then meets with the Vice-President Academic and Provost to develop a recommendation, which is then submitted to the Senior Executive by the Vice-President Academic and Provost. The decision regarding whether to pursue the renewal of current Chairholder will be communicated to the Chairholder, the Dean of the relevant faculty or college, the Vice President Research, International, Marketing and Business Development, and the Director of Research Services at least twelve months prior to the renewal deadline.

As per the Chairs program, the university acknowledges that "The intent of Tier 2 chairs is to provide emerging researchers with support that will kick-start their careers" (http://www.chairs-chaires.gc.ca/program-programme/renew-renouvellement-eng.aspx). In recognition of the Canada Research Chair program's intent that Tier 2 appointments not be approached as feeders to Tier 1 appointments, the university does not consider moving Tier 2 candidates into Tier 1 allocations.

Loss of Chair Funding

In the event that there is a loss of one or more chair(s) as part of the allocation cycle, the Director of Research Services informs the Vice President Research, International, Marketing and Business Development, who meets with the Vice-President Academic and Provost, the Director of Research Services, and the Associate Vice President of Human Resources to determine the impact of the loss and possible courses of action. Factors to be considered include equity targets, strategic directions of the university, fiscal considerations, current or potential faculty vacancies, appointment status of the chairholder (probationary or continuing status); appointment rank, academic programming needs,

where each chairholder is in their term (i.e., in the first term or renewal for the Tier 2, in which term for the Tier 1), etc. A series of consultations ensues, including the appropriate Dean and School Director as well as the Director of Research Services. A list of possible actions and ramifications is developed by the Director of Research Services and provided to the Vice President Research, International, Marketing and Business Development and the Vice-President Academic and Provost. A recommendation is then made by the Vice-President Academic and Provost to the Senior Executive. The recommendation includes details regarding how the Chairholder will be supported when the funding for their chair is lost. The support may include research funding; a commitment to reinstate the chair if a chair is added in the next allocation cycle, or other support(s).

Institutional EDI Support

Royal Roads University is committed to improving EDI across the institution. The CRCP EDI program has received strong support from executive representatives at RRU and has been explicitly supported and promoted by RRU's President through communications to all staff and faculty.

The *Everyone Counts* initiative (see Objective 6) at RRU is a clear example of this support and was launched in May of 2019. This institution-wide initiative is driven by the RRU Human Resources department with the intent of formalizing the institution's commitment to Equity, Diversity and Inclusion beyond specific application to Canada Research Chairs. The survey contains language that demonstrates the RRU commitment to EDI via training and support designed to reduce bias and increase trust and inclusion. The deliverables for *Everyone Counts* include an equity survey and a plan for rollout to all units, reviews of best practices and existing policies, the design and delivery of recruitment and retention training, and the creation a handbook. Further details on the initial *Everyone Counts* benchmarking survey can be found in appendix a.

The level of support the university is able to offer to chairholders is determined after the notification of allocation and before a recommendation is submitted to the Senior Executive. The RRUFACA contains a publicly posted salary schedule that applies to all full-time faculty, including Canada Research Chairs. The same benefit package applies to all faculty. All faculty are allocated office space, a computer, phone, and business cards. As per the RRUFACA, Canada Research Chairs are considered "special case" faculty for workload purposes. RRUFACA states:

*24.6.e) **Special Cases.** It is recognized that there will be cases where Members, due to the nature of their appointment or other exceptional arrangements, will not conform to the workload distributions indicated in Article 24.6.a-d. Such special cases include, but are not limited to, Directors in research centres at the University and holders of Canada Research Chairs or other research grants that buy out a Member's time. The Member will then retain special case status for as long as he occupies the relevant role.*

Where Members who qualify as special cases are located in a School, they will neither be included nor be counted when consideration is given to the restrictions on the allocation of the research and scholarship distribution indicated in Article 24.7.a.iv, or the restrictions in the use of banked teaching overload workload units indicated in Article 24.8.b-d. Special cases are considered a neutral factor in such calculations, and thereby will not reduce the number of Members able to take the research and scholarship distribution or use banked teaching overload workload units.

Special case status requires the Dean's approval, and will be noted in the Member's Performance and Development Planning Form (PDP). (CARRUFA, 2014-2019, p. 37)

As with all faculty workload plans, the workplan for a Chairholder is drafted by the Chairholder in consultation with and approved by their School Director and Dean.

