Canada Research Chairs
Chaires de recherche du Canada

Canada

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Important Note

(Once you have read the statement below, click the radio button beside it.)

Please note that the information you enter in your report is only saved when clicking on the "Save and Next" button at the bottom of the page. Using the browser navigation buttons or the "Continue Later" button at the bottom of the page will not save the information entered on the page. If after clicking "Save and Next" you see a "Page has errors" message in red, near the top of the page, it means that at least one field is missing information. In such an instance, the empty field will have the words "Answer is incomplete" underneath it, in red.

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 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. Ensure that you remove all numbers less than 5 from both the plan and the report prior to posting on your website in cases where your report includes the representation of individuals from underrepresented groups among your chairholders, as well as any other identifying information. This is a requirement of the Privacy Act.

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

Contact information

Please complete the fields below.

Name of Institution:

Thompson Rivers University

Contact Name:

Shannon Wagner

Position Title:

Vice-President Research

Institutional Email:

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Institutional Telephone Number:

250-828-5410

The link for the EDI progress report and EDI Stipend report:

https://www.tru.ca/research/research-chairs/equity-diversity-inclusion.html

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

Yes

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):

09/01/2020

Rating given to the action plan in most recent review process:

Not rated

Name of vice-president level representative responsible for ensuring the implementation of the plan:

Shannon Wagner

In developing their action plans, institutions were required to conduct: 1) an employment systems review; 2) a comparative review; and 3) an environmental scan (see program requirements here). These assessments were required in order to identify the specific systemic barriers and/or challenges that are faced by individuals from underrepresented groups (e.g. women and gender minorities, persons with disabilities, Indigenous Peoples and racialized individuals, 2SLGBTQIA++ individuals) at the respective institution; institutions were then required to develop key S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) objectives and actions to address them.

Indicate what your institution's key EDI objectives are (up to six) as outlined in the most recent version of your action plan, as well as the systemic barriers/challenges identified that these objectives must address. Please note that objectives should be S.M.A.R.T. and include a measurement strategy. List the corresponding actions and indicators (as indicated in your institutional EDI action plan) for each objective, and outline: a) what progress has been made during the reporting period; b) the main actions were undertaken (up to six) and how they have progressed; c) the data gathered; and d) indicators used to assess the outcomes and impacts of the actions. Please note that indicators can be both quantitative and qualitative and should be specific. Outline next steps and use the contextual information box to provide any additional information (e.g., course correction, obstacles, lessons learned, etc.) for each objective. If your institution has not yet prepared or received a formal evaluation of its CRCP EDI action plan (institutions having fewer than five Chairs) then section A is optional.

Key Objective 1

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

Complete a follow-up Employment Systems Review to identify further barriers.

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

N/A

Corresponding actions undertaken/to be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1	Establishment of an EDI office	In progress
Corresponding action 2	N/A	Not yet started
Corresponding action 3	N/A	Not yet started
Corresponding action 4	N/A	Not yet started
Corresponding action 5	N/A	Not yet started
Corresponding action 6	N/A	Not yet started

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

The Employment Systems Review has included an analysis of TRU policies and documents, particularly those impacting and relevant to CRCs. It has also involved conducting of interviews with CRCs themselves and other interested parties.

Outcomes and Impacts made during the reporting period:

