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

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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).

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

CONTACT INFORMATION

Name of Institution:	Royal Roads University
Contact Name:	Gwen Thompson Hill
Position Title:	Manager of Equity, Diversity and Inclusion 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
- o 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

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
4. New EDI page describing EDI governance at RRU between the Office of Research and Innovation, Human Resources, the Office of Equity and Human Rights, and the Diversity Action Group: EDI governance | Royal Roads University

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	12-Feb-20	27	81%

Development Goals			
Indigenous Scholarship	12-Feb-20	9	89%
Climate change and biodiversity	25-Nov-20	71	80%

Progress and/or Outcomes and Impacts made during the reporting period:
As our allocations are filled, there have been no new data on which to report on this objective. In order to support an environment that is more attractive to equity-entitled scholars, however, we have undertaken the following efforts:

Adopting DORA. The RRU Research Advisory Committee and RRU Executive have endorsed the recommendation that RRU become a signatory of the San Francisco Declaration on Research Assessment (DORA), considering it an opportunity to show leadership and commitment towards EDI and research impact as well as to showcase RRU's strengths. From the committee's recommendation to Executive: "Signing on to DORA is a public statement of RRU's approach to, and support of, measures of research impact that go beyond traditional journal impact factors. Signing and developing clear criteria for RRU addresses the Strategic Research Plan statements that Royal Roads research seeks to contribute to positive change in individuals' lives, communities, and societies. Our research is intentionally designed to directly benefit the communities in which we live, work and play, be they local, national, or international. Royal Roads research aims to inspire action and address real-world challenges such as those in education, technology, information, the natural world, and social systems as we prepare for a disruptive future." This recommendation is currently with Academic Leadership Council (Extended) and will go from there to Academic Council and the Royal Roads University Faculty Association.

Administrative Change. In 2021, RRU underwent a moderate administrative reorganization. This reorganization placed the Climate Action team within the Office of Research and Innovation and allowed staff in both departments to begin to work together more closely on initiatives that connect EDI considerations with climate action and research. This has indirectly impacted our collective efforts to create a more inclusive space for Indigenous scholars, as embedding Indigenous ways of being and knowing are necessary to creating positive, informed, and intentional research and climate action planning. These new partnerships have led to greater connections with our Director of Indigenous Engagement, which we anticipate leading towards higher awareness of, and guidelines for, research led by and involving Indigenous peoples. All of this speaks to the creation a more inclusive space that we hope will be more attractive to Indigenous scholars and students.

Training. In this reporting period, the office of Research and Innovation has provided the following training to faculty:
- Indigenous Cultural Safety approach to Understanding & Responding to Systemic Racism, led by Harley Eagle, an Indigenous facilitator and consultant on topics such as Cultural Safety, Indigenous Peoples' history, Colonization, and Understanding Systemic Racism and what it might take to address it. Harley designs and delivers workshops from an Indigenous Cultural Safety perspective and practice. This 4-part series, offered 3 times throughout the year to all faculty and program staff, covered:

- o Foundational understandings on Indigenous Cultural Safety which would include a description of a cultural safety learning journey.
- o Foundational understanding on the colonial history of Canada from Indigenous perspectives.
- o Foundational understandings on Systemic Racism and its connection to colonization.
- o Opportunity to connect with other participants using small group activities.
- o Opportunity to discuss examples of how to respond to systemic racism at the personal, intra-personal, classroom, and institutional levels.

The series was also delivered to Human Resources staff. All HR staff attended, and the sessions were closed so that HR staff could freely discuss issues particular to their roles and responsibilities.

