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Submit and Exit Survey

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 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:

Associate Vice-President, Research and Graduate Studies

Institutional Email:

petts@tru.ca

Institutional Telephone Number:

250-828-5410

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

<https://ca1se.voxco.com/SE/?st=jeuW6suXm8k3Ct0XM1n9bz3j3Dx9FJ0rDU1y8JH%2BmDQ%3D>

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:

Not reviewed

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

Christine Bovis-Crossen

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 underrepresented groups (e.g. women, persons with disabilities, Indigenous peoples and racialized minorities 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 current 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:

Provide mandatory training on EDI and implicit bias to CRC selection committee members. ii. 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):

One identified barrier is that the current TRU Faculty Association's (TRUFA) collective agreement language and appointments committee training (other than in relation to externally funded research chairs) do not explicitly identify the need for diversity or support faculty members with equitable and inclusive applications during the selection committee processes. In addition, TRU's current policy on Employment Equity requires review. These barriers were identified as part of an Employment Systems Review.

Corresponding actions undertaken to address the barriers:

During the reporting period, TRU hired one Tier II CRC. For this process, all CRC selection committee members were required to take the unconscious bias training module developed by the CRC Secretariat. In addition, an inhouse workshop was developed and delivered by two TRU faculty members with expertise in EDI. The workshop is presented to all hiring committees and is based on original research available at <https://droptheguilt.trubox.ca/>. To address EDI recommendations, in the last round of bargaining, TRU and TRUFA agreed to new, explicit contract language associated with the hiring of external research chairs, including Canada Research Chairs. The collective bargaining agreement states that the "parties are committed to equity in the composition of the Appointments Committee and the short-listing of potential candidates" for externally funded research chairs. TRU has also modified its leadership development programs (TRU Leader and Emerging Leaders) to include workshops on inclusive leadership, which focus on understanding issues related to marginalized and racialized groups. TRU also hired an external consultant to review the faculty recruitment process through an EDI lens, and to provide key recommendations and suggested resources. The consultant specifically reviewed the current Appointments Committee Training module and advised on intentionally incorporating EDI into this core training.

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

The external consultant interviewed Appointment Committee chairs, People & Culture representatives (Human Resources department at TRU) and conducted best practices research to develop informed recommendations and solutions.

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

Created an online portal of resources to support Appointment Committees which includes education, matrices, and other applications to support inclusive and equitable processes. Offered voluntary unconscious bias training and, in concert with TRU's Faculty Fellows, continued efforts to support Appointment Committees with resources to address their specific disciplinary needs.

Challenges encountered during the reporting period:

Challenges encountered include: creating alignment and coordination of independent practices within TRU while ensuring an inclusive culture, nurturing an organizational culture shift, developing appropriate training and resources that reflects TRU's culture.

Next Steps (indicate specific dates/timelines):

Developing enhanced faculty Appointment Committee processes and training with a focus on unconscious bias and inclusive hiring processes. These processes will include an Employment Systems Review to identify and address EDI gaps in each School and Faculty.

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:

34000

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

TRU hired an external consultants to co-develop institution-wide EDI training, a provide Appointments Committee training, and to begin a review of TRU's Employment Equity Policy.

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)

Indicate in the table below any leveraged cash or in-kind contributions provided by the institution

Leveraged cash or in-kind contributions from your institution (if applicable):

	Amount \$	Source / Type (cash or in-kind)
1	10000	TRU/Cash
2	75000	TRU/Inkind salaries

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 the language in the CRC Letter of Understanding in the collective agreement between TRU and TRUFA, as well as in the collective agreement as a whole, for the next round of bargaining. The latter, to ensure inclusive language, application of agreements between TRU and Secwepemc Nation, and to identify barriers to EDI at TRU (for example, expand 5.3.1. b. to state: "One representative from a professional body, a community group, or an equity-seeking group, with voting rights").

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 collective bargaining is a process of negotiation, outcomes are not predictable. However, both TRU and TRUFA have expressed a desire to collaborate in a review of contract language starting in 2022.

Corresponding actions undertaken to address the barriers:

During the last round of collective bargaining (2019-22), the parties added language related to their joint commitment to EDI at TRU and agreed to the use of neutral pronouns, with a commitment to undertake a language review in 2022 with next round of bargaining.

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

A review of the current Collective Bargaining Agreement has been undertaken with the support from the Faculty EDI Fellows, People and Culture and the TRU Faculty Association.

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

Effective April 1, 2020, TRU and TRUFA signed a letter of understanding to establish an annual \$60,000 Equity, Diversity and Inclusion (EDI) Fund. A joint committee makes recommendations to the Provost on the use of the funds, and the objectives of the fund are to: 1. Conduct an EDI review of language, compensation, policies and practices related to the TRU/TRUFA Collective Agreement. 2. Establish projects, training, remediation or other initiatives that will enhance EDI at TRU. With this funding TRU launched the TRU-TRUFA EDI Fellow's Program, offering course release to faculty committed to EDI values and interested in advancing TRU's EDI Action Plan. The Fellows, supporting the development of campus-wide training, Faculty hiring processes, and the review and updating of TRU's employment Equity Policy.