TRU undertook a policy and document review of key policies and processes to uncover equity and inclusion gaps. In total, eight documents/policies were reviewed: 1) the respectful workplace and harassment prevention policy, 2) human resources, 3) employment equity, 4) EDI action plan, 5) policy development approval, 6) conflict of interest, 7) whistleblower protection, and 8) and the Faculty Collective Bargaining Agreement. Five themes emerged from the analysis: 1. Reviews and revisions: While the Policy Development Approval policy requires policies to be reviewed and/or revised at a minimum of every five years, there is a lack of consistency in the reviewing of both low-risk and high-risk policies. Moreover, the human resources policy exists only at a very high level and lacks detail. 2. Protections: Concerning lack of protections, several policies did not include information for protecting those who have experienced harassment or other forms of wrong-doing when they report incidences. Pertaining to equity-deserving groups and discrimination, TRU lists four protected groups as regulated and outlined by the BC Human Rights Code. However, the organization could expand their list in the policy to specifically protect other equity-deserving groups. This may include and is not limited to members of the 2SLGBTQIA+ Plus community, non-dominant religious affiliations, people of different ages, sizes, people who have immigrated, parents/caregivers, and more. 3. Accountability and transparency: Several policies include statements outlining who is responsible for carrying out certain processes and procedures, though these statements frequently lack accountability measures for ensuring the action is carried out. Principles of transparency have not been applied to the processes of numerous policies, which enables gaps in effectively coordinating the implementation of TRU policies and contributes to further lack of accountability. 4. Accommodations: The absence of an accommodations policy at TRU is an indicator that accommodations are an area necessitating particular focus. Within other policies, accommodations measures are briefly mentioned, though this is a gap. 5. Language: Gendered language is used in a couple of policies (i.e., saying "her/his" or "him/her," as opposed to gender neutral language, such as "they"). A small number of policies were found to feature out-of-date terminology, such as "equity-seeking community" rather than "equity-deserving community."

Challenges encountered during the reporting period:

The key challenge was the time required for faculty and staff to engage in this process; time limitations may have reduced the participation rates in the interviews.

Next Steps (indicate specific dates/timelines):

TRU received the final version in spring 2023 and now has plans to revise its current CRC EDI Action Plan to ensure that it aligns with the results of the updated employment systems review conducted in 2022. This will result in new targets and indicators.

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

Yes

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective:

25000

If an amount was entered in the previous question, indicate specifically what the funds were spent on.

TRU hired an external consultant to complete the updated comparative and employment systems reviews.

EDI Stipend Impact Rating
Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this key objective:

Extensive impact (the EDI Stipend had an extensive impact on achieving progress)

Do you have other key objectives to add?

Yes

Key Objective 2

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 2:

Review and expand EDI and implicit bias training based on best practices for all faculty selection committee members.

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

n/a

Corresponding actions undertaken/to be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1	Appointments Committee training was completely updated and transferred to an online presentation model accompanied with in-person Q&A sessions. The new training includes module specific to implicit bias.	Completed
Corresponding action 2	Develop a toolkit for CRCP recruitment and hiring committees that includes EDI best practices and Indigenous ways of knowing to equip committee members with the tools and knowledge to undertake equitable hirings and to be successful in enhancing diversity representation.	Not yet started
Corresponding action 3	An evaluation on the effectiveness and impact of the training will be conducted with participants.	Not yet started
Corresponding action 4	N/A	Not yet started
Corresponding action 5	N/A	Not yet started
Corresponding action 6	N/A	Not yet started

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

Number of Appointments Committee members that have completed the mandatory EDI and unconscious bias training.

Outcomes and Impacts made during the reporting period:

In the latest round of collective bargaining, the university and faculty association agreed to EDI specific language in the collective bargaining agreement (2022-25) related to the training of Appointment Committee members: "A training session on Equity, Diversity, and Inclusion (EDI) and unconscious bias will be also provided... [and]...Faculty members of all Appointment Committees shall attend the workshop prior to the first meeting of the committee." To date, a total of 56 potential Appointment Committee members have completed the training.

Challenges encountered during the reporting period:

TRU's faculty appointment committees are established by faculty throughout the year, based on the requirements outlined in the collective bargaining agreement. Without prior knowledge of the composition of each committee, it's not possible to ensure that all committee members have completed the training in advance of serving on a committee. While it's possible to track overall course completions, it's more difficult to determine if all appointment committee members have completed the training in advance of participation on the committee.

Next Steps (indicate specific dates/timelines):

Continual additions will be made to the training course to address other EDI related factors. In particular, a committee has been established to review the process for Indigenous specific positions and to determine the most appropriate committee structure for such positions.

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

No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

Key Objective 3

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

Complete an intensive comparative review of EDI factors experienced by CRCs with the Office of the Provost, Deans, Office of Research and Graduate Studies, Human Resources, and CRCs.