CRCs, as are all faculty and staff, are supported in their scholarship through the following RRU Policies:

Appreciation Days Policy
Bullying, Harassment and Discrimination Policy
Code of Conduct Policy
Compassionate Care Leave Policy
Diversity Policy
Employee Standard of Conduct Policy
Flexible Work Arrangements Policy
Maternity and Parental Leave Policy
Relocation Assistance Policy
Sexual Violence & Misconduct Policy
Tuition Assistance Policy
Tuition Refund Policy
Whistleblowing Policy

Training and Development

The university seeks to follow the practices for recruitment, hiring, and retention recommended by the Canada Research Chair program. Training and development activities related to unconscious bias and equity, diversity and inclusion is mandatory for administrators and faculty involved in the recruitment and nomination processes for chair positions. Such training seeks to ensure that individuals from the FDGs are not disadvantaged when applying to a chair position.

All members of the search committee, as well as all administrators and other faculty that might be involved in the recruitment and nomination process, are required to undertake unconscious bias training. Currently this includes:

- Completing the CRC Bias in Peer Review training module: http://www.chairs-chaires.gc.ca/program-programme/equity-equite/bias/module-eng.aspx?pedisable=false;
- Undertaking the Harvard University Implicit Association Test https://implicit.harvard.edu/implicit/canada/takeatest.html;
- Reading the Unconscious Bias and its Influence on Decision making document http://faculty.harvard.edu/files/fdd/files/unconscious_bias_and_the_faculty_search_process.pdf?m=1459174873; and
- Training through the university's LinkedinLearning.com portal, specifically https://www.lynda.com/search?q=bias+human+resources.

RRU is in the process of designing unconscious bias training materials specific to the RRU environment.

Care is taken to ensure that Canada Research Chair Search Committees include at least two voting members from any of the federally designated groups. The meeting of this criterion will be monitored by Human Resources.

At the initial meeting of the committee, and each subsequent meeting, discussion is undertaken to identifying potential biases and stereotypes, and micro-aggressions, and support is provided through Human Resources for committee members as they work through biases, stereotypes, micro-aggressions, and any other concerns identified. In the event that any member of the committee feels that a fellow member cannot work through any issues regarding potential biases, stereotypes, and micro-aggressions, the member of the committee will approach the Human Resources representative on the committee to discuss the concerns. If it is believed that a member cannot work through the issues, they will be replaced on the search committee. The responsibility to work with the member and with the search committee to resolve any issues, and the responsibility to replace a member of the committee in the event that the issues cannot be worked through rests with the Chair of the search committee. Search committees are provided with information regarding Royal Roads' CRC equity targets, current representation, equity commitment and action plan, and any other relevant information. At the outset of any recruitment all search panel members are required to sign a Memorandum of Understanding that speaks to their responsibility towards confidentiality, conflict of interest and bias.

Members of the committee are provided with advice from Human Resources on how to evaluate applications that include nontraditional components such as community-focused research, and Indigenous epistemology.

As with every Royal Roads University faculty search, a draft list of interview questions is created by Human Resources and submitted to the Search Committee for feedback. By consensus, a final interview guide is arrived at, which requires approval by Human Resources before it is implemented. All candidates are asked the same questions in the same order during interviews. Human Resources provides guidance about questions that may not be asked at any time during the interview process. Discussions are undertaken with the search committee in regard to accommodation considerations and key steps for making the decision-making process open and transparent. All committee members are informed of the Canada Research Chair program's commitment to excellence and ensuring equal access to opportunities for all qualified candidates.

Collection of Equity and Diversity Data

Royal Roads' processes and strategies for collecting and protecting data on the FDGs for both applicants to chair positions and successful candidates, and strategies for encouraging individuals to self-identify as a member of the FDGs are as follows: Compiling an employment equity database, conducting a workforce analysis, and completing an employment systems review.

Workforce Composition Database

RRU will offer employees the opportunity to self-identify as a designated group member at various stages of their careers. Organizational surveys and information systems will identify a composition of the RRU workforce profile that will provide the baseline data of the workforce composition Database.

This workforce profile will be developed by collecting and maintaining information on the employment status of all employees with a specific focus on those represented by the designated groups relative to recruitment, hiring, promotion and termination. RRU's Human Resources staff are working to design this profile in a way that may be updated regularly.

