INSTITUTIONAL REPORT - CANADA RESEARCH CHAIRS PROGRAM

Contents

IMPORTANCE OF COLLECTING PERFORMANCE DATA

Thank you for taking the time to complete this report. Support provided by the Canada Research Chairs Program (CRCP) is an investment of public funds. The program's accountability responsibilities for the use of award funds include reporting to the Government of Canada and program stakeholders, including Canadians, about who receives support and how funds are used to meet the program's objectives. To help ensure accountability, award recipients must report on progress annually and are expected to publicly acknowledge their award funding to bring awareness to the value and impact of the program as part of the Canadian and international research enterprise.

The information provided in this form will be aggregated to generate performance information on the program. Recipients are responsible for maintaining their eligibility and expending funds in accordance with program guidelines. For the program to collect data for its evaluation and performance management activities, institutions are required to provide reports on the deployment and management of the Canada Research Chairholders (CRCs) as stipulated by the program.

Should you have any questions about the information you are being asked to provide, contact the program at information@chairs-chaires.gc.ca. If you require technical support, contact our helpdesk at 613-995-4273 or websupport@chairs-chaires.gc.ca.

Jointly administered by

INSTITUTIONAL REPORT - CANADA RESEARCH CHAIRS PROGRAM

PRIVACY NOTICE STATEMENT

The Tri-agency Institutional Programs Secretariat (TIPS), which is housed within the Social Sciences and Humanities Research Council (SSHRC), is responsible for the day-to-day administration of the following tri-agency programs: CRCP, Canada Excellence Research Chairs Program, Canada 150 Research Chairs Program, Canada First Research Excellence Fund, Research Support Fund, New Frontiers in Research Fund and Canada Biomedical Research Fund.

TIPS is strongly committed to the protection of all personal information collected and used in the operation and management of its activities.

The personal information is collected under the respective authority of section 4(2)(a) of the _Natural Sciences and Engineering Research Council Act_, section 4(2)(a) of the _Social Sciences and Humanities Research Council Act_, and sections 4, 5 and 26 of the _Canadian Institutes of Health Research Act_, depending on the program under which you were awarded funding.

Your data will be collected, used, disclosed and retained in accordance with the _Privacy Act_. It may be used for the purposes of program operations (including recruitment for merit review processes, where applicable), planning, performance measurement and monitoring, evaluation, and audits, and in aggregate form to report to the government or to the public. Self-identification statistics will always be reported in aggregate form, to ensure protection of the identity of any individual.

Failure to submit the institutional report may result in funding being held back until the completed report is received by TIPS.

For more information, refer to SSHRC PPU 016, described in SSHRC's Info Source.

If you have any questions or concerns on the annual progress report, contact TIPS at information@chairs-chaires.gc.ca.

For more information about your rights under the _Privacy Act_, or our privacy practices, or to **access or correct** your personal information, contact SSHRC's (and TIPS') ATIP Coordinator.

If you believe your personal information has been mishandled, or have concerns about SSHRC's privacy practices, you have the right to file a **complaint** with the Office of the Privacy Commissioner.

Jointly administered by

INSTITUTIONAL REPORT - CANADA RESEARCH CHAIRS PROGRAM

Note:

- By submitting your information, you are confirming that you have read and understood the Privacy Notice Statement outlined above and have provided your personal information in accordance with it.
- Personal information of a third party should not be disclosed in this report without their consent.

GENERAL INFORMATION

Institution:	Royal Roads University
Reporting period:	April 1, March 31
CRC Senior Official:	Dr. Veronica Thompson

Jointly administered by

PROGRAM MONITORING

The _Chairs Administration Guide_ outlines the terms and conditions institutions must follow in administering CRC awards.

The institution must submit the report to provide an update on progress made toward meeting the objectives of the program through its administration of its allocation of CRCs.

The institution is responsible for ensuring that their CRCs meet the program's reporting requirements.

Institutions are required to post a copy of this report as submitted (with any identifying information and representation numbers **under five** redacted) on their public accountability and transparency web pages within 7 working days of the deadline for submitting the report to TIPS. Posting the report is a requirement of the 2019 Addendum to the 2006 Canadian Human Rights Settlement Agreement. If an institution fails to meet these requirements by the deadlines stipulated, the program will withhold peer review and payments for nominations submitted to the program until the requirements are fulfilled in accordance with its consequences framework.