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 comparative review identified that EDI efforts at TRU have been largely occurring in silos and without a central operating unit to coordinate and provide clarity as to the responsible area for advancing EDI at the university.

Corresponding actions undertaken/to be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1	Create a TRU EDI dedicated team and/or office with an allocated budget to provide strategic direction, oversight, monitoring, and evaluation of all EDI initiatives across TRU, and to be the centre of expertise on EDI at TRU.	In progress
Corresponding action 2		Not yet started
Corresponding action 3		Not yet started
Corresponding action 4		Not yet started
Corresponding action 5		Not yet started
Corresponding action 6		Not yet started

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

The comparative review included an analysis of CRC Chairholder initial salary placements, benefits received (office space, dedicated research time, community connections, and funding), and the level of support received from their Faculty and the Research Office. Due to the small number of CRCs at TRU, each support package was reviewed individually, and interviews were conducted with CRC Chairholders.

Outcomes and Impacts made during the reporting period:

The comparative review of TRU institutional support was conducted amongst the existing TRU CRC chairholders. Compensation packages of chairholders, taking seniority (years since PhD/post-doc) and rank level into account, were all comparable. The CRC appointments made since 2016 illustrate comparable and equitable compensation, with a slight deviation in compensation for the Chairholders that were appointed prior to 2016. Relocation expense coverage varies significantly between Chairholders. In terms of teaching requirements and protected research time, all Chairholders receive the same benefit of four course releases. All Chairholders receive designated office and/or lab space to conduct their research and train and work with students. Other benefits varied and for some included a dedicated parking stall, a research assistant, or a shared research assistant.

Challenges encountered during the reporting period:

N/A

Next Steps (indicate specific dates/timelines):

None of TRU's current allocation of Canada Research Chairs are ready for completion or renewal until 2025. The university will ensure that all new appointments remain in alignment with existing appointments.

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

Yes

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective:

25000

If an amount was entered in the previous question, indicate specifically what the funds were spent on.

TRU hired an external consultant to complete the updated comparative and employment systems reviews.

EDI Stipend Impact Rating
Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this key objective:

Extensive impact (the EDI Stipend had an extensive impact on achieving progress)

Key Objective 4

Corresponding actions undertaken/to be undertaken to address the barriers:

	Progress to date
Corresponding action 1	Not yet started
Corresponding action 2	Not yet started
Corresponding action 3	Not yet started
Corresponding action 4	Not yet started
Corresponding action 5	Not yet started
Corresponding action 6	Not yet started

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

Key Objective 5

Corresponding actions undertaken/to be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1		Not yet started
Corresponding action 2		Not yet started
Corresponding action 3		Not yet started
Corresponding action 4		Not yet started
Corresponding action 5		Not yet started
Corresponding action 6		Not yet started

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

Key Objective 6

Corresponding actions undertaken/to be undertaken to address the barriers:

	Progress to date
Corresponding action 1	Not yet started
Corresponding action 2	Not yet started
Corresponding action 3	Not yet started
Corresponding action 4	Not yet started
Corresponding action 5	Not yet started
Corresponding action 6	Not yet started

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

PART B: Challenges and Opportunities

Challenges

Other than what has been outlined in the section above, outline any challenges regarding the implementation of the EDI action plan. 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? (limit: 5100 characters):

There have been two main challenges: 1) TRU has faced several EDI challenges related to a Board of Governors' investigation. The third-party investigation lasted about one year and resulted in a report outlining various founded and unfounded allegations. TRU has made significant staffing changes since the launch of the investigation. 2) Data collection of demographic information at TRU has garnered limited accounts of self-identification within equity-deserving groups. There are also a limited number of equity-deserving groups being considered on current self-identification surveys. Without the collection of disaggregated data, the university may unknowingly be experiencing additional gaps in representation, inclusion, and equity. TRU has been exploring possibilities to improve the current framework of data collection.