Conducting Workforce Analysis

Ensuring ongoing accuracy of workforce analysis is based on continually collecting and maintaining data, i.e., self-identification surveys. In light of such data, if some groups are not fairly represented in the workplace, a strategy for change shall be developed to focus on recruitment, hiring and promotion across all job categories. The first EDI survey at RRU was conducted in May of 2019 and focused on providing a baseline of the workforce composition in the FDGs as well as the representation of gender and sexual minorities. The study has been analyzed using reflexive thematic analysis shared with the RRU community. Results are available on the RRU Human Resources Equity, Diversity, and Inclusion page.

An example of the institution's survey can be found in Appendix A.

Retention and Inclusivity

Given the small size of Royal Roads University, retention and inclusivity of chairholders are measured along with retention and inclusivity of all full-time faculty. To date, no chairholders have left the university, and the first chairholder (whose term expired) remains a full-time Professor at the university. Should chairholders have concerns about the institutional climate, equity, or any other aspect of inclusivity, they are expected to follow the Human Resources policies that are in place for all employees. Chairholders may file grievances under the RRUFACA's provisions in Article 37 Grievances and Arbitration.

The individual responsible for addressing any equity concerns/complaints regarding the management of the institution's chair allocations, or the management of concerns about equity, diversity, and inclusiveness is the Vice-President and Chief Financial Officer. The point of contact for any such issues is Lisa Robinson, Associate Director, Human Resources. Lisa can be reached via e-mail at Lisa dot 2Robinson at royalroads dot ca; or by phone at 250.391.2600 x4431.

Glossary

Acronym/Term	Definition
AP	Action Plan
RRUFACA	Royal Roads University Faculty Association Collective Agreement
CERC	Canada Excellence Research Chairs
CIHR	Canadian Institutes of Health Research
CRC	Canada Research Chairs
CRCP	Canada Research Chairs Program
EAB	EAB (company), formerly the Education Advisory Board (see http://www.eab.com)
EDI	Equity, Diversity and Inclusion
EDIICB	Equity, Diversity and Inclusion Institutional Capacity Building
FDG	Federally Designated Group
HR	Human Resources
HRGC	Human Resources and Governance Committee
LGBTQ2S+	Lesbian, Gay, Bisexual, Transgender, Queer, Two Spirit, and Others
NSERC	Natural Sciences and Engineering Research Council of Canada
PDP	Performance and Development Planning
RRU	Royal Roads University
RRUFACA	Royal Roads University Faculty Association Collective Agreement
SSHRC	Social Sciences and Humanities Research Council of Canada
ToC	Theory of Change

Appendix A – Benchmarking Survey

*** Please note – this was initially referred to as a Census at RRU, but as completion is not compulsory it has since been renamed the "Everyone Counts Survey". The information in this appendix is as it was shared in May of 2019.*

"Everyone Counts"
Royal Roads University Equity, Diversity and Inclusion census for all employees

Census Preamble

Dear RRU Colleagues

Royal Roads University (RRU) has recently launched a new initiative to champion equity, diversity and inclusion for its employees. RRU is taking its responsibility seriously to provide opportunities and venues to foster intersectional understanding and connection and to be a catalyst for equity, diversity and inclusion (EDI) and recognizing that "Everyone Counts".

Equity, diversity, and inclusion initiatives carry great value for individuals, the University, and the future. Universities as cultural change institutions, with their research, teaching and community engagement mandates, are uniquely positioned to affect national and international conversations; this is the place where tomorrow's influential professionals are trained and educated. These graduates will be change agents.

The RRU community has already demonstrated its commitment to EDI through a number of initiatives, such as:

- The Diversity Action Group (DAG), a working group established in 2011 made up of RRU students and employees who are champions of inclusivity, diversity awareness and education activities that informs the university community on the experience of people from diverse backgrounds;

- The implementation of the Bullying, Harassment and Discrimination Policy in 2013 which sets out definitions and procedures for delineating and reporting complaints so that all employees may expect to be treated in a fair and respectful manner.

- In 2017, an EDI action plan was created for our Canadian Research Chair (CRC) processes following a requirement of the CRC program for universities with five or more CRCs to strengthen their efforts to address the underrepresentation within the program of members from the four designated groups (women, persons with disabilities, Indigenous Peoples, and members of visible minorities).

- A review of RRU's recruitment practices began in 2018 to uncover real or perceived barriers to EDI and opportunities to participate in training to Mitigate Unconscious Bias in the recruitment process were offered.

