Canada Research Chairs   Chaires de recherche du Canada                Canadä

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1. Efforts to Address Systemic Barriers More Broadly within the Institution   ☑

**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. Ensure to remove all numbers less than 5 prior to posting on your website in cases where your report includes the representation of individuals from underrepresented groups among your chairholders. This is a requirement of the *Privacy Act*.

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).

**Contact information**

**Please complete the fields below.**

**Name of Institution:**

Thompson Rivers University

**Contact Name:**

Will Garrett-Petts

**Position Title:**

Vice-President Research

**Institutional Email:**

petts@tru.ca

**Institutional Telephone Number:**

250-828-5410

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):

08/01/2019

Rating given action plan in most recent review process:

n/a

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

Will Garrett-Petts

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, persons with disabilities, Indigenous Peoples and racialized minorities, LGBTQ2+ 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 (either the one approved by TIPS or the one currently under review by TIPS), 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) what actions were undertaken; 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.

### 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 broad consultative process on governance and resourcing model for TRU's EDI office that is responsive to and informed by the 2019 comprehensive study Equity Diversity and Inclusion at Thompson Rivers University.

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

TRU currently has not established an EDI office to harmonize EDI initiatives and to provide a safe space where TRU community members can bring EDI concerns and access support or resources.

Corresponding actions undertaken to address the barriers:

TRU is in the process of hiring the leadership necessary to establish an EDI office.

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

An external consultant was hired in 2019 to provide the comprehensive study Equity Diversity and Inclusion at Thompson Rivers University, which relied on literature review of EDI best practices and interviews with TRU community to provide recommendations. A survey was administered in 2022 among academic and administrative units to obtain information on EDI initiatives occurring at the unit level and to identify EDI champions who might be included in the consultation process.

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

The EDI Capacity building grant funds were used to hire an EDI Specialist and an EDI Data Analysis, Data Management and Policy Analysis Post-doctoral Fellow, both of whom are collecting further data on EDI at TRU to establish the EDI needs of its community members to inform the scope of the EDI office. Recruitment of the permanent EDI Special Advisor is underway who will lead the EDI office. Terms of reference for the Pan-Campus EDI committee have been drafted.

Challenges encountered during the reporting period:

Leadership and staff turnover in EDI, and People & Culture has delayed the establishment of the Pan-Campus EDI committee that will provide a venue for consultation on the model for the EDI office.

Next Steps (indicate specific dates/timelines):

Establish a Pan-Campus EDI Committee to provide a venue for consultation on the governance and resourcing for TRU's EDI office. Commence the establishment of the EDI office once the EDI Special Advisor is hired.

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.

**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:

Ensure reporting and accountability conforms to existing EDI-relevant policies at TRU by increasing awareness and education including but not limited to: • Annual Reports: Provost's Council member Annual Performance Reports will include reporting on agreed EDI goals and the Employment Equity Action Plan (ADM 0401, IV.4). • Annual and five-year plans by Provost's Council members will include contributions towards agreed EDI goals and the Employment Equity Action Plan (ADM 0401, IV.4). • TRU Strategic Plans (Academic, Research, Teaching and Learning, Indigenous) will include reporting on agreed EDI goals and the Employment Equity Action Plan (ADM 0401, IV.4). • Senate Committee annual reports will include reporting on agreed EDI goals and the Employment Equity Action Plan (ADM 0401, IV.4) where relevant. • The President will report to the TRU Board on the annual report they receive on the program and results achieved in implementing Employment Equity (ADM 04-01, V1.f).

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 timelines for large university-wide strategic plans and reports are on a set cycle. As a result it takes time to build EDI considerations into these key documents.

Corresponding actions undertaken to address the barriers:

TRU's Strategic Research Plan was completed after the university undertook a three-year consultative process. The Strategic Research Plan now embeds TRU's EDI centric values and change goals into the fabric of the document.   Value: Ta7 me7 t' ícwells k swetí7, Inclusion and Diversity – We embrace diversity of thought and people. We recognize and embrace Indigenous and intercultural perspectives and experiences. We embody the principles of an EDI-informed university by creating a culture of inclusion that empowers all TRU faculty, staff, and students to succeed and thrive in their research pursuits. We strive to provide equitable access to meaningful and culturally aware research experiences for all students by ensuring equitable access to research-informed, inquiry-based, and practice-led learning that prepares the next generation of researchers and citizens.   Change goals: Knúcwentem xwexwéyt es xpqenwéllens, Eliminate Achievement Gaps – We support students of all backgrounds to succeed and excel through equitable and scaffolded access to meaningful research experiences. Research-informed learning includes an ongoing commitment to EDI and Inclusive Excellence  Nucwentéls te m-kelélnemctls le tsucwlém te swestélt, Honour truth, reconciliation and rights – We will support a thriving Secwépemc culture through respectful actions in research, seeking the further Indigenization of research through the establishment of a Working Group with relevant representation to advise on policies and administrative practices for Indigenous research and capacity building.  Kukwpi7stém k stselxmém ell melúkwctem te sqlew, Lead in community research and scholarship - We will support all faculty members in knowledge-seeking, knowledge creation, and creative inquiry.  Me7 tsqey' k tsúntem es ctswentém, me7 sten wel me7 yews, Design lifelong learning – We will ensure a place for knowledge creation and application as key elements of the integrated set of educational encounters designed to meet the changing needs of learners. Disciplinary thinking and training will scaffold a laddering of research experiences from school to university, from undergraduate studies to TRU's graduate programming—and from university to public engagement, personal development, and civic involvement

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

The three-year consultation included an external review, 14 different focus groups, and presentations by each Faculty. Notes from each focus group were posted on the website for transparency.