Opportunities

Other than what has been outlined in the section above, outline any opportunities or successes regarding the implementation of the EDI action plan, as well as best practices that have been discovered to date. (limit: 5100 characters):

TRU has made progress in a few additional areas of the CRC EDI Action Plan that will set the foundation for future years. The decision to establish and resource an Office of EDI and AR will provide a central organizing mechanism for cross-campus activities. The Office will be especially important in guiding the development of a data collection tool and in designing strategies to significantly improve the collection of EDI data. More complete data will facilitate a greater understanding of barriers for equity-deserving groups, allowing for data-driven decision-making and the ability to track progress.

PART C: Reporting on EDI Stipend objectives not accounted for 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.
- If you did not receive an EDI stipend during the reporting year, please leave this section blank.

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.

EDI Stipend Objective 1

PART C: Reporting on EDI Stipend objectives not accounted for in Part A

Additional Objectives (if applicable)

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

EDI Stipend Objective 2

EDI Stipend Objective 3

EDI Stipend Objective 4

EDI Stipend Objective 5

EDI Stipend Objective 6

Part D: Engagement with individuals from underrepresented groups

Outline how the institution has engaged with underrepresented groups: e.g., racialized individuals, Indigenous Peoples, persons with disabilities, women, 2SLGBTQIA+ 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)

TRU hired an external contractor to perform a follow-up Environmental Scan, Employment Systems Review, and Comparative Review. As part of the methodology, the consultant interviewed all of TRU's Canada Research Chairs. Through this process of direct engagement with the Chairs, TRU was able to gauge whether measures that have been taken were successful. TRU plans to revise its CRC EDI Action Plan to reflect the outcomes of this process.

PART E: Efforts to Address Systemic Barriers More Broadly within the Institution

Briefly outline other EDI initiatives underway at the institution (that are 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 relevant, using the hyperlink boxes provided below (URLs should include https://). 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)

https://www.tru.ca/__shared/assets/trufacaapril12019tomarch31202245030.pdf
https://def.nwccu.org/project/proposal-for-an-equity-data-framework-and-institutional-strategy/
https://inside.tru.ca/events/event/whats-in-a-value-contextualizing-edi-data-collection-at-tru-and-beyond-intercultural-workshop-series/

Beyond progress on TRU's CRC EDI Action Plan, there were some changes to the collective bargaining process between the university and the faculty association. As noted in Section A, there is now mandatory EDI training for all members of Appointment Committees. In addition, the 2022-25 collective bargaining agreement moves forward a shared commitment to greater Indigenization by adding an acknowledgement that TRU is located on the traditional lands of the Tk'emlúps te Secwépemc (Kamloops campus) and the T'exelc (Williams Lake campus), and establishes a new category for Indigenous faculty members to take cultural leave "to observe or participate in traditional Indigenous activities that connect these employees to their culture and language." In addition, TRU and the faculty association agreed to update gendered language throughout the agreement and replace it with gender-neutral pronouns. TRU has made advancements on data collection. TRU applied for, and was successful in attaining, a Data Equity Fellowship through the Northwest Commission on Colleges and Universities. The proposal was to develop an equity data framework for students and employees to self-identify as to lead to better EDI data-driven decisions. From this work, and as part of TRU's Intercultural Workshop Series, TRU's EDI Data Analyst offered a session entitled "What's in a value? Contextualizing EDI data collection at TRU and Beyond." This workshop offered a reflection on current structures and challenges related to EDI data collection.

Hyperlink 1:

https://www.tru.ca/__shared/assets/trufacaapril12019tomarch31202245030.pdf

Hyperlink 2:

https://def.nwccu.org/project/proposal-for-an-equity-data-framework-and-institutional-strategy/

Hyperlink 3:

https://inside.tru.ca/events/event/whats-in-a-value-contextualizing-edi-data-collection-at-tru-and-beyond-intercultural-workshop-series/

Before submitting your report, please ensure that your responses are complete. You will not be able to edit the information after it is submitted.

I have reviewed my responses and I am ready to submit my report.

A reminder that 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.

This information will be sent to the Tri-agency Institutional Programs Secretariat when you click 'Submit'. You will receive a confirmation email with a copy of your completed form in HTML format once it is submitted.

Jointly administered by: