

**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:	Vanessa Rogers
Position Title:	Acting Manager of Equity, Diversity and Inclusion in Research
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The link for the EDI progress report and EDI Stipend report:	https://www.royalroads.ca/research/equity- diversity-inclusion-research/canada-research- chairs-equity-diversity-inclusion

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. Veronica Thompson, Vice-President Academic & Provost

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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. In 2020, HR hired an EDI Specialist to embed aspects of diversity and inclusion in RRU's recruitment processes. In 2021, this position became a stand-alone unit, and renamed as the Associate Director of the Office of Human Rights and EDI.
3. An EDI website design showcasing resources, principles, organizational commitment, and research (e.g. Demographic survey): <https://ourpeople.royalroads.ca/campus-community-culture/equity-diversity-inclusion>
4. New EDI page describing EDI governance at RRU between the Office of Research and Innovation, the Office of Human Rights and EDI, 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%

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Advancing the UN Sustainable Development Goals	12-Feb-20	27	81%
Indigenous Scholarship	12-Feb-20	9	89%
Climate Change, Biodiversity and Sustainability	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:

Progress toward adopting DORA. The RRU Research Advisory Committee, Academic Council, and RRU Executive 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." Along with the recommendation to sign on to DORA, the university has also committed to develop of a set of consistent, transparent criteria for research assessment for use at Royal Roads University. The RRU Faculty Association will be asked to endorse signing DORA in 2023 and we expect that the university will formally sign on to DORA in spring of 2024 and the VPA will convene a committee to develop criteria for research assessment at the same time.

Diversity Statement Renewal: The RRU Diversity Action Group consulted on the renewal of the university's Diversity Statement and the revised statement will be endorsed by the RRU Board of Governors in 2023 ([Diversity statement | Royal Roads University](#)). This renewed statement will more accurately reflect our intersectional and diverse community.

Diversity & Inclusion Environmental Scan: During the reporting period, the RRU community (faculty and staff) participated in a diversity and inclusion environmental scan. The EDI Environmental Scan at RRU was contracted to the Canadian Centre for Diversity and Inclusion (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. An 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.

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Indigenous Perspectives in Climate Action: Half of one Stipend is earmarked to develop some Indigenous related Climate Action training initiatives in partnership with our Climate Action team. Please see stipend report below for more details. Executive and members of the climate leadership committee will be invited to participate in the training which will involve a series of 3-4 training sessions related to Indigenous inclusion in climate action, including an experiential learning on the land training component.

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. These collaborations have continued into the 2022 reporting period and include an CRC EDI Stipend project to provide training on Indigenous Perspectives in Climate Action began in 2022.

Training & Events. During this reporting period, the office of Research and Innovation has provided the following training and events to faculty:

- On June 29, 2022 a presentation on 2SLGBTQ+ inclusion in research was 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 entitled *Research in the Queer Sphere: Strategies for 2SLGBTQ Inclusion in Research Design*. 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 inclusion in study recruitment, intersectionality, implicit bias, and community involvement.
- Accessibility in Research: From Design to Dissemination. Delivered on June 3, 2022 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. The presentation was filmed and the video, in its final editing stages, will be posted alongside the toolkit in 2023 (<https://www.royalroads.ca/research-resources>)
- A 2SLGBTQ+ Inclusion in Research toolkit presentation was delivered by Christopher Campbell December 14, 2022. This presentation shared the development of the 2SLGBTQ+ Inclusion in Research Toolkit which was authored by Campbell and Gwen Thompson Hill (<https://www.royalroads.ca/research-resources>). The 2SLGBTQ+ Inclusion in Research Toolkit is a brief and high-level overview of inclusion of Two-Spirit, lesbian, gay, bisexual, trans, queer, and additional sexual-and-gender minoritized (2SLGBTQ+) people in research design and dissemination. The toolkit is intended to be a starting point for researchers to begin learning about 2SLGBTQ+ inclusion in research. It is not exhaustive and uses references and additional reading lists to provide researchers with points of entry into inclusive research. Intersectionality and its importance is discussed in the toolkits. The presentation was filmed and the video, in its final editing stages, will be posted alongside the toolkit in 2023 (<https://www.royalroads.ca/research-resources>)