1. ATTRACTION AND RETENTION

The CRCP supports the attraction and retention of a diverse cadre of world-class researchers to Canada. The program defines world-class researchers as outstanding and innovative researchers whose accomplishments have made, or have the potential to make, a major impact in their fields.

1. a) Using the scale provided, rate how important the CRCP funding was to your institution's ability to **attract** and **retain** a diverse cadre of world-class researchers during the reporting period:

    - **Attraction of researchers from <u>within</u> Canada to your institution**
    (Radio button, one selection)
        - ☐ Not important
        - ☐ Somewhat important
        - Ξ Important
        - ☐ Very important

Jointly administered by

☐ Do not know
☐ Not applicable

- **Attraction of researchers from <u>outside</u> Canada to your institution**
(Radio button, one selection)
  ☐ Not important
  ☐ Somewhat important
  Ξ Important
  ☐ Very important
  ☐ Do not know
  ☐ Not applicable

- **Retention** of researchers at your institution
(Radio button, one selection)
  ☐ Not important
  ☐ Somewhat important
  ☐ Important
  Ξ Very important
  ☐ Do not know
  ☐ Not applicable

Jointly administered by

b) Explain your rating.
If you provided a rating of "Important" or "Very Important" to question 1. a), provide one or two examples that demonstrate the way in which the CRCP played a key role in attracting outstanding researchers to your institution, or in retaining outstanding researchers at your institution during the reporting period.

During this reporting period, our Tier 2 CRC in "Digital communication in the public interest" was up for renewal. Our attention to equity, diversity, and inclusion in research, our collaborative efforts across the institution's CRC program to drive high quality research, and our recent initiatives to support HQP and emerging researchers has been part of that CRC's success and evolving program of research over the course of their first term. Their evolution from "Digital communication in the public interest" to an incredibly well received successful renewal for their second term in "Digital Misinformation, Polarization, and Anti-social media" has benefited from the CRCP at RRU. Likewise, our community has benefited from their research program's expansion, the attraction of students and other HQP, and their commitment to high-quality, equitable research in our community and beyond. During this reporting period, the CRC was able to attract 11 HQPs – 6 of whom have gone on to careers in academia, and 5 of whom are currently working with them.

We have ranked the attraction of researchers within and outside Canada as Important, slightly lower than the Very Important ranking of retaining researchers within our institution. This change is because of the value we place on our faculty's continuing research programs, and the challenges associated with being a post-secondary institution under the current climate and with the socio-economic challenges inherent to this of British Columbia.

1. c) (Optional) What are the challenges in recruiting and nominating researchers from **outside of Canada** to the CRCP, and how does your institution address them?
We have not faced challenges in this area. Our recruitment (ongoing) that spanned the latter half of this reporting period has attracted attention from researchers outside of Canada; thus far the applicants appear to be familiar with the process and the CRCP, and keen to be a part of it. Our challenges rest largely in non-CRCP dependent areas: Cost of living and housing in the region, which we address as best we can by being clear about the challenges in the initial stages of recruitment and inviting questions from applicants along the way. Further challenges may arise and will be addressed in the next reporting period's report.

Jointly administered by

2. IMPACT ON RESEARCH CAPACITY

One of the CRCP's key objectives is to contribute to fostering research capacity. Strengthening research capacity and clusters in strategic areas of research provides institutions with the ability to seek and receive other funding, therefore maximizing their ability to develop clusters of research excellence. Maximizing research capacity, in turn, generates social, economic and cultural benefits for Canada and Canadians.

2. a) Indicate which aspects of your institution's research capacity were significantly strengthened by the CRCP funding and the related CFI infrastructure support, during the reporting period. Select all that apply.