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

TRU has committed to work towards the following outcomes in its 2022-27 Strategic Research Plan:  TRU develops an equity-minded research enterprise and fosters a culture of inclusivity  Measured by: 1. Progress toward CRC equity, diversity and inclusion goals, and establishment of University Office of EDI 2. Ensure TRU meets or exceeds CRC transparency requirements, action plan requirements, our institutional EDI Capacity Building Grant commitments, and meets equity targets

Challenges encountered during the reporting period:

The timelines to complete the Strategic Research Plan.

Next Steps (indicate specific dates/timelines):

Annual implementation plans need to be developed by various constituents to deliver on the promise of the Strategic Research Plan. Progress in this area will commence in 2022.

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:

Explore an expansion of supervisory opportunities at the doctoral level in collaboration with other universities to enable CRC Chairs, notably those from equity-seeking groups, to succeed in their roles.

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

Legislative changes may be required to introduce a PhD program at TRU. The Thompson Rivers University Act states that the purpose of the University is "to offer baccalaureate and masters degree programs". In addition, TRU does not currently have the graduate-level infrastructure to support a PhD.

Corresponding actions undertaken to address the barriers:

Meetings have been held with TRU's legal council to understand the possibilities of offering a doctoral program.

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

As part of a readiness assessment, data was collected on the total number of faculty that have supervised graduate students, the number of PhD students supervised (and currently under supervision) by research Chairs, the number of faculty holding adjunct appointments, and faculty publication outputs compared to other universities.

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

There have been extensive internal discussions with Deans, AVP Academic, and legal, that has led to the development of a consultative brief.

Challenges encountered during the reporting period:

TRU is currently hiring a new Vice-President Research, and part of the conversation is the future positioning of the Office of Graduate Studies and the possible establishment of a new Faculty of Graduate Studies that would be able to create the necessary infrastructure and advocate for legislative changes, if necessary.

Next Steps (indicate specific dates/timelines):

Assess various options including co-delivering a program from another institution, developing an interdisciplinary PhD.

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 4**

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

Develop strategies to significantly improve the response rate and to enhance the collection of EDI data to allow for greater understanding and the ability to track progress. Engage in discussion with stakeholder groups to understand how we can improve general self-identification across campus.

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

As part of a new vision, TRU has embraced the Secwepemc value of Kw'seltktnews - a word which roughly translates to mean 'we are all related and interconnected with nature, each other, and all things'. As part of this vision, community members on campus will become empowered to "transform themselves, their communities, and the world", however in order for this to happen we must have an understanding of how all community members see themselves as part of TRU and explain what it means to belong.

Corresponding actions undertaken to address the barriers:

As part of the NSERC Building Capacity grant, TRU has undertaken a research study to inform the development of engagement strategies for data collection. The project seeks to raise the voices on campus by allowing them to tell their own stories. Using a "draw-talk" protocol, participants will be given drawing materials to capture their experiences on paper and a subsequent interview will then provide detail to the stories. Different stakeholder groups (i.e., students, faculty, staff, admin) will be encouraged to participate and their maps will be used to create a larger picture on the current culture at TRU. Thorough analyses of these maps will engender a deeper understanding of what it means to be a part of TRU, but furthermore gap-analysis can be used to assess differences in perception in what it means to belong and/ to succeed on this campus.

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

The research project uses cultural mapping to enable participants to tell their stories. Participants were invited to participate in a workshop using cultural mapping to document and communicate their experiences (positive and/or negative) of equity, diversity, and inclusion at TRU. Sessions began by asking participants to convey their stories by first drawing a map and then, in their own words, telling researchers the story of the map. While maps of TRU were provided to each participants, we encouraged each person to create an image which best reflected the experience. We did not encourage or deter the use of the map of TRU to tell their story. Up to 90 minutes were allocated to map-making after which point one-on-one interviews (with a member of the research team) allowed for participants to elaboration their drawings and describe their experience using their image (map) as a tool for discussion. The following data were gathered for each participant:  • consent form • map (artefact) • interview recording and transcript • demographic information form

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

Project has completed the data collection phase - over 120 participants across 4 stakeholder groups participated.

Challenges encountered during the reporting period:

The greatest challenge was engaging participants in a way that coincides with slower periods in the academic calendar, this required different strategies to recruit participants. Some participants were hesitant to engage with drawing materials initially. Research team members encouraged participants to produce a map in any way that they could and reminded them that the objective was not to create perfect art, but rather, to engage in a discussion and enable them to tell their truth. Another challenge was spreading the word about the project. Without the support of a comprehensive marketing team, recruitment was largely done through email and by word of mouth. Ensuring a diverse array of participants was high priority. The researchers made a conscious effort to extend invitations to those who may not necessarily see themselves as part of a discussion on equity and inclusion.