- EDI in Research. Delivered by the Manager of EDI in Research, this session was offered to faculty to support embedding EDI considerations in the very early stages of research planning and proposal development. It was accompanied by a virtual writing retreat that allowed faculty to spend the day developing their proposals with EDI in mind. The Manager of EDI in Research led the retreat and was able to support faculty as they navigated questions related to EDI in the development of their research proposals.
- Accessibility in Research: From Design to Dissemination. Delivered by Dr. Stefan Sunandan Honisch, Honorary Research Associate and Sessional Lecturer at the University of British Columbia and a wheelchair user who embraces his lived experience of disability, and Gwen Thompson Hill, Manager of EDI in Research at RRU whose lived experience of disability informed the toolkit associated with this presentation. This training gave an overview on how to access and use a brief, high-level toolkit on designing accessible research.
- 2SLGBTQ+. Delivered by Dr. Robert Mizzi, Canada Research Chair in Queer, Community, and Diversity Education and Associate Professor in the Faculty of Education at the University of Manitoba in Winnipeg, Canada. Mizzi introduced the challenges and benefits when including two-spirit, lesbian, gay, bisexual, trans, and queer (2SLGBTQ) people in research designs. Participants learned strategies for deep inclusion in study recruitment, intersectionality, implicit bias, and community involvement.

The training above is intended to address some gaps in knowledge that were indirectly identified during the Anti-Racism Task Force research. The Accessibility in Research Design Toolkit is the first of 6 in a series in development. Supporting this knowledge and understanding of lived experiences has led to many deep and brave conversations. Helping our researchers turn that knowledge into more diverse and applicable research will inform a greater culture of inclusion at RRU.

RRU EDI Website. The [EDI Website](#) has been launched and consolidates EDI resources and issues across the university for faculty, staff, students, and our local communities. The website is informed by content from the Office of Equity and Human Rights, Human Resources, The Office of Research and Innovation, Student Services, and the Diversity Action Group.

Challenges encountered during the reporting period:
Resourcing continues to be a challenge, as many of the staff who originally worked to develop the EDI planning in HR at RRU retire or leave the university for other organizations. The RRU Human Resources office is developing a blended work arrangement to try to increase retention and the

appeal of the university in the more flexible and dynamic post-pandemic workplace. The new Office of Equity and Human Rights is in the process of developing strategic direction plans and the past year has been largely spent in consultation with our community. While this is a slow process and can be frustrating, it is integral to developing strong, informed, data-driven initiatives that will create change.

Our office of Human Resources, along with many other HR offices in BC, experienced high turnover during this reporting period, which has delayed the development of our internal Unconscious Bias module and the release of the Recruitment Toolkit. We anticipate both to be released during the current reporting period.

Next Steps (indicate specific dates/timelines):

Our next steps towards creating a more inclusive environment for a diverse pool of candidates at Royal Roads University are:

1. <u>Inclusive Research Design Toolkits</u>: In line with the style of the Accessibility in Research: From Design to Dissemination toolkit, five more toolkits are in development to support research inclusion. They are: Gender Considerations in Research Design; Conducting Anti-Racist Research; 2SLGBTQ+ Inclusion in Research Design; Designing Research With Indigenous Peoples; and Religious Inclusion in Research Design. This set of toolkits will be complete and publicly accessible by **June 1, 2023**.

2. <u>Diversity Statement Renewal</u>: The RRU Diversity Action Group is in the process of gathering second-round feedback on the RRU Diversity Statement (current version: [Diversity statement | Royal Roads University](#)). This renewed statement will more accurately reflect our intersectional and diverse community. The renewed statement will be presented publicly by **October 31, 2022**.

3. <u>Internal CRC Recruitment Guide</u>: The Office of Research and Innovation and Human Resources are developing a recruitment guide specific to RRU and based on the best practices guides from the CRCP. This guide is expected to be in place by **January 31, 2022**.

<div align="center">Key Objective 2</div>

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 were 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:

The RRU Unconscious Bias Training (UBT) package that was developed through an EDI consultant and our EDI Specialist in Human Resources in the previous period has been converted to an online self-paced course by staff in the Centre for Teaching and Educational Technologies, guided by the Associate Director of Equity and Human Rights. The module is currently under review; the new launch date for this module is November 30, 2022.

Challenges encountered during the reporting period:

As mentioned in the Objective 1 challenges, multiple delays were caused by staff turnover and associated burden on other staff in terms of new hire training. The module was set to be reviewed by people with intersectional lived experiences of marginalization, but those reviews were delayed and, in some cases, still pending. We believe that making sure this module is reflective of lived experience is incredibly important, and while we are able to access other UBT resources such as the tri-agency training module, we rely on those other resources to give us the time we need to develop this resource properly.

Next Steps (indicate specific dates/timelines):

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, 2022.

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 be 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:
- 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:

The Office of Research and Innovation continues to provide 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
5. Accessibility in Research
6. LGBTQ2S+ Inclusion in Research
7. Indigenous Cultural Safety approach to Understanding & Responding to Systemic Racism

Progress and/or Outcomes and Impacts made during the reporting period:
The Office of Research and Innovation have completed further training over the past year such as the First Nations principles of ownership, control, access, and possession (OCAP) course from the First Nations Information Governance Centre and Working Effectively with Indigenous Peoples through Indigenous Corporate Training Inc. In support of our researchers, Research and Innovation staff continue to strive to increase their EDI knowledge and awareness.

As part of the EDI section of the website that has been developed, all EDI-related policies can now be easily found through the public EDI site here: [Policies, procedures, guidelines, directives & bylaws | Royal Roads University](#)

Challenges encountered during the reporting period:
The pandemic continues to create challenges in mental health and increased burnout. We have seen a great deal of this in roles that focus on aspects of EDI, as the work is comprised of a significant amount of emotional labour on top of the day to day work itself. Increased cost of living in Victoria, BC, where RRU is located, as well as an ongoing and increasing housing crisis, are creating challenges in recruitment and retention. Our Human Resources team is working diligently to make sure that RRU is a competitive employer, and over the coming reporting period we hope to have more flexible processes that can respond to the challenges of pandemic and post-pandemic workplaces.

Next Steps (indicate specific dates/timelines):
The following policies remain in development:
- Religious Accommodation Policy; anticipated effective by March 31, 2023.
- Human Rights Policy and Procedures; anticipated effective by March 31, 2023.

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 our diversity 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:
No changes – objective met.

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

<div align="center">Key Objective 6</div>

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:

Due to the challenges discussed in previous objectives relating to staffing and turnover, particularly in our Human Resources and IT teams, this project has been delayed but is still in progress.

Challenges encountered during the reporting period:
None.

Next Steps (indicate specific dates/timelines):
Updated date: The new system is expected to be in place and in use by June 30, 2023. 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

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Key Objective 7

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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 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 EDI 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 turnover in our HR department has not allowed for that transition to be made or the documentation to be finalized. The documentation has been developed, and requires only the addition of HR processes.

Next Steps (indicate specific dates/timelines):
With our HR team recently (June 2022) closer to being fully staffed, this project is expect to be completed by December 30, 2022.

Was funding from the CRCP EDI stipend used for this key objective?
- ○ Yes
- ✓ No

<div align="center">Key Objective 8</div>

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 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, 2022.

Was funding from the CRCP EDI stipend used for this key objective?
- ○ Yes
- ✓ No

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. Integration across departments. One of the biggest challenges we have faced since the first iteration of the CRC EDI Action Plan was in knowing what work was happening across the institution that might connect to the work of EDI in research. Since the funding and launch of the office of Equity and Human Rights, the resources have been available through staffing and internships to develop a map of the institution's departments in terms of their connection to EDI, any staff whose job descriptions explicitly state EDI responsibilities, and where and how those roles intersect with others. This mapping exercise will be critical to establishing an integrated EDI strategy that will inform EDI in research.

2. Pandemic. COVID-19 continues to have an impact on the implementation of RRU's EDI Action Plan. As discussed in the Objectives above, burnout and stress leave among practitioners in EDI spaces has increased at Royal Roads. Over the reporting period, members of our HR team who were integral to the development and implementation of the CRC EDI Action Plan left the university, leaving a gap in corporate knowledge. The loss of those champions for EDI in HR has been felt keenly in the practice and implementation of this work at RRU, as the practice of recruitment and hiring for representation and diversity is integral to the foundations of EDI in the workplace. Recently, we have been able to recruit new staff to Human Resources and increase the diversity of the department, which we expect to bolster our EDI initiatives once more, once those new staff members are trained and confident in their roles. Importantly, we have begun to build capacity elsewhere in the university, with the Office of Equity and Human Rights and new roles in Indigenous Engagement and Indigenous Student Services. We are currently in the process of using 2022-23 CRC Stipend funding to recruit and Indigenous Coordinator and hope that role will support stronger relationships and closer intersections of work between departments at RRU.