(Checkboxes, multiple choices possible)
- Ξ The ability of the institution to attract highly qualified personnel (HQP) – including undergraduate, master's and doctoral students, postdoctoral fellows, technicians, research assistants and other HQP
- Ξ The ability of the institution to fund HQP
- Ξ The ability of the institution to train HQP
- Ξ The ability to increase the number of research collaborations at the institution
- Ξ The ability to create international partnerships
- Ξ The ability to develop clusters of research excellence or areas of research strength according to the institution's CRCP Strategic Research Plan
- Ξ The opportunities to conduct research at the institution
- Ξ The overall quality of the research conducted at the institution
- Ξ The institution's capacity to produce new research knowledge
- Ξ The use of research results at the institution

3. EQUITY, DIVERSITY, AND INCLUSION

Research demonstrates that achieving an equitable, diverse, and inclusive work environment leads to increased excellence, innovation, and impact. A diversity of experiences, perspectives and voices is fundamental to achieving excellent research.

3. a.) Key institutional actions in support of EDI in the CRCP

Jointly administered by

Share up to three key EDI actions related to the CRCP that were undertaken by the institution during the reporting period as well as their impact.

Key EDI action #1

- Describe the key action that was undertaken.

The promotion of understanding related to accessibility and access needs. This initiative ended up with several activities as part of the key action:

1. A collaboration between faculty and student services that surveyed students' experiences navigating accessibility. The project focuses on the experiences of students with (in)visible disabilities and the barriers they face in their educational journey with a goal of developing solutions, recommendations, and practical tools. (Note: This activity did not use CRC EDI funding; the other two did.)

2. Reminders and connections to the existing RRU Toolkit that provides guidance on designing and conducting accessible research.

3. The analysis of consultations conducted with the RRU community related to physical or architectural barriers, technology-related barriers, information and communication barriers, systemic barriers, and attitudinal barriers (survey and consultations closed 2023).

Did this action relate to an objective named in your CRCP EDI Action Plan?

Ξ Yes. Briefly describe the related objective.

Objective 1 of the RRU CRC EDI Action Plan is to "Attract a diverse pool of candidates, in particular: Women, Indigenous Peoples, visible minorities, and persons with disabilities" (p.19). These actions relate to the creation of a culture and environment at RRU that is aware of and understands access needs and evolving accessibility requirements, laws, and obligations.

- Describe outcomes and impacts this action supported during the reporting period.

The survey of students, use of toolkit (tracked through online metrics), and analysis of data received from community consultations about accessibility services at RRU, along with the knowledge that the province will shortly have specific requirements for meeting access needs, revealed the need for an accessibility plan and related committee.

We now have an early-stage accessibility plan (https://www.royalroads.ca/sites/default/files/2024-10/24-6275_EDI_Accessibility%20Action%20Plan_B2.pdf) that forms a living document, and an accessibility committee that brings together staff, faculty, students, and alumni from across the institution, including critical membership from operations and facilities staff (https://www.royalroads.ca/about/strategic-commitments/human-rights-and-accessibility/our-commitment-accessibility). RRU's new campus building addressed many of the barriers identified through consultation with accessible entries, accommodations, and academic accessibility pathways (https://www.royalroads.ca/current-students/counselling-accessibility-wellness/accessibility).

- Describe any challenges encountered in undertaking this action, and any mitigation strategies that were employed.

Because this work is well-supported both by our institutional leadership and through legislation, our primary challenge was in accessibility literacy. Our Associate Director, Human Rights and Accessibility, and Manager of EDI in Research, attended training offerings through Right to Be and the Rick Hansen Foundation, and shared their learning with committee members. This learning was shared more broadly and asynchronously with the RRU community through newsletters, the internal RRU communications bulletin and the RRU Research e-bulletin (https://www.royalroads.ca/research/find-funding/research-resources/research-e-bulletin).

- Was funding from the CRCP Stipend for Equity, Diversity and Inclusion used for this action?
  - Ξ Yes
  - ☐ No

Key EDI action #2

- Describe the key action that was undertaken.

This action was the hiring of a consultant, Dr. Kyra Garson, to assess RRU's intercultural capacity. In partnership with Research & Innovation as well as the Director, Human Rights and Accessibility, Garson invited faculty and staff to complete the Intercultural Development Inventory tool. In advance of this, Garson conducted preparatory workshops; following the completion of individual assessments they offered one-on-one assessment debriefs. The purpose of this project was to determine RRU's intercultural strengths and areas for further learning and development.