Your participation in the census will provide information to reflect RRU's current workforce composition including those who identify as: women; persons with disabilities; Indigenous peoples; members of visible minorities; sexual minorities; and gender minorities. This EDI census is an essential first step in RRU's process of learning where we can improve and increase resources aimed at developing equity, diversity, and inclusion policies and practices.

Census completion processes

Via the web-link
The electronic version of the EDI census will be built using the Survey Monkey tool and accessed via a web-link. This link will be sent to all RRU employees via the @RRU-Employees e-mail distribution list.

Via hard-copy census
For those employees who would prefer to complete the census in hard copy than via the web-link, the census forms will be available in the following areas:

- Admin office area in 7B
- Custodial and Housekeeping Services department lunch room
- Gardens and Grounds department lunch room
- Human Resources, Main office, Nixon 226
- Library – main service desk
- Maintenance team department lunch room
- Production Services department lunch room

The hard-copy forms will have a self-addressed return envelope paper-clipped to each census form. Once the census is completed you will simply place the form in the envelope and put it in the inter-office mail or drop it off at Human Resources, Nixon Building, Room 226. The information gathered in hard-copy will be entered into the on-line census by the Census Administration team.

Privacy, Confidentiality and Anonymity
RRU is committed to protecting your personal privacy and maintaining the confidentiality of your participation in this census. Your personal information is subject to protection under the BC Freedom of Information and Protection of Privacy Act (FIPPA).

Your participation is completely voluntary, at no point will your personal information be disclosed. If you do choose to participate, you are free to withdraw your census data at any time prior to completing the census. Similarly, if you choose not to participate in this census, this information will be maintained in confidence. By completing and submitting the census, you are indicating your consent to participate.

Participation in this census is voluntary and the information collected is anonymous.

Data Management, Retention and Reporting

Access to the census response is limited to the census administration team within Human Resources lead by, Lisa Robinson, Associate Director. The data will be collected via Survey Monkey and will be stored within Canada. The raw census data will only be accessible to the census administrators and the file is password protected. This information cannot be used to identify any individual and no demographic report will be generated where there are fewer than 5 respondents in any given category. As the census will contain general comment text boxes any personally identifying information noted will be redacted and will not be disclosed.

The census findings will be shared with the Executive Team, the HR Governance Committee and the RRU employee community at large.

Your participation in this census will be very helpful to this important work.

The census is open for completion between May 9th and 31st, 2019.

"Everyone Counts"
Royal Roads University Equity, Diversity and Inclusion census for all employees

The RRU employment equity census is voluntary and anonymous. Your input in this census will take approximately 15 minutes and will provide useful insights into RRU's current workforce composition including those who identify as: women; persons with disabilities; Indigenous peoples; members of visible minorities; sexual minorities; and gender minorities.

This EDI census is an essential first step in RRU's process of learning where we can improve and increase resources aimed at developing equity, diversity, and inclusion policies and practices.

Your participation in this census will be very helpful to this important work. Participation in this census is voluntary.

☐   I do not wish to participate in this census

1. Please select the group that best reflects your role at RRU:
   ☐   RRUFA Member
   ☐   CUPE Member
   ☐   Non-unionized Grades G, 1&2 (Administrative and Support Staff)
   ☐   Non-unionized Grades 3&4 (Professional/Technical Staff)
   ☐   Non-unionized Grade 5 (Supervisors and Managers)
   ☐   Non-unionized Grade 6-9 (President/Vice-Presidents/AVP/Dean/Director)
   ☐   I do not wish to answer this question

Please read the questions below and select all the responses that you identify with. A person can belong to more than one designated group.

2. For the purposes of employment equity, in Canada, Indigenous peoples are generally defined as those who identify as First Nations, First Peoples, Inuit, Inuk, and Métis people of North America. For this census we wish to encourage a response from anyone who identifies as Indigenous regardless of their place of origin.

   For the purposes of employment equity and based on this definition, do you self-identify as an Indigenous person?

   ☐   Yes
   ☐   No
   ☐   I do not wish to answer this question

   Please use the text box below to provide any comments related to this question:

3. For the purposes of employment equity, in Canada, members of visible minorities are people (other than Indigenous peoples) who self-identify as non-white in colour and are generally defined as a person of colour, regardless of their place of birth or citizenship.