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- An Anti-Racism in Research toolkit was contracted in 2022 to be developed by Dr. Nicole Kaniki. The presentation of the toolkit is scheduled for January 2023. The toolkit will provide an overview of anti-racist research planning and implementation as well as an overview of adverse historic and structural influences that have impacted all aspects of research design – influences which have both caused harm to racialized communities as well as compromised research quality and validity of results.
- A contract has been signed with Dr. A.J. Lowik to develop a Gender Equity in Research toolkit in early 2023. Dr. Lowik will present the toolkit in March 2023. The two primary aims of the toolkit are to: 1) To provide researchers with concrete examples of how to address gender inequities in research practice, by considering how research is conducted and by whom; and 2) To provide researchers with concrete examples of why gender matters in how research is conducted.
- In 2022 Dr. Jasmine Zine and Dr. Zabedia Nazim were engaged to create a toolkit on Religious Inclusion in Research which will be presented to the Royal Roads community in 2023. The toolkit will provide a brief and high-level overview of considerations for the inclusion of religiously identified groups in research practices.
- A four-part workshop was offered on and 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 workshop series was attended by 20 faculty and staff and covered:
 - Foundational understandings on Indigenous Cultural Safety which included 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, and
 - Opportunity to connect with other participants during circle sessions.

In early 2023 three full day in person sessions are scheduled, with 50 attendees already signed up in December 2022. In 2023 there are also two half-day online sessions planned, which will serve as a Part 2, deeper dive into the topic of Indigenous Cultural Safety.

The training and events above address some gaps in knowledge that were indirectly identified during our 2022 Diversity and Inclusion environmental scan and the Anti-Racism Task Force research. The EDI in Research Toolkits represent a series of five toolkits that aim to help our researchers apply EDI principles to their research projects in order to inform a greater culture of inclusion in RRU's research environment for the benefit of chairholders and other researchers.

Office of Human Rights and Equity Diversity and Inclusion: The Associate Director Human Rights and Equity Diversity and Inclusion (ADHREDI) was involved in the following initiatives:

- EDI System of Governance: A working group was established in 2022 to propose an EDI

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System of Governance Framework for the university. Based on a series of interviews and focus groups with members of the President's Steering Committee on EDI (PSCEDI), the PSCEDI has been put on hold while this EDI system of governance is developed.

- RRU EDI Strategic Plan: In 2022, planning for an RRU EDI Five-Year Strategic Plan is underway.
- Invitation of speakers to celebrate Black History Month, International Women's Day, and Pride Month:
 - In recognition of Black History Month Sandy Hudson presented to the RRU community on February 14, 2022. Sandy Hudson is the founder of the Black Lives Matter movement in Canada and a passionate activist for social and racial justice. Her popular podcast, Sandy & Nora Talk Politics, puts a witty perspective on emerging political thought. She also co-founded the Black Legal Action Centre, a non-profit legal aid clinic for low-income Black Ontarians.
 - A panel on Gender Bias, Inequality and Barriers in Academia was organized as part of the celebrations of International Women's Day with the ADHREDI and RRU faculty members Wanda Krauze, Jaigris Hodson, Juana Du and Runa Das. The March 10, 2022 panel discussed the persistence and manifestations of gender bias, inequality and barriers in the Canadian post-secondary sector.
 - A Pride Celebration event was held July 12, 2022 where Kai Scott, President of TransFocus Consulting, delivered a 1.5-hour virtual session entitled: "The Best Practices for Greater Inclusion of Gender Diversity in Higher Education." This presentation provided an overview of the cultural and structural factors that unintentionally exclude transgender and non-binary people (whether students or employees) at universities across Canada.

Challenges encountered during the reporting period:

Resourcing (budgetary and personnel) continues to be a challenge, as many of the staff who originally worked to develop the EDI planning in HR at RRU leave the university for other organizations. The RRU Human Resources office continued to develop a flexible work arrangement policy and procedure during the reporting period to try to increase retention and the appeal of the university in the more flexible and dynamic post-pandemic workplace. In addition, our Director of Indigenous Engagement began a period of leave in August 2022, making it difficult to advance some of the planned activities related to Indigenous inclusion. Finally, the Manager of EDI in Research has taken a period of leave to work for the federal government from November 1, 2022 to October 31, 2023. While we backfilled the position, the Office of Research & Innovation was short-staffed for a period of time.

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. Diversity & Inclusion Environmental Scan Survey – Sharing Results: The Office of Research & Innovation received the results of our diversity and inclusion environmental scan survey, conducted in 2022, and they will be presented to the university community in 2023.
2. The Associate Director of Human Rights and Equity, Diversity and Inclusion is developing an

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EDI Five-Year Plan which will contain several dimensions that will directly impact the area of research, namely, the creation of the EDI system of governance, EDI data governance system, strategic EDI capacity building plan, and marketing and communication EDI strategic plan.