Did this action relate to an objective named in your CRCP EDI Action Plan?

Jointly administered by

Ξ Yes. Briefly describe the related objective.

Objective 1 of the RRU CRC EDI Action Plan is to "Attract a diverse pool of candidates, in particular: Women, Indigenous Peoples, visible minorities, and persons with disabilities" (p.19). These actions relate to the creation of a culture and environment at RRU that is aware of and understands intercultural needs; particularly critical as our CRCs seek to develop their international research programs.

- Describe outcomes and impacts this action supported during the reporting period.

RRU received a full group profile, departmental profiles as anonymity allowed, an administrative report with quantitative analysis, and a summary needs assessment for future professional development from Garson. The report was shared to the RRU community and based on its contents, struck a committee called the Intercultural Competence Advisory Collective (ICAC). ICAC will develop a plan for the institution that focuses on our intercultural competency strengths, gaps, and recommendations related to (i) Learning and student support; (ii) Employment; (iii) Communications; (iv) External relationships; and (v) Research.

- Describe any challenges encountered in undertaking this action, and any mitigation strategies that were employed.

The challenge to this action was in the use of the Intercultural Development Inventory tool, which was challenged by some members of our community as a problematic tool due to (a) the potential for subjectivity of the questions, a known issue that arises under the auspices of intercultural understanding, and (b) limited data on the impact of the use of the tool. It was decided that this tool had been validated adequately (see: https://www.sciencedirect.com/science/article/pii/S0147176711000162) and that as it would not itself form the institutional plan, but rather a piece of the information needed for further action, that the potential issues were acceptable as known and possible to mitigate. Members of the community who raised these concerns were contacted by the Director, Human Rights and Accessibility, and invited to have conversations about the tool and the decisions that were made to proceed.

- Was funding from the CRCP Stipend for Equity, Diversity and Inclusion used for this action?
  Ξ Yes

Jointly administered by

Key EDI action #3

- Describe the key action that was undertaken.

Ericka Hart was hired as a subject matter expert to co-develop, in partnership with a faculty member from the Emerging Indigenous Scholars Circle and the RRU Climate Team, a short video entitled "Defining Capitalism, Colonialism, and Oppression in the Context of Climate Change". The script and video were co-developed throughout meetings between the SME and a team from RRU that included Indigenous staff/faculty, allowing us to form a strong relationship that led to a product grounded in the purpose of climate justice at RRU.

Did this action relate to an objective named in your CRCP EDI Action Plan?

    Ξ Yes. Briefly describe the related objective.
Objective 1 of the RRU CRC EDI Action Plan is to "Attract a diverse pool of candidates, in particular: Women, Indigenous Peoples, visible minorities, and persons with disabilities" (p.19). These actions relate to the creation of a culture and environment at RRU that recognizes the rights of Indigenous peoples, understands the intersectional and multi-marginalizing impacts of climate change under capitalism, and supports the learning of our faculty, staff and students.

    ☐ No

- Describe outcomes and impacts this action supported during the reporting period.

The video was shared during Climate Week (November 18 – 22, 2024) during an in-person discussion circle. The video opened a conversation that "helped to shift narratives that see climate change as something separate from the oppressive structures of capitalism and colonialism". The event page is archived here: https://www.royalroads.ca/events/capitalism-colonialism-and-climate-change. This has sparked a larger conversation at RRU about climate justice and our institutional levels of understanding of this important intersection and has led to the early stages of development of an online, open-access course in climate justice. The video linked here (https://www.youtube.com/watch?v=NKJ2UD9TktQ) is available to instructors at RRU and to our Professional and Continuing Studies instructors for use in course materials.

- Describe any challenges encountered in undertaking this action, and any mitigation strategies that were employed.

Our only challenge with this was the time available for all involved, as there is a high demand on the time of our Indigenous faculty and staff. This was mitigated by flexibility in our meeting times and an extension to our stipend.

- Was funding from the CRCP Stipend for Equity, Diversity and Inclusion used for this action?