   For the purposes of employment equity and based on this definition, do you self-identify as a member of a visible minority?
   ☐   Yes
   ☐   No
   ☐   I do not wish to answer this question

   Please use the text box below to provide any comments related to this question:

   ┌───┐
   │   │
   │   │
   │   │
   │   │
   └───┘

4. For the purposes of employment equity, persons with disabilities, means persons who have long-term or recurring physical, mental, psychiatric, sensory or learning impairments.

   For the purposes of employment equity and based on this definition do you self-identify as a person with a disability?

   ☐   Yes
   ☐   No
   ☐   I do not wish to answer this question

   Please use the text box below to provide any comments related to this question:

   ┌───┐
   │   │
   │   │
   │   │
   │   │
   └───┘

5. For the purposes of employment equity and determining the representation of women within the RRU community do you identify yourself as a:

   ☐   Woman
   ☐   Man
   ☐   Other
   ☐   I do not wish to answer this question

Please use the text box below to provide any comments related to this question:

6.

o
r the purposes of employment equity and determining gender diversity, do you self-identify as a person who is: Transgender, Transsexual, Two-Spirit, Gender Non-conforming, Gender Variant, Non-Binary, Agender, or who otherwise does not identify with the gender assigned at to them at birth?

☐   Yes
☐   No
☐   I do not wish to answer this question

Please use the text box below to provide any comments related to this question:

7. For the purposes of employment equity and determining sexual orientation representation, do you self-identify as a person who is: Lesbian, Gay, Bisexual, Queer or who otherwise does not identify as heterosexual?

☐   Yes
☐   No
☐   I do not wish to answer this question

Please use the text box below to provide any comments related to this question:

8. Please use the text box below to provide any additional general comments you wish to share regarding the Equity, Diversity and Inclusion initiative at RRU:

Thank you for participating in this important census.

For more information, please go to the HR website via:
https://humanresources.royalroads.ca/equity-diversity-and-inclusion-rru
or contact Lisa Robinson at Lisa.2robinson@royalroads.ca or ext. 4431

The census is open for completion between May 9th and 31st, 2019.

Appendix B – Environmental Scan tools

Survey and Interview Guide for Environmental Scan

Glossary:

Culture: The shared values, assumptions, and beliefs of an organization.
Diversity: Differences in race, colour, place of origin, religion, immigrant and newcomer status, ethnic origin, ability, sex, sexual orientation, gender identity, gender expression, and age
Environment: In this survey, the term "environment" refers to elements within the organization that influence individual decisions and behaviours, such as policies, workplace culture, practices, etc.
Equitable: Fair and impartial.
Inclusion: A dynamic state of operating in which diversity is leveraged to create a fair, healthy, and high-performing institution or community.
Recruitment: The process of attracting, screening and selecting potential CRC nominees.
Retention: Efforts to create an environment that will support CRCs and encourage them in their careers at RRU.
Values: Fundamental beliefs or principles that define behaviour.

<u>SURVEY</u>
Please consider the following statements and rate them on the scale. The comment box is open and has no character limit – please feel free to add any feedback or observations.

1.   RRU has a culture of work-life balance.

Strongly Disagree   ⬚   Strongly Agree
   1------------2------------3-----------4-----------5-----------6
Comment:

2.   Collaboration is more important than competition at RRU.

Strongly Disagree   ⬚   Strongly Agree
   1------------2------------3-----------4-----------5-----------6
Comment:
3.   I am proud to be associated with RRU.

Strongly Disagree   ⬚   Strongly Agree
   1------------2------------3-----------4-----------5-----------6
Comment:

4.   My experience as a CRC within RRU's CRC Program has been equitable.

Strongly Disagree   ▢   Strongly Agree
   1------------2------------3-----------4-----------5-----------6
Comment:

5.   The funding available to me through RRU's CRC program has been sufficient for the work I need to do.

Strongly Disagree   ▢   Strongly Agree
   1------------2------------3-----------4-----------5-----------6
Comment:

6.   My experience with the recruitment process for CRCs at RRU was that the process was conducted equitable.

Strongly Disagree   ▢   Strongly Agree
   1------------2------------3-----------4-----------5-----------6
Comment:

7.   Please rank the following in order of importance. I am most valued at RRU for:
•   Teaching
•   Research
•   Administrative Support
•   Other: _____
•   Other: _____
Comment:

8.   Please rank the following in order of importance. RRU as an institution values:
•   Teaching
•   Research
•   Administrative Support
•   Other: _____
•   Other: _____
Comment:

9.   Do you have any additional comments to add about the process of attraction, recruitment, and/or retention of CRCs at RRU?

