

**CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND
INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT**

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Engagement with individuals from underrepresented groups

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Efforts to Address Systemic Barriers More Broadly within the Institution

INSTRUCTIONS

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

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

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

Each year, institutions must also publicly post a copy of this report to their public accountability web pages within 7 working days after the deadline for submitting the report to TIPS. TIPS will review the report each year; in addition, the annual report(s) will be provided to the external EDI Review Committee, when it is convened every few years, to evaluate the progress made in bolstering EDI at the respective institution and to provide context for future iterations of the EDI action plan.

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

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CONTACT INFORMATION

Name of Institution:	Royal Roads University
Contact Name:	Gwen Hill
Position Title:	Manager of EDI in Research
Institutional Email:	Gwen.3hill@royalroads.ca
Institutional Telephone Number:	250-391-2600 x4105
The link for the EDI progress report and EDI Stipend report:	https://research.royalroads.ca/equity-diversity-and-inclusion-action-plan

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

- Yes
- No

PART A. EDI ACTION PLAN

Reporting on Key Objectives Analyses, Systemic Barriers, Objectives and Indicators

Date of most recent plan (e.g. latest revision of the public plan):	September 26, 2019
Rating given action plan in most recent review process:	Satisfactory
Name of vice-president level representative responsible for ensuring the implementation of the plan:	Dr. Pedro Marquez, Vice-President Research & Innovation

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EDI ACTION PLAN KEY OBJECTIVES

Key Objective 1

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely)
Key Objective 1:

Attract a diverse pool of candidates, in particular: Women, Indigenous Peoples, Visible Minorities and Persons with Disabilities.

Systemic barriers - Please provide a high-level description of the systemic barriers (e.g. summarize what the barriers are and how they were identified):

The following systemic barriers have been identified:

1. Recruitment reach (RRU did not have adequate reach to connect with underrepresented groups in the FDGs.)
2. Lack of embedded EDI in our HR systems.
3. Low representation of EDI commitments on University website.

Corresponding actions undertaken to address the barriers:

In order of the systemic barrier identification above, the following actions have been undertaken:

1. RRU employees and faculty were contacted to request that they reach out to individual and disciplinary networks in order to increase the reach in our postings.
2. EDI Specialist in HR hired to embed aspects of diversity and inclusion in RRU's recruitment processes.
3. New EDI website design within HR showcasing resources, principles, organizational commitment, and HR-related research (e.g. Demographic survey):

<https://humanresources.royalroads.ca/equity-diversity-and-inclusion-rru>

Data gathered and Indicator(s) - can be both qualitative and quantitative:

CRC in --	Date posted	Applicants	% Applicants from FDGs
Indigenous Justice	7-Jan-19	2	50%
Digital Strategy, Digital Transformation and the Future of Business	7-Jan-19	5	80%
Reimagining Capitalism	1-May-19	19	79%
Digital communication in the public interest	7-Jul-19	4	50%
Advancing the UN Sustainable Development Goals	12-Feb-20	27	81%
Indigenous Scholarship	12-Feb-20	9	89%
Climate change and biodiversity	25-Nov-20	71	80%

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Progress and/or Outcomes and Impacts made during the reporting period:

RRU has grown the diversity of our Chairholder representation through recruitment efforts that have resulted in all our nominations during this reporting period being from one or more of the FDGs. 75% of our recruitments for CRCs were restricted to representatives of the FDGs in order to continue to address the equity gaps at RRU.

The reach of our postings has increased, as shown in the data gathered above. Postings have been drafted in consultation with Human Resources and the appropriate Deans to recruit specifically from the FDGs, leading to two CRC recruitments from FDGs in this reporting period.

In order to build better postings with more inclusive language, RRU has developed the first Royal Roads' Inclusive Language Guidelines. The drafting of these guidelines was based on comprehensive research of similar guidelines in post-secondary institutions in Canada and the United States. This research also considered provincial and national governmental and civil society organizations' guidelines sites focused on fostering diversity and inclusion literacy. The focus of that research was to identify commonalities in what was expected from those types of guidelines and access current standards regarding wording and principles that inform inclusive language usage.