3. RRU Accessibility. Effective September 1, 2022, the [Accessible British Columbia Regulation](#) requires listed organizations to meet the requirements of Part 3 of the [Accessible British Columbia Act](#). Royal Roads University is a listed organization and, as such, we must establish:
 - an Accessibility Committee;
 - an Accessibility Plan; and a tool to receive feedback on accessibility

RRU is on schedule to meet this requirement.

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

- ☒ Yes (the diversity and inclusion environmental scan only)
- ☐ No

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 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; this position later became the Associate Director of Human Rights and EDI.

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.

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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 previously 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 Human Rights and EDI. The module is currently available to all staff and faculty online as part of the new employee orientation but needs to be further promoted internally. We have identified a need for a resource specific to unconscious bias in recruitment and will use a future CRC EDI Stipend to develop a training resource that is specific to recruitment in order to help all staff and faculty who serve as members of hiring committees, both for CRC recruitment and beyond.

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. We have created the resource that we originally set out to do, but doing so brought to our attention the need for training more tailored to specific scenarios of recruitment. The first resource remains a useful introduction to the concept of unconscious bias and is part of our online employee orientation package, however it might not serve hiring committees as well without examples related to recruitment.

Next Steps (indicate specific dates/timelines):

1. Unconscious Bias in Recruitment Resource: Although we have created a resource on unconscious bias in general, this process identified the need for a resource on unconscious bias specific to recruitment. We have earmarked part of a future CRC EDI Stipend for this work to be complete March 31, 2024.

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.

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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:

- 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:

- Diversity Policy; March 29, 2019
- Standards of Conduct and Service for Employees and Contractors (Policy); October 10, 2019
- Caregiving Leave (Policy); April 3, 2020

The following policies are under development:

- Employment Equity Policy and Procedures
- Human Rights Policy and Procedures
- Accommodation of employees with disabilities Policy and Procedure
- Flexible work arrangements Policy and Procedure

Faculty training in EDI considerations in research completed:

The Office of Research and Innovation continues to provide training to faculty in:

1. Anti-racism in research
2. Embedding EDI into proposal development
3. Gender equity in research
4. Accessibility in Research
5. LGBTQ2S+ Inclusion in Research
6. Religious 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:

In support of our researchers, Research and Innovation staff continue to strive to increase their EDI

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knowledge and awareness. The EDI in Research Toolkit series has served as a useful training resource for the whole team, in addition to faculty and students. In addition, one recently hired faculty member commented that the presence of the Accessibility in Research toolkit online was a positive influence on their decision to join RRU. Keeping our EDI information up-to-date and relevant will likely have an indirect effect on the recruitment of a diverse group of faculty. In that vein, during the reporting period, two new EDI in Research toolkits have been added (videos to follow), three other toolkits were contracted, and the university's Diversity Statement began a process of renewal.

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 continued to create challenges in mental health and increased burnout in 2022. 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, while it will be reported in the next reporting period, HR has developed a flexible work policy and procedure, which we hope will respond to the challenges a post-pandemic workplace.

Next Steps (indicate specific dates/timelines):

The following policies remain in development:

- Religious Accommodation Policy; anticipated effective by March 31, 2025.
- Human Rights Policy and Procedures; anticipated effective by March 31, 2025.
- Employment Equity Policy and Procedures; anticipated effective by March 31, 2025.
- Accommodation of employees with disabilities Policy and Procedure; anticipated effective by March 31, 2025.

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 Advancing the UN SDGs: 67%
- CRC in Climate Change, Biodiversity and Sustainability: 100%

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 processes have been improved in Human Resources and RRU is on schedule to meet the requirements of Part 3 of the Accessible British Columbia Act.

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 Plan; anticipated effective by September 1st, 2023.
- Employees and Job Candidates with Disabilities Accommodation policy and procedures; anticipated effective by December 31, 2023.

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

- ☐ Yes
- ☒ No

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):

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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:

Demographic and self-identification data is gathered by HR for all CRC applicants. Currently applicants to all other job postings are also asked self-identify through our HR Smart system but it is not mandatory. We are in the process of having our system updated, with the longer-term goal to be able to more accurately record this information. 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. In addition, during the previous reporting period the university conducted a diversity and inclusion survey, the results of which were shared with the university community during the reporting period. Although it had a lower than hoped for response rate, it did provide some data on the composition of our workforce.