Next Steps (indicate specific dates/timelines):

The project has entered the analysis phase. Following analysis, the research will be presented in a variety of forms including an exhibition of the maps, a facilitated discussion/town hall, with the ultimate goal of publication and potentially generation of a summary report. The findings of this research will inform initiatives and policy related to self-identification on campus.

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 5

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

Improve the culture and understanding of research and the role of Canada Research Chairs within the university.

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

Lack of available information on the CRC Chairs program and the Chairs at TRU.

Corresponding actions undertaken to address the barriers:

TRU has successfully renewed four CRC Chairs last year and hired another new Chair. In all cases, TRU developed a press release, wrote a story for internal audiences, and created media availability for all CRC's to discuss their research and new appointments.

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

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

The Senate Research Committee invites faculty members to present their research and participate in a dialogue with the committee. All Canada Research Chairs have had the opportunity to share their research programs.   The new Strategic Research Plan provided opportunity for direct input from the CRCs and maps the role of each CRC in helping to respond to TRU's Research Challenge Areas.  https://www.tru.ca/__shared/assets/strategic-research-plan-2022-202755281.pdf

Next Steps (indicate specific dates/timelines):

TRU has been developing an internal webpage to better explain the CRC program and the importance of Chairs to the development of a research culture at TRU. This website will be available to all staff at TRU in 2022.

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 6

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.

### 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):

TRU EDI Communities of Practice Research Project will provide important insights into the formation, operation, challenges and supports needed for EDI communities of practice: This qualitative research project is led by TRU's EDI specialist along with the EDI faculty Fellows and the expected outcome will be an enhanced coordination of EDI activities and practices at TRU. Applying the Communities of Practice perspective is a key commitment of the NSERC EDI Capacity Building Grant.

### 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.

### 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

### 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 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)

Both the TRU EDI Communities of Practice Research Project and the EDI Cultural Mapping Project provide examples of engagement with underserved groups. These projects emerged from EDI workshops and faculty-driven activities specifically designed to involve such groups in culturally sensitive and safe sharing. In addition, all planning committees and working committees have been constituted in an EDI-informed manner, with explicit consideration given to representation, self-disclosure, and an awareness of intersectionality in both theory and practice. For example, a qualitative research project is underway to explore EDI Communities of Practice at TRU. This exploration includes learning how these communities are formed, how they work, the challenges they encounter and what supports are needed. The expected outcome will be an enhanced coordination of EDI activities and practices at TRU. Applying the Communities of Practice perspective is a key commitment of the NSERC EDI Capacity Building Grant and will provide valuable insights into the formation and workings of these communities. The EDI Cultural Mapping is led by a postdoctoral fellow and an EDI specialist, working with a student team, and supported directly by the Office of the Vice-President Research. This project is making visible the personal EDI experiences of individuals: Over 150 individual maps have been gathered, along with accompanying interviews. The maps will be exhibited with the consent of the participants, analyzed using NVIVO coding methods, and shared in a public forum with the entire TRU community. In addition, TRU continues to review its tenure and promotion documents and, as part of the process, held a BIPOC talking circle to engage with community members. The results of the talking circle, and a survey, have been analyzed by TRU's faculty Fellows and shared back with BIPOC employees as part of the consultation.

**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/vpacademic/anti-racism-task-force.html**

In addition to the Communities of Practice project and the Cultural Mapping project--both designed to provide context, address barriers, and create an inclusive environment, in 2021, TRU's Anti-Racism Task Force released its recommendations. The task force was asked to focus on: Identifying racism in all its forms as experienced by students, staff and faculty as well as from the broader community. Identifying opportunities in TRU's policies, procedures, programs and practices to address racism. Reviewing and collecting information on other universities' efforts to counter racism. Reflecting on TRU's unique culture as an open access research university to inform the university's commitment to social justice and belonging. Recommending initiatives that address the systemic racism at TRU. In all the task force identified 30 actions that align with many of the Canada Research Chair initiatives including EDI training, governance, and launching a campaign for self-disclosure. TRU is working to ensure consistency between these recommendations and the commitments in the CRCP Action Plan. More specific to TRU's workplace culture, the University has initiated two Workplace Culture consultations: TRU engaged the services of an independent HR consultant (Lisa Castle) and the Neutral Zone, a specialized firm experienced in helping organizations with self-development and improving interpersonal relationships. A web page with details, timelines, and resource supports has been provided. The emphasis here is on reinforcing and celebrating a values-based culture, reflecting community-mindedness, EDI, curiosity, and well as Secwepemc values. In addition, and to provide further support, TRU has engaged Raj Dhasi as lead consultant for TRU's conversation on workplace culture. These aligned initiatives are designed to foster open communication and greater understanding of how our values and the principles of EDI can address systemic barriers and create a more equitable and inclusive research environment.

https://www.tru.ca/vpacademic/anti-racism-task-force.html

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

**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.**

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