To support EDI recruitment, RRU has developed a Recruitment Toolkit. This toolkit embeds equity considerations throughout the recruitment process: job postings, scanning of candidates, interviews, deliberations, and onboarding processes. Besides providing concrete direction, the goal of this toolkit is to improve EDI literacy regarding the management of recruitment and hiring.

Challenges encountered during the reporting period:

Resourcing the work that needed to be done to update our recruitment, training, and hiring practices; this was largely addressed by increasing our EDI capacity through the creation of the EDI Specialist position in Human Resources and the Manager of EDI in Research position within Research Services.

Connecting with Indigenous communities and scholars.

Next Steps (indicate specific dates/timelines):

Recruitment reach: RRU's HR department continues to investigate new ways in which we can reach out to, and become more appealing and inclusive for, diverse communities; with focus on Indigenous scholars. We aim to have a strategy in place by the end of December 31, 2021.

Inclusive language guidelines: These guidelines are currently under the review of the Executive and the President's Steering Committee on Equity Diversity and Inclusion. Once the guidelines have received the Executive's endorsement, the next step is to submit them to community consultation. We expect to have the guidelines approved by Sept. 30, 2021.

Recruitment toolkit (Ongoing): This toolkit is being rolled out for use along with a suite of training for hiring panels and managers. As this will be used on an as-needed basis, there is no deadline date.

EDI Website: Currently, EDI is housed on Student Services, International Student Services, Research,

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Diversity Action Group, and Human Resources pages across the RRU corporate website. RRU is in the process of launching a new website (testing in progress as at May 25, 2021) which will consolidate EDI and link out to various initiatives, including the Institutional Strategic Plan, Internationalization Plan, Vision, and other high-level documents that speak to the importance of EDI at RRU. This website will be launched by September 30th, 2021.

Key Objective 2

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key 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.

Systemic barriers - Please provide a high-level description of the systemic barriers (e.g. summarize what the barriers are and how they were identified):

Resources to create training that provided the foundations of Unconscious Bias Training (UBT) but was further applicable to RRU's research environment. This barrier was identified through continuous difficulty in completing the work or getting to the next step. Concerns raised by faculty regarding the validity and impact of UBT.

Corresponding actions undertaken to address the barriers:

Consultant hired to develop the foundations of the EDI Training course
EDI Specialist in Human Resources staffing position has been created; this position had dedicated time to refine the consultant feedback and develop the RRU UBT course
Manager of EDI in Research position created; this position has dedicated time to address faculty concerns via research into UBT validity and impact.

Data gathered and Indicator(s) - can be both qualitative and quantitative:

All members of CRC recruitment committees and hiring panels have been trained on Unconscious Bias using the CRC module. Completion certificates are required and stored with Human Resources personnel.

Progress and/or Outcomes and Impacts made during the reporting period:

RRU has created a UBT package that was developed through an EDI consultant and our EDI Specialist in Human Resources. This course covers the basic concepts and theoretical foundations related to unconscious bias in employment. The target population of this course are RRU employees and members who have permanent or temporary decision-making responsibilities in processes of recruitment, hiring, promotion, and termination. The module will be active by June 30, 2021.

To address the concerns regarding validity and the impact of this training, Research Services staff are working with faculty and research assistants to conduct a systematic literature review on unconscious/implicit bias training and its impacts. The results will be published and provided to

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Human Resources as recommendations by March 15, 2022.

Challenges encountered during the reporting period:

See [Objective 2 Systemic Barriers](#).

Next Steps (indicate specific dates/timelines):

To address the concerns regarding validity and the impact of this training, the Manager of EDI in Research is working with a diverse team of faculty and research assistants to conduct a systematic literature review on unconscious/implicit bias training and its impacts. The results will be published and provided to Human Resources as recommendations.

The Unconscious Bias Training module is in final review by members of the FDGs, led by the EDI Specialist. It will be rolled out by HR to the university at large and offered to all hiring panels by December 31, 2021.

Was funding from the CRCP EDI stipend used for this key objective?

- Yes
- No

Key Objective 3

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 3:

Review of recruitment practices.

Systemic barriers - Please provide a high-level description of the systemic barriers (e.g. summarize what the barriers are and how they were identified):

The key barrier for Objective 3 was finding the resources to review our recruitment practices. This barrier was identified through continuous difficulty in completing the work or getting to the next step.

Corresponding actions undertaken to address the barriers:

Updates to policies and procedures for review by RRU's Human Resources Governance Council. Investigation of considerations for how diverse Chairholders can be best supported in their research and scholarship and include where relevant in policies and procedures.

Data gathered and Indicator(s) - can be both qualitative and quantitative:

RRU is currently undergoing institutional policy reviews, which have included the data and input gathered on the EDI policy review in Human Resources. The following policies were reviewed or developed since the implementation of the EDI Action Plan and have been directly influenced by feedback received from an external consultant brought in to support our EDI Action Plan Objectives.

The following policies have been updated:

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- Bullying and Harassment and Discrimination Investigation (Procedure); amended May 1, 2018
- Bullying, Harassment and Discrimination (Policy); revised May 1, 2018
- Maternity and Parental Leave (Process); amended August 31, 2018
- Maternity and Parental Leaves Policy (Summary); amended September 1, 2018
- Tuition Assistance (Policy); amended October 31, 2018
- Sexual Violence or Misconduct-University Community Member Survivors (Non-Student) (Procedure); revised July 17, 2019
- Vacation - Exempt Employees (Policy); amended June 16, 2020

The following policies have been developed:

- Standards of Conduct and Service for Employees and Contractors (Policy); October 10, 2019
- Caregiving Leave (Policy); April 3, 2020

EDI Employment Data Collection Strategy developed:

RRU has developed guidelines to help university members in charge of evaluating and approving service providers assess the alignment of those providers with EDI values. The guide applies to all types of service providers, whether private or public, and includes an assessment tool to rate contractors' EDI profile and performance.

Faculty training in EDI considerations in research completed:

Research services has contracted or provided training to faculty in:

1. Anti-racist research methods
2. Embedding EDI into proposal development
3. Microaggressions and interventions
4. Gender identity comprehension and allyship

Research services staff have completed training (i.e. Centennial College's Inclusive Leadership program) and continue to strive to increase their EDI comprehension in order to support inclusive proposals, research, and dissemination.

Progress and/or Outcomes and Impacts made during the reporting period:

The aim of this objective is supported by the recruitment toolkit discussed in Objective 1. This toolkit embeds equity considerations throughout the recruitment process: job postings, scanning of candidates, interviews, deliberations, and onboarding processes. Besides providing concrete direction, the goal of this toolkit is to improve EDI literacy regarding the management of recruitment and hiring.

Challenges encountered during the reporting period:

Training and resource development challenges have largely come from the need to research and learn a great deal before the creation of any resource. We found that our initial timeline goals were ambitious given the amount of learning that had to be done before development could begin for us to move forward in ways that were data driven, comprehensive, and inclusive.

The global COVID19 pandemic has created a great deal of challenge in recruitment and relationship building, as well as scheduling challenges for training and implementation. The primary challenges have been the increased workloads and mental health components of living and working through a

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global pandemic. While our EDI actions have not taken the shape that we expected them to over the past two years, RRU has been able to advance our EDI goals.

Next Steps (indicate specific dates/timelines):

The following policies are in development:

- Religious Accommodation Policy; anticipated effective by March 31, 2022.
- Human Rights Policy and Procedures; anticipated effective by March 31, 2022.
- Review of Royal Roads University Bullying and Harassment Policy and Procedures; anticipated effective by March 31, 2022.

Was funding from the CRCP EDI stipend used for this key objective?

- Yes
- No

Key Objective 4

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 4:

Ensuring CRC search committees include at least two members from any of the FDGs.

Systemic barriers - Please provide a high-level description of the systemic barriers (e.g. summarize what the barriers are and how they were identified):

While RRU hiring panels meet the required representation from the FDGs, there is an overrepresentation of women on hiring panels due to the high number of women in administrative and HR roles. The inclusion of visible minorities, persons with disabilities, and Indigenous peoples has had to be balanced against the risk of overburdening these underrepresented groups.

Corresponding actions undertaken to address the barriers:

All EDI initiatives at RRU are moving towards the creation of a safe and inclusive space which has already begun to build more diversity among our faculty. It is our intention that as this increases, the burden on the representatives of equity-entitled groups at RRU will be lessened.

Data gathered and Indicator(s) - can be both qualitative and quantitative:

FDG representation on search panels for:

- CRC in Indigenous Scholarship: 75%
- CRC in Indigenous Justice: 75%
- CRC in Reimagining Capitalism: 67%
- CRC in Digital Transformation: 67%
- CRC in Digital Communication: 40%
- CRC in Climate Change: 100%
- CRC in Advancing the UN SDGs: 67%

Progress and/or Outcomes and Impacts made during the reporting period:

Objective met.

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Challenges encountered during the reporting period:

None.

Next Steps (indicate specific dates/timelines):

Maintain FDG representation on hiring panels at current rates.

Was funding from the CRCP EDI stipend used for this key objective?

- Yes
- No

Key Objective 5

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 5:

Review accessibility and responsibility for accessibility communications at the institution.

Systemic barriers - Please provide a high-level description of the systemic barriers (e.g. summarize what the barriers are and how they were identified):

None.

Corresponding actions undertaken to address the barriers:

None – Complete.

Data gathered and Indicator(s) - can be both qualitative and quantitative:

N/A

Progress and/or Outcomes and Impacts made during the reporting period:

Accessibility communications coordinator assigned from Human Resources.

Challenges encountered during the reporting period:

None.

Next Steps (indicate specific dates/timelines):

The following policies are in development in relation to this objective:

- Accessibility Policy; anticipated effective by March 31, 2022.
- Employees and Job Candidates with Disabilities Accommodation policy and procedures; anticipated effective by September 31, 2022.

Was funding from the CRCP EDI stipend used for this key objective?

- Yes
- No

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Key Objective 6

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 6:

Collect self-identification data from CRC applicants & collect self-identification data from RRU faculty and staff.

Systemic barriers - Please provide a high-level description of the systemic barriers (e.g. summarize what the barriers are and how they were identified):

No data collection method exists at RRU to provide ongoing, living diversity data.

Corresponding actions undertaken to address the barriers:

RRU is in the midst of system upgrades and has included in that design the development of a diversity database that links to our Human Resources management system in the IT business planning.

Data gathered and Indicator(s) - can be both qualitative and quantitative:

See “Data gathered and Indicator(s)” table from [Objective 1](#).

Progress and/or Outcomes and Impacts made during the reporting period:

As the creation of a diversity database was key to our application for the EDI stipend, the discussions with IT have been timely and allowed us to plan for a rollout that could be built into the new systems. As discussed in [Part C](#), this also allowed us to reallocate the stipend funding to develop a more fulsome environmental scan of the entire university.

Challenges encountered during the reporting period:

None.

Next Steps (indicate specific dates/timelines):

The new system will be in place and in use by June 30, 2022. RRU’s target dates for upgrades and installations are earlier; but the creation of this database, the security of the content, and the connection between the RRU systems and our external HR management system may take longer.

Was funding from the CRCP EDI stipend used for this key objective?

- Yes
- No

Key Objective 7

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 7:

Change CRC recruitment processes to speak more directly to this environment and the CRC package

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that is made available to chairs at RRU.

Systemic barriers - Please provide a high-level description of the systemic barriers (e.g. summarize what the barriers are and how they were identified):

Resource availability within Research Services and Human Resources.
COVID19 pandemic changes to the environment itself.

Corresponding actions undertaken to address the barriers:

The hiring of an EDI specialist within Human Resources, and appointment of a Manager of EDI in Research within Research Services.

Data gathered and Indicator(s) - can be both qualitative and quantitative:

See "Data gathered and Indicator(s)" table from [Objective 1](#) – applicant numbers is one of the metrics we are using to measure our success in CRC recruitment methods.

Progress and/or Outcomes and Impacts made during the reporting period:

Progress has been made in terms of our reach and the more accurate descriptors of CRC postings, the RRU region and commitments to diversity, and the Human Resources website discussed in [Objective 1](#) that demonstrates those commitments and how they are shown in practical, everyday process.

Challenges encountered during the reporting period:

The draft CRC onboarding package in development relied upon in-person connections and mentorship. While this could be transferred to virtual, the capacity of our HR and Research Services departments during the first year of the pandemic did not allow for that transition to be made or the documentation to be accordingly developed and finalized.

Next Steps (indicate specific dates/timelines):

With the appointment of the Manager of EDI in Research within Research Services, RRU now has a full-time staff member whose time can be dedicated to EDI within the sphere of research, including the development of a more fulsome CRC program and package for new, existing, and transitioning Chairholders.

Was funding from the CRCP EDI stipend used for this key objective?

- Yes
- No

[Key Objective 8](#)

**Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely)
Key Objective 8:**

Ensure equality and transparency in in-kind support from RRU to Chairholders, the use of CRC funds, and workload distribution.

Systemic barriers - Please provide a high-level description of the systemic barriers (e.g. summarize what the

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barriers are and how they were identified):

None.

Corresponding actions undertaken to address the barriers:

N/A.

Data gathered and Indicator(s) - can be both qualitative and quantitative:

RRU has instituted an annual comparative review conducted by the Director, Research Services; Manager of EDI in Research; the Deans of the Chairholder departments; and the Vice-President Research and International. 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. RRU 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.

This annual review does not include a comparison of internal grants awards to chairholders. Internal awards at RRU are a competitive, peer reviewed process, and whether a person holds a CRC does not form a part of the criteria.

Progress and/or Outcomes and Impacts made during the reporting period:

All results of the annual comparative review have been within the allotted variances for workload.

Challenges encountered during the reporting period:

None.

Next Steps (indicate specific dates/timelines):

The next comparative review will be completed by September 30, 2021.

Was funding from the CRCP EDI stipend used for this key objective?

- Yes
- No

PART B. CHALLENGES AND OPPORTUNITIES

Other than what has been outlined in the section above, outline any challenges and opportunities or successes regarding the implementation of the EDI action plan, as well as best practices that have been discovered to date. If COVID-19 has had an impact on the implementation of the institution's action plan, please outline how below. How has or will the institution address these challenges and opportunities? (Limit: 5100 characters)

1. As described within the Objectives sections, COVID-19 has had an impact on the implementation of RRU's EDI Action Plan. With the pandemic's disproportionate impact on marginalized communities and intersectional identities, the flow of work at RRU focused on core work and student support only. The field of EDI had limited allocated resources at the beginning of the pandemic, which became an opportunity to review our resources and allocations and ensure that EDI was staffed and resourced appropriately. Since early 2021, we have had staffing positions and promotions in effect to ensure that the work of EDI is sustainable at this institution.

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2. After the murder of George Floyd in June of 2020 and subsequent support of the Black Lives Matter movement, RRU set up an anonymous platform and virtual public forum to gather opinions and experiences of staff, faculty and students at Royal Roads University. The feedback on experiences of racism at RRU led to the creation of the Anti-Racism Task Force within the President's Steering Committee for Equity, Diversity, and Inclusion. The ARTF took up an anti-racist research approach to investigate sources of structural and individual racism, discrimination, and xenophobia against racialized members of the RRU community. This team of 17 reached out to the broader RRU community to discuss these experiences of racism and the legacies of their colonization, attending to intersections of race and ethnicity with ability/difference, gender, gender identity, nationality, race, sexual orientation, socio-economic status, and power.

3. Research services has contracted or provided training to faculty in:

1. Anti-racist research methods
2. Trauma-Informed Care through an Indigenous Safety Lens
3. Embedding EDI into proposal development
4. Microaggressions and interventions
5. Gender identity comprehension and allyship

Research services staff have completed training (Centennial College's Inclusive Leadership program) and continue to strive to increase their EDI comprehension in order to support inclusive proposals, research, and dissemination. Wherever possible, all research-related EDI training sessions are also opened to students and staff.

4. Rick Hansen Foundation Accessibility Report

RRU is committed to creating barrier-free, accessible spaces on the campus, with a focus on its response to the 2017/18 Rick Hansen Foundation (RHF) assessments, including infrastructure projects and improvements that have been completed, and status of those that are in progress and planned for the coming year.

Since 2019, RRU has made considerable strides in addressing the accessibility challenges of a campus on a national historic site, operating in a mix of facilities not purposefully built for a modern and growing post-secondary institution. Concentrating on the findings of the RHF assessments and maturing its approach to accessibility standards, progress has been made in addressing deficiencies and opportunities noted in the RHF assessment process.

The sustained commitment to mitigating barriers to accessibility on the property and in university facilities continues to inform plans for both minor and major capital activities and enables the university to optimize all relevant funding sources. Bringing its commitment to creating barrier-free spaces on the campus to life, the university continues to prioritize investment in accessibility upgrades through its capital program. Each year, accessibility-specific project work in the range of \$50K to \$100K is identified in addition to accessibility upgrades that would otherwise be incorporated into a major capital investment/building upgrade project. Steps are currently underway to identify requirements/opportunities, prepare cost estimates and prioritize initiatives anticipated in 2021/22 as part of the annual budget/capital planning cycle.

PART C. REPORTING ON EDI STIPEND OBJECTIVES NOT IN PART A

Instructions:

- Institutions with EDI Action Plans, use this section to report on EDI Stipend objectives that are not accounted for in Section A.
- Institutions without EDI Action Plans, use this section to report on EDI Stipend objectives.

Objectives associated with your institution’s EDI Stipend application

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

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Objective 1 - EDI Stipend

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

An environmental scan of RRU's faculty and staff, allowing for a thorough and inter-faculty review of the institution's research environment and thus impacting RRU chairholders.

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

RRU will measure success by: assessing adherence to the best practice examples for the environmental scan as outlined in the Canada Research Chairs Institutional Equity, Diversity and Inclusion Action Plans: A Best Practices Guide; measuring participation in the environmental scan; and the open dissemination of results on RRU's research website within the requirements of maintaining participant confidentiality.

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

As approved on January 29, 2021, the use of funds on this application was changed (see [Objective 6](#)).

From: \$25K towards the development of a database for HR to gather equity data; \$25K towards research expanding the CRC action plan research to include all faculty.

To: \$50K towards research expanding the CRC action plan research to include all faculty.

Rationale: RRU is in the process of changing our onboarding and financial management software to technology that will allow us to build a database that connects across our platforms. As this will be done as part of the new software rollout, we feel that the funds would be better spent to expand the CRCAP research and have it done by an external body to avoid bias and possible internal repercussions.

We are in the process of developing this survey with the Canadian Centre for Diversity and Inclusion and hiring Research Assistants to support transparent and consistent communication practices. No funds have been spent at this time; the stipend will be fully spent within the extension period.

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective:	0
Institutional commitment (if applicable):	0

Total funds spent: **\$0**

Indicate in the table below any leveraged cash or in-kind contributions provided by your institution:

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	Amount \$	Source / Type (cash or in-kind)
1	0	Unknown at this time
2	0	Unknown at this time

EDI Stipend Impact Rating - Table C2.

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

- Insignificant impact (the institution could attain similar progress towards this objective without the EDI stipend)
- Minor impact (the EDI Stipend had minimal impact on achieving progress)
- Moderate impact (the EDI Stipend had moderate impact on achieving progress)
- Major impact (the EDI Stipend had a major impact on achieving progress)
- Extensive impact (the EDI Stipend had an extensive impact on achieving progress)
- Don't know

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

Funding for this stipend has been committed but not yet expended.

Do you have other objectives to add?

- Yes
- No

Note: If you select "Yes" you will be brought to a separate section where you may enter information for up to five additional objectives and where, at minimum, you will be required to enter information for Objective 2 in order for that section to be considered complete. Otherwise, if you select "No", you will not be directed to the section for additional objectives and, therefore, will not have access to Objectives 2 through 6, , in which case, completing the information for Objective 1 will be sufficient.

PART D. ENGAGEMENT WITH UNDERREPRESENTED GROUPS

Outline how the institution has engaged with underrepresented groups: e.g. racialized minorities, Indigenous peoples, persons with disabilities, women, LGBTQ2+ individuals, during the implementation of the action plan (during the reporting period), including how they have been involved in identifying and implementing any course corrections/adjustments, if applicable. For example, how was feedback gathered on whether the measures being implemented are resulting in a more inclusive research environment for chairholders of underrepresented groups? How has intersectionality been considered in developing and implementing the plan (if applicable)? Have new gaps been identified? How will members of underrepresented groups continue to be engaged? (Limit: 10 200 characters)

The positions created over this reporting period are held by intersectionally representative members of the FDGs. To address gaps in our understanding and implementation, RRU has contracted with Indigenous consultants, a specialist in disability work, a consultant in Black Canadian experiences and managing support,

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and a consultant in gender identity.

The Anti-Racism Task Force (ARTF) work was conducted during this period and addressed some of the underlying barriers to this EDI Action Plan; specifically, the lived experiences of visible minorities at RRU. This task force was led by an intersectional group of 17 people whose representation was 82% visible minority and 70% women. 47% of its membership were students, and the rest of the task force was composed of faculty, staff, and executive membership. Research conducted by the ARTF was 2-phased:

Phase 1 data collection consisted of facilitating six focus groups and two online surveys. A total of 108 focus group participants participated and 85 respondents completed the surveys. This led to the five emergent themes that formed the basis of Phase 2.

Phase 2 data collection comprised three iterative feedback loop focus groups which were attended by 71 participants. Simultaneously, an anonymous, open Padlet was shared to the RRU community with the emergent themes for feedback, which garnered 36 anonymous comments. Phase 2 data analysis was conducted as a reflexive thematic analysis³ of all data, including the focus group data named in phase 1. All members of the ARTF have had a role in this process, whether conducting of research, analysis of data, or development of this report; roles have often overlapped to leverage individual talents and skills throughout the process.

The accessible Anti-Racism Action Plan is in its implementation phase and can be found here:

<https://research.royalroads.ca/anti-racism-task-force>.

Research Services is in the final stages of development of a course on the Foundations of EDI. This is an 8-module course and includes the following areas of learning: Foundations of EDI in the Canadian Post-Secondary Environment; Indigenous Relations; Gender Equity; Visible Minorities; Accessibility; LGBTQ2S+ and Gender Diversity; Psychological Safety; and Allyship. These modules have all been developed by people with lived experience in the module subject matter and reviewed by sensitivity readers with lived experience and expertise.

At the time of this report, some of our objectives have been completed and others are nearing completion. With the work of the ARTF, a recent Rick Hansen Foundation accessibility scan, and a report on Indigenous engagement and access from the Wilson Family, RRU is beginning to identify our next steps and objectives. The next iteration of the RRU EDI Action Plan will begin this year, with the engagement of the President's Steering Committee for Equity, Diversity, and Inclusion. That committee is representative of all FDGs, members of the LGBTQ2S+ community, and members from all areas of RRU executive, staff, faculty, and student levels.

PART E. OTHER EDI INITIATIVES

Efforts to Address Systemic Barriers More Broadly within the Institution

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

The 2020 Everyone Counts survey, a diversity survey conducted by Human Resources, has been completed and will be posted here by June 30: <https://humanresources.royalroads.ca/2020-everyone-counts-census>. This diversity survey can be contrasted to the 2019 survey of the same name and was developed in consultation with all members of the FDGs.

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The Anti-Racism Action Plan at RRU (<https://research.royalroads.ca/anti-racism-task-force>) contains five thematic areas, which are: Building Space, Place, and Connection; Supporting our Students; Transforming Research and Curriculum; Creating an Anti-Racist Environment; and Developing an Anti-Racist Framework in Governance. Within these five themes are 23 areas of calls to action that hold 122 specific, recommended actions from the addition of Indigenous and International foods on campus through to the creation of an Equity Office to support and coordinate this work.

The work of implementing the Anti-Racism Action plan is ongoing but some major efforts, such as the creation of training materials in anti-racist research, are already nearing completion. Notably, the institution has created an Equity Office and committed funds, resourcing, and a new administrative structure for that office.

New roles have been created as discussed in this document – the EDI specialist role, initially funded through the NSERC EDI Capacity-Building grant, has been regularized; the Manager of EDI in Research is a permanent role; there is an EDI support in Student Services, and our Indigenous Education and Student Services staff have been hired/regularized. Finally, RRU has created an Indigenous Scholar position and looks forward to reporting on the progress of that program over the coming reporting period.

REVIEW

Institutions are required to post a copy of this report (as submitted) on their public accountability and transparency web pages within 7 working days of the deadline for submitting the report to TIPS.