Challenges encountered during the reporting period:

None.

Next Steps (indicate specific dates/timelines):

Due to turnover in HR and other challenges (e.g., university budget constraints) a new system is now expected to be in place and in use by June 30, 2024. 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 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

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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. This project has been put on hold due to staff changes both in HR and Research and Innovation.

Next Steps (indicate specific dates/timelines):

This project will resume in 2023-24 with the return of the permanent Manager of EDI in Research who is on leave. The expected completion date is December 30, 2024.

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 barriers are and how they were identified):

None.

Corresponding actions undertaken to address the barriers:

N/A.

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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 (please note that in 2023, after this reporting period, VP responsibility transferred to the VP Academic and Provost). 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, 2023.

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. 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 Human Rights and EDI, 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 continued to have an impact on the implementation of RRU's EDI Action Plan. As discussed in the Objectives above, stress, turnover, and leave among practitioners in EDI spaces has increased at Royal Roads. In the wake of the pandemic university enrolments continue to be down across Canada and our university has experienced budgeting issues. This has had an effect on EDI efforts across the university, including the implementation of policies and procedures.
3. Indigenous Inclusion and Decolonization. One of our CRC Stipends had been entirely devoted to hiring an Indigenous coordinator to be jointly supervised by our Director of Indigenous Engagement and Manager of EDI in Research. However, during the reporting period our Director of Indigenous Engagement started a leave of absence. Although we initially tried to pivot the Stipend funds towards two other Indigenous related initiatives at the university, those activities were also difficult to complete due in part to the increased workload of other Indigenous staff, and due to the absence of engagement with the local communities that the Director role had provided. At a small university such as ours, one person leaving can have a significant effect on the progress of EDI related initiatives. However, during the same year in which the Director of Indigenous Engagement was on leave, the university hired a newly created Chair, Emerging Indigenous Scholars Circle. One initiative identified under our more recent Stipend is to support a pilot of an Indigenous mentorship model which we believe will have a significant impact on the recruitment and retention of Indigenous scholars at the university.
4. 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 was active from 2019 to 2022, after which time a series of interviews and focus groups were held to determine the perceived efficacy of, and potential new directions for, the committee. The findings of this research led to putting the PSCEDI on hold while a framework for an EDI system of governance was developed. During the reporting period a working group was formed to develop an EDI system of governance and this work is still in progress. A shared equity leadership model will be explored in the next reporting year to address these concerns (See: <https://www.acenet.edu/Research-Insights/Pages/Diversity-Inclusion/Shared-Equity-Leadership.aspx>).

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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

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:

In 2023 the objectives of the stipend changed and are now: 1) A series of 3-4 training sessions related to Indigenous perspectives in climate action for senior staff and faculty (i.e. the executive, climate leadership committee and our three climate action working groups), including an experiential learning on the land training component; and 2) implementation of EDI role-specific training. Both initiatives are meant to improve the environment in which research takes place at RRU in terms of equity, diversity, and inclusion for our chairholders and other researchers.

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

As the primary original drivers of this project were the failed CRC searches, the long-term performance indicator of the success of the project will be the successful recruitment of an Indigenous CRC. Since that allocation is unlikely to be posted prior to the planned use of these funds and reporting out, the metrics described in the "Measurable" section above will be used to assess the interim success of the project. RRU will measure success via attendance at the activities described above. Progress will also be measured via any new initiatives, processes and practices arising from the activities. In addition, we completed our first diversity and inclusion scan of the university in 2022. We hope to complete such a survey every 3 years. Therefore, a good measure of success will be an improvement in the perceived inclusion climate at Royal Roads in 2025.

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

Originally \$50K was requested to hire an Indigenous coordinator. As approved on December 15, 2022, the use of funds on this application changed at the end of the reporting period. While keeping with an Indigenous focus, it was decided to shift use of the stipend toward two activities 1) Indigenous Climate Action and; 2) the delivery of an already developed training resource on Indigenization of post-secondary institutions to faculty

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and associate faculty. The reasons for these changes are outlined in detail under [Key Objective 1](#) and relate to limited capacity of our Indigenous staff during the reporting period. An extension of this stipend was also approved, allowing us to complete the new activities by September 30, 2024.

However, early in 2023 it the same issues of capacity impacted our ability to continue the second objective (delivery of an Indigenous training resources to faculty). Therefore, another change request was submitted and approved and the current (as at October 11, 2023) objectives of our stipend are to 1) deliver a series of 3-4 training sessions related to Indigenous perspectives in climate action for senior staff and faculty (i.e. the executive, climate leadership committee and our three climate action working groups), including an experiential learning on the land training component; and 2) implementation of EDI role-specific training, specifically: a) an intercultural capacity assessment of core faculty and some staff, b) implementation of recommendations from an EDI review of our internal grant programs, and c) some work related to a gender assessment of the university. Other role-specific training may also be identified and completed using this stipend. Unfortunately, due to our delays it is too early to report any outcomes or impacts. However, we are excited by the work, which has been informed by our Anti Racism Action Plan and our diversity and inclusion environmental scan. We have engaged contractors for this work and we will be able to report on these activities during the following reporting period.

Timeline:

Activity	Deadline
Engage members of a future Indigenous Climate Change working group to guide development of the December 2023 events	March-June, 2023
Sign contracts with Indigenous consultants to advise on Indigenous perspectives in Climate Action training as part of working group	June 30, 2023
Gender assessment of university – working group formed and first meeting	June 30, 2023
Cultural capacity consultant contract signed	August 31, 2023
Cultural capacity survey launched	November 7, 2023
Gender assessment workgroup continues	Sept. 2023-Jan. 2024
Gender assessment site visit	Oct. 30, 2023
Gender assessment request for ethical review submitted	Oct. 30, 2023
Gender assessment strategy sessions with teams	Nov.-Dec. 2023
Master of Arts in Climate Action Leadership week-long event including offerings for the university community – e.g. Indigenous Perspectives in Climate Action training.	Dec. 4-8, 2023
Gender assessment survey launched	Jan. 15-Feb.15, 2024
Cultural capacity work with faculty and staff complete and workshops delivered	March 31, 2023
Gender assessment survey	January 2023
Gender assessment complete including report and presentation of recommendations	March 31, 2023

Outline the total expenditures below:

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Total funds of EDI stipend spent on the objective:	0.00
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:

- ☐ 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:

Although some of the funding is committed in the form of contracts, at the time of reporting, no funding has yet been spent.

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)

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:

- On June 29, 2022 a presentation on 2SLGBTQ+ inclusion in research was 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 entitled *Research in the Queer Sphere: Strategies for 2SLGBTQ Inclusion in Research Design*. 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.
- Accessibility in Research: From Design to Dissemination. Delivered on June 3, 2022 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.
- A 2SLGBTQ+ Inclusion in Research toolkit presentation was delivered by Christopher Campbell December 14, 2022. This presentation shared the development of the 2SLGBTQ+ Inclusion in Research Toolkit which was authored by Campbell and Gwen Thompson Hill. The 2SLGBTQ+ Inclusion in Research Toolkit is a brief and high-level overview of inclusion of Two-Spirit, lesbian, gay, bisexual, trans, queer, and additional sexual-and-gender minoritized (2SLGBTQ+) people in research design and dissemination. The toolkit is intended to be a starting point for researchers to begin learning about 2SLGBTQ+ inclusion in research. It is not exhaustive and uses references and additional reading lists to provide researchers with points of entry into inclusive research. The presentation was filmed and the video, in its final editing stages, will be posted alongside the toolkit in 2023 (<https://www.royalroads.ca/research-resources>)

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- Three additional EDI in Research Toolkits have been contracted by engaging subject matter experts with lived experience on the following topics: Anti-Racism in Research, Gender Equity in Research, Religious Inclusion in Research.
- In recognition of Black History Month Sandy Hudson presented to the RRU community on February 14, 2022. Sandy Hudson is the founder of the Black Lives Matter movement in Canada and a passionate activist for social and racial justice. Her popular podcast, Sandy & Nora Talk Politics, puts a witty perspective on emerging political thought. She also co-founded the Black Legal Action Centre, a non-profit legal aid clinic for low-income Black Ontarians.
- A panel on Gender Bias, Inequality and Barriers in Academia was organized as part of the celebrations of International Women's Day with the ADHREDI and RRU faculty members Wanda Krauze, Jaigris Hodson, Juana Du and Runa Das. The March 10, 2022 panel discussed the persistence and manifestations of gender bias, inequality and barriers in the Canadian post-secondary sector.
- A Pride Celebration event was held July 12, 2022 where Kai Scott, President of TransFocus Consulting, delivered a 1.5-hour virtual session entitled: "The Best Practices for Greater Inclusion of Gender Diversity in Higher Education." This presentation provided an overview of the cultural and structural factors that unintentionally exclude transgender and non-binary people (whether students or employees) at universities across Canada.
- A four part workshop on an Indigenous Cultural Safety approach to Understanding & Responding to Systemic Racism was held for faculty and staff in 2022, 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. During the reporting period we offered 3 full-day sessions on an introduction to this content and two half days sessions on further learnings on this topic. These workshops were widely attended by faculty and staff and covered:
 - Foundational understandings on Indigenous Cultural Safety which included 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 during circle sessions.

Other engagement related activities with under-represented groups during the reporting period has included:

- We continue to draw on the results of our highly consultative Anti-Racism Action Plan (2020) to inform our work, much of which was delayed due to the pandemic and staffing changes. The university will report internally on this work in 2023.
- Likewise, our 2022 diversity and inclusion environmental scan illustrated the experiences of inclusion of people from under-represented groups at our organization and the report has become another important foundational document which informed our institutional EDI Action Plan and other activities.

- As mentioned previously, consultation was undertaken in 2022 to engage members of the President's Steering Committee on EDI about the future direction of the committee. The result of this consultation was the decision to adopt an EDI system of governance, work that is currently in progress.
- The university began to renew its Diversity Statement during the reporting period which was a highly consultative process, engaging members of the Diversity Action Group and the university faculty and staff.

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)

Several training opportunities and initiatives to improve the campus climate were offered during the reporting period. For example, as discussed previously:

- In recognition of Black History Month Sandy Hudson presented to the RRU community on February 14, 2022. Sandy Hudson is the founder of the Black Lives Matter movement in Canada and a passionate activist for social and racial justice. Her popular podcast, *Sandy & Nora Talk Politics*, puts a witty perspective on emerging political thought. She also co-founded the Black Legal Action Centre, a non-profit legal aid clinic for low-income Black Ontarians.
- A panel on Gender Bias, Inequality and Barriers in Academia was organized as part of the celebrations of International Women's Day with the ADHREDI and RRU faculty members Wanda Krauze, Jaigris Hodson, Juana Du and Runa Das. The March 10, 2022 panel discussed the persistence and manifestations of gender bias, inequality and barriers in the Canadian post-secondary sector.
- A Pride Celebration event was held July 12, 2022 where Kai Scott, President of TransFocus Consulting, delivered a 1.5-hour virtual session entitled: "The Best Practices for Greater Inclusion of Gender Diversity in Higher Education." This presentation provided an overview of the cultural and structural factors that unintentionally exclude transgender and non-binary people (whether students or employees) at universities across Canada.

As mentioned previously, the university also got its Diversity Statement renewal well under way

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during the reporting period, which will be official endorsed by the Board of Governors in 2023. This initiative is lead by the Diversity Action Group Administrative Committee of which the Manager of EDI in Research and the Associate Director of Human Rights and EDI are members. The RRU Diversity Statement is renewed every three years to ensure that our commitment to diversity and inclusion is relevant and current for faculty, staff and students. Our renewed statement more accurately reflects our intersectional and diverse community and the associated consultation 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 broader Diversity Action Group serves as a mechanism for staff, faculty and students to raise issues of concern around barriers and to work toward a more inclusive university climate. 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](#).

The Manager of EDI in Research took a 12-month leave starting November 1, 2022 which offered an opportunity to train another staff member in EDI best practices, particularly as they pertain to research. That staff member started the Centennial College Certificate in Leadership and Inclusion and will be able to bring an informed EDI lens to their previous research services position once they return.

The Associate Director of Human Rights and EDI began work and consultation with the university community on a Five-Year EDI Strategic Plan, which contains several dimensions that directly address systemic barriers. The Plan tackles barriers such as the inexistence of a consistent and coordinated approach to EDI literacy, lack of effective data management, flaws in the communication and marketing of EDI and the inexistence of a sustainable and effective system of governance.

The results of our [diversity and inclusion environmental scan](#) were delivered in the form of a report in 2022 and will be shared with the university in 2023. The results of this survey have indicated where some systemic barriers exist within our organization and it will be a foundational document, along with the Anti-Racism Action Plan, in terms of planning and strategizing future EDI related activities.

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.