3. President's Steering Committee for Equity, Diversity and Inclusion (PSCEDI). The PSCEDI is an advisory and action committee created as part of the commitments made in the CRC EDI Action Plan and the Institutional Equity, Diversity, and Inclusion Capacity Building Grant. The committee has been in place for three years, and in this reporting period the Manager of EDI in Research held a series of interviews and focus groups to determine the perceived efficacy of, and potential new directions for, the committee. The findings of this semi-structured research were that the committee was most effective in task force initiation when taking advantage of existing power structures, but had been ineffective in leveling power systems and creating change within its own ranks. In order to develop an effective committee for the next stages of our institutional EDI, a representative task force will consider the following recommendations and develop a proposal:
   a. That the committee reform to be a consultative, steering and reporting body for EDI and human rights strategic decisions;
   b. That the membership remain proper representation and develop clear role profiles;
   c. That the structure be reimagined as a main committee and sub-committees/working groups;
   d. That accountability, recognition pathways, and structure be more clearly laid out.

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.

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.

The EDI Environmental Scan at RRU was contracted to CCDI in order to encourage employees to participate in this activity as candidly as possible and move away from potential issues of power and hierarchy that may exist when a survey such as this is done in-house. The EDI Stipend allowed us to fund this contract. The survey, which ran throughout the month of May 2022, was composed of demographic information, and questions regarding lived experience of access, barriers, inclusion and exclusion at RRU. We expect the results of this survey in July per the milestone dates below, and will deliver the results to the RRU community through multiple Town Hall Sessions in the fall and winter of 2022-23.

Milestone dates:

Save the Date	April 2022
Town Hall	April 2022
Reminder	May 2, 2022
Survey launch	May 5, 2022
Survey Close	May 27, 2022
Reports delivered	July 30, 2022
Town Hall (x3)	Fall/Winter 2022-23

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective:	50,000.00
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:

	Amount $	Source / Type (cash or in-kind)
1	0	
2	0	

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:

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

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

This funding was used to secure the Canadian Centre for Diversity and Inclusion's services in conducting an EDI Environmental Scan, expanding our environmental scan beyond the CRC program at RRU.

Do you have other objectives to add?
- o 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)

To address gaps in our understanding and implementation, RRU has contracted with professional consultants to conduct training in areas of intersectional marginalization and research. The purpose of contracting consultants from outside of the university was to (a) expand our knowledge beyond the circle of expertise at the university and (b) reduce the burden on already-burdened members of equity-entitled groups at RRU. The following training, mentioned in the Objectives section of this report, is the result:

- Indigenous Cultural Safety approach to Understanding & Responding to Systemic Racism, led by Harley Eagle, an Indigenous facilitator and consultant on topics such as Cultural Safety, Indigenous Peoples' history, Colonization, and Understanding Systemic Racism and what it might take to address it. Harley designs and delivers workshops from an Indigenous Cultural Safety perspective and practice. This 4-part series, offered 3 times throughout the year to all faculty and program staff, covered:
  - Foundational understandings on Indigenous Cultural Safety which would include a description of a cultural safety learning journey.
  - Foundational understanding on the colonial history of Canada from Indigenous perspectives.
  - Foundational understandings on Systemic Racism and its connection to colonization.
  - Opportunity to connect with other participants using small group activities.
  - Opportunity to discuss examples of how to respond to systemic racism at the personal, intra-personal, classroom, and institutional levels.

  The series was also delivered to Human Resources staff. All HR staff attended, and the sessions were closed so that HR staff could freely discuss issues particular to their roles and responsibilities.
- EDI in Research. Delivered by the Manager of EDI in Research, this session was offered to faculty to support embedding EDI considerations in the very early stages of research planning and proposal development. It was accompanied by a virtual writing retreat that allowed faculty to spend the day developing their proposals with EDI in mind. The Manager of EDI in Research led the retreat and was able to support faculty as they navigated questions related to EDI in the development of their research proposals.
- Accessibility in Research: From Design to Dissemination. Delivered by Dr. Stefan Sunandan

Honisch, Honorary Research Associate and Sessional Lecturer at the University of British Columbia and a wheelchair user who embraces his lived experience of disability, and Gwen Thompson Hill, Manager of EDI in Research at RRU whose lived experience of disability informed the toolkit associated with this presentation. This training gave an overview on how to access and use a brief, high-level toolkit on designing accessible research.

- 2SLGBTQ+. Delivered by Dr. Robert Mizzi, Canada Research Chair in Queer, Community, and Diversity Education and Associate Professor in the Faculty of Education at the University of Manitoba in Winnipeg, Canada. Mizzi introduced the challenges and benefits when including two-spirit, lesbian, gay, bisexual, trans, and queer (2SLGBTQ) people in research designs. Participants learned strategies for deep inclusion in study recruitment, intersectionality, implicit bias, and community involvement.

During the development phases of our EDI Environmental Scan survey instrument with CCDI, we engaged in two rounds of survey reviews and feedback with members of equity-entitled groups in our community. These reviewers were recruited through the Diversity Action Group distribution e-mail list, which is an opt-in group for staff, faculty and students interested in participating in EDI initiatives at the institution. Throughout the promotion of the survey, the Research Ethics Board was engaged in survey development and promotion to ensure the safety and accessibility of the materials. We expect the results of this environmental scan to identify new gaps and barriers to be addressed in the CRC EDI Action Plan as well as the Institutional EDI Action Plan, which is in development in the Office of Equity and Human Rights.

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 EDI Environmental Scan has offered opportunities to raise the profile of EDI and talk about it in the context of research and research excellence. The video overview, introduction, FAQs, and institutional reviews can be found here: Equity, diversity and inclusion environmental scan survey | Royal Roads University

The Office of Research and Innovation has held sessions and writing retreats focusing on the inclusion of EDI in research design specific to tri-agency requirements and rationale. The resources for these sessions are now held on a new child page of the Research EDI website so that faculty can more easily find and access tri-agency specific information: Resources | Royal Roads University

Six toolkits are in development in support of inclusion in research design. As mentioned earlier in the report, they are: Accessibility in Research: Design to Dissemination; Gender Considerations in Research Design; Conducting Anti-Racist Research; 2SLGBTQ+ Inclusion in Research Design; Designing Research With Indigenous Peoples; and Religious Inclusion in Research Design. This set of toolkits will be complete and publicly accessible by June 1, 2023. The first toolkit, Accessibility in Research: Design to Dissemination, can be found in Word and PDF formats at the bottom of this link: Resources | Royal Roads University. Captioned videos giving overviews of the toolkits will be included in this section of the website as they become available. These toolkits are publicly accessible and, in addition to the RRU community, will be shared across Canada via the Canadian Association of Research Administrators EDI Special Interest Group, as well as in conference presentations led by each toolkit's authors.

The RRU Diversity Action Group is, as mentioned earlier in this report, in the process of gathering second-round feedback on the RRU Diversity Statement (current version: Diversity statement | Royal Roads University). This renewed statement will more accurately reflect our intersectional and diverse community and will be presented publicly this year. This consultation has provided many opportunities to both engage with and solicit the opinions of members of underrepresented groups on campus. It has also raised the awareness of EDI and how it has evolved. The Diversity Action Group has also led Black History Month, Asian Heritage Month, Accessibility Awareness, and Pride events at the university over this reporting period. Links to these events and Diversity Action Group Resources can be found here: EDI events & celebrations | Royal Roads University

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.