    Ξ Yes

Jointly administered by

3. b) CRCP Stipend for Equity, Diversity and Inclusion

Rate the importance the CRCP Stipend for Equity, Diversity and Inclusion has had on your institution in making progress in implementing measures to address systemic barriers:

[One selection possible]
- ☐ Not important
- ☐ Somewhat important
- ☐ Important
- Ξ Very important
- ☐ Do not know
- ☐ Not applicable

Other EDI initiatives

Provide an example of an EDI initiative underway at the institution – that is broader than those tied to the CRCP that is 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 relevant in the box below. URLs should include https://. Note that collecting this information is a requirement of the 2019 Addendum to the 2006 Canadian Human Rights Settlement Agreement (clause 39.e) and provides context for the work the institution is doing in addressing barriers for the CRCP.

The Southern Vancouver Island Community of Practice (SVICOP) is an initiative that is co-led by staff from universities (e.g., Royal Roads University, the University of Victoria), Municipalities (e.g., the Capital Regional District, the City of Victoria, the District of Saanich), and local non-profit and non-government organizations (e.g., The Inter-Cultural Association of Victoria, the Victoria Native Friendship Centre, Power to Be). This community of educators, decision-makers, and stakeholders comes together throughout the year and has shared training materials on EDI as well as information on the criticisms EDI has received in Canada (e.g., the Standing Committee on Science and Research's study on the Impact of the Criteria for Awarding Federal Funding on Research Excellence in Canada). The purpose of the SVICOP is not specific to research, rather it is an opportunity to learn about the challenges and opportunities that are found in other sectors, and for those sectors to learn about research and post-secondary education environments. We have benefited from this community of practice through having training modules shared with us, by learning more about where

Jointly administered by

marginalized communities are found in our region (supporting our ability to diversify where we share our job postings), and by increasing our relationships in our community. The impact to our institution's CRCP is difficult to measure, but we have formed relationships with community that have led to research projects with our faculty.

4. STRATEGIC USE OF RESOURCES

One of the CRCP's expected results is to make the best possible use of research resources through institutional strategic planning.

4. a) Using the scale provided, rate to what extent the institution makes decisions on the allocation of CRC awards in alignment with its CRCP Strategic Research Plan.

[One selection possible]
- ☐ Not at all
- ☐ To a small extent
- ☐ To a good extent
- Ξ To a great extent
- ☐ Do not know

4. b) (Optional) Share any significant research successes your institution has achieved during the reporting year while implementing its CRCP Strategic Research Plan.

Jointly administered by

5. INSTITUTIONAL SUPPORT AND PROTECTED TIME FOR RESEARCH

As an evaluation criterion of the program, institutions must demonstrate that they will provide chairholders with the support they need to ensure the success of their work, such as protected time for research, mentoring (if applicable), additional research funds, office space, administrative support, and hiring of other faculty members.

5. a) Protected time for research is a component of a research chair which provides chairholders with sufficient time to focus on their research program. Protected time can include teaching release, release from service expectations, release from administrative duties, and/or increased administrative support.

Please respond to the questions below:

- Ξ Yes, our institution provides protected time for research to CRCP chairholders. [Multiple choice possible]
    - Ξ It is negotiated by each chairholder
    - Ξ There is an institution-wide policy that applies to all CRCP chairholders
    - ☐ It is decided at the faculty/department level and is not negotiated by the CRCP chairholder
    - Ξ Other (specify in box below):

Please note this is not a policy, but a process

Jointly administered by

6. ADDITIONAL COMMENTS AND/OR SUGGESTIONS

6. a) Use this section to describe any successes or challenges you have experienced this year in managing the CRCP at your institution. Successes achieved in the context of your institution's CRCP Strategic Research Plan should be entered in 4.b) and should not be repeated here. Include any suggestions you may have for improvements or changes to the program.

These progress reports have become the most accurate measure of our status against our 2019 Canada Research Chairs Equity, Diversity, and Inclusion Action Plan. While recognizing the value of these progress reports, it is challenging for those who are not intimately familiar with the institution's CRCP to find the status of a particular objective without reading through multiple reports as well as the CRC EDI AP. The opportunity to archive the 2019 CRC EDI AP and establish a new plan with a set term (perhaps 5 years) and new objectives would be much appreciated.

Jointly administered by