10.   Do you have any other comments to add?

INTERVIEW GUIDE

For interviewers: This interview is intended to focus on the lived experiences of the participants. The guide below is intended to be followed entirely but not exclusively. Probing questions into the lived experiences of the participants may be added at the time of the interview as appropriate. This interview will value a participant's personal experience without judgement.

1. How did you hear about the CRC that you currently hold?
   a) Based on that experience, are there any ways that you would suggest that RRU can increase its recruitment reach?
2. Can you describe your interview process for the CRC at RRU?
   a) What was the formal process like?
   b) Were there any parts of the process that were informal?
   c) Was there anything that you particularly appreciated or disliked?
   d) Were there any aspects of the process that you consider to be specific to RRU that made the process more or less challenging?
3. What do you think about the process of self-identification?
   a) How would you change the process?
   b) Would you suggest that RRU encourage CRC candidates to self-identify? If so, how?
4. What administrative support did you receive from the university during your recruitment?
   a) What administrative support did you receive from the university during the development of your nomination?
   b) Was the support that you received sufficient?
   c) What would you have liked more or less of in terms of administrative support of the recruitment and nomination process?
5. If the Chairholder has been through the renewal process:
   a) Can you describe your experience with the renewal?
   b) What would you have liked more or less of in terms of the renewal process?
6. As a CRC, how is your role at RRU different from that of your faculty colleagues in your Faculty/College/School?
   a) Do you receive any different levels of administrative support within your Faculty/College/School because of your CRC?
   b) What has your experience been with the Faculty/College/School administrative support?
7. Have you ever experienced any career interruptions as a CRC at RRU?
   a) If so, can you describe the process and support received from RRU?
8. What principles or values do you see as underpinning the CRC program at RRU?
   a) What would you like to see?
9. Do you have any suggestions as to how RRU can improve the attraction, nomination, and retention process within our CRC program?
10. Are there any other comments you would like to share?

Appendix C – Self-Identification Form

Self-Identification tool used in the RRU Applicant Tracking System for all candidates

Diversity Information (This step is required.)

Diversity is the recognition and acknowledgement of multiple and overlapping identities. These identities include but are not limited to: race, ethnicity, culture, nationality, linguistic origin, citizenship, colour, ancestry, place of origin, creed (religion, faith, spirituality), family status, marital status, ability or disability, sex, gender identity, age, sexual orientation, education, style, socio-economic class, and political belief.

Diversity enriches community. Royal Roads University is committed to appreciating and celebrating the diversity of students, faculty, and staff. We strive to increase understanding and acceptance of each other, thereby making us more compassionate human beings and strengthening the fabric of our communities

If you identify as a member of one of the following groups, please select it. If you wish to select more than one option, please hold down the SHIFT key and click on all the options that apply.

- ☐ Women
- ☐ Visible Minorities
- ☐ Persons with disabilities
- ☐ Indigenous Peoples
- ☐ Non-binary
- ☐ I do not identify as one of the designated groups listed above
- ☐ I prefer not to answer

Job Application

Gardener - (C0007)

Step 1 Résumé Profile Creation	Step 2 Cover Letters	Step 3 Attachments	Step 4 Diversity Information	Step 5 Preview

Diversity Information (This step is required.)

Diversity is the recognition and acknowledgement of multiple and overlapping identities. These identities include but are not limited to: race, ethnicity, culture, nationality, linguistic origin, citizenship, colour, ancestry, place of origin, creed (religion, faith, spirituality), family status, marital status, ability or disability, sex, gender identity, age, sexual orientation, education, style, socio-economic class, and political belief.

Diversity enriches community. Royal Roads University is committed to appreciating and celebrating the diversity of students, faculty, and staff. We strive to increase understanding and acceptance of each other, thereby making us more compassionate human beings and strengthening the fabric of our communities.

IF YOU IDENTIFY AS A MEMBER OF ONE OF THE FOLLOWING GROUPS, PLEASE SELECT IT.

IF YOU WISH TO SELECT MORE THAN ONE OPTION PLEASE HOLD DOWN THE SHIFT KEY AND CLICK ON ALL OF THE OPTIONS THAT APPLY.

- Women
- Visible Minorities
- Persons with disabilities
- Indigenous Peoples
- Non-binary

ADDITIONAL INFORMATION

[◀ Previous] [❯ Next] [📄 Finish Later] [Cancel]