Challenges encountered during the reporting period:

The structured contractual deadlines for collective bargaining impact the timelines for considering additional opportunities for EDI inclusion.

Next Steps (indicate specific dates/timelines):

A shared effort to review the faculty collective agreement to ensure inclusive language, identify barriers and address potential employment equity concerns related to recruitment and pay of Faculty members at TRU starting in 2022.

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:

6000

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

The funds were used to support the development of a faculty Fellows EDI program. The program provides course release to faculty members engaged in supporting the implementation of the Action Plan.

EDI Stipend Impact Rating

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

Major impact (the EDI Stipend had a major impact on achieving progress)

Indicate in the table below any leveraged cash or in-kind contributions provided by the institution

Leveraged cash or in-kind contributions from your institution (if applicable):

	Amount \$	Source / Type (cash or in-kind)
1	60000	TRU/Cash
2	0	TRU/Inkind

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 and implement initial recommendations from the Gender Diversity Audit, supporting inclusion on 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):

The University has been following a model of traditional physical and online spaces. There are changes to physical space and technology that need to be made in order to fully implement the Audit's recommendations.

Corresponding actions undertaken to address the barriers:

An implementation group was established to coordinate a campus-wide approach to address the recommendations of the Gender Audit. To date, the group has assessed the current climate and inventoried various actions. The group's co-chairs have visited Faculty Councils to create awareness and to introduce the Audit's recommendations.

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

The data collection strategy for the Gender Audit included focus groups, surveys, and interviews with faculty, staff, and students.

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

A Gender Audit Implementation Group was created with cross representation to ensure recommendations of the Audit are implemented and actioned in a consistent manner. Actions underway include: removing binary titles in employee communications, developing a diversity data collection strategy, and creating gender neutral washrooms.

Challenges encountered during the reporting period:

The pandemic affected the rate of completion for some action items due to absences of key personnel, a focus on pandemic priorities, and a lack of dedicated human resources. The disbursement of teams and lack of physical presence on campus made implementing the recommendations challenging—collaboration and cross-functional engagement is required to ensure TRU is creating an inclusive campus and experience.

Next Steps (indicate specific dates/timelines):

Recommendations will inform the language review as part of collective bargaining process in 2022. The university will implement recommendations from the Audit, including establishing new washroom signage, instituting a comprehensive data strategy, incorporating EDI language in communications, updating binary pronouns, and reviewing institutional promotional materials with a view to reducing binary gender identifications.

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:**

Expand the CRC self-declaration process to all TRU employment application processes consistent with best 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 current technology infrastructure is not structured in a way to successfully collect EDI data at scale and be sensitive to institutional culture and privacy considerations. TRU does not have institutional policies to regulate how collected data remains relevant and is used responsibly.

Corresponding actions undertaken to address the barriers:

TRU hired an external consultant to review EDI data collection. The consultant is researching best practices and recommending approaches including the viability of using current ATS (Deltek) for self-declaration in application processes.

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

The consultant interviewed comparable universities to analyze their data collection processes and to gauge their success with response/participation as well as data uses and applications. TRU's EDI Consultant is working with a Steering Committee to draft a Diversity Data Strategy specific for TRU, inclusive to faculty, staff, and students. The Strategy will account for various best practices, risks and opportunities, and set the parameters of data collection for TRU.

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

A Steering Committee was formed and is drafting a TRU-appropriate data strategy that is built on the recommendations and best practices from the external consultant.

Challenges encountered during the reporting period:

System capabilities and ensuring adequate privacy that provides for appropriate access and use of diversity data.

Next Steps (indicate specific dates/timelines):

As part of TRU's overall data strategy and in alignment with the CRC guidelines, a self-identification data gathering, tracking and objectives process will be developed.

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:

Expand promotion and tenure discipline-specific standards to recognize EDI contributions, including community-based work

Systemic barriers -

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

There is a traditional model of promotion and tenure which does not account for experience, relationship building, and community-engaged research activities.

Corresponding actions undertaken to address the barriers:

The university is undertaking a process to review all promotion and tenure discipline-specific processes and standards. The process improvement initiatives include EDI-focused supports for marginalized or racialized faculty members. Through relevant data collection, tenure and promotion processes and standards can be adjusted when necessary.

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

Best practices from other universities. Consultation with all faculty departments and Faculty Councils.

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

Initiated a review of the overall promotion and tenure process, and some faculties have begun discipline-specific reviews of tenure and promotion requirements.

Challenges encountered during the reporting period:

Challenges encountered include: collective agreement language and timelines, and changing existing processes and culture.

Next Steps (indicate specific dates/timelines):

Continue working with the faculties to establish new standards and processes related to EDI-specific metrics.

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

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 6:

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):

This objective is interrelated with objective #4. To date, the technological and policy items around data collection strategies, storage, and data usage have taken priority over increasing response rates.

Corresponding actions undertaken to address the barriers:

TRU hired an external consultant to review EDI data collection, research best practice, and recommended approaches to collect and use EDI data for student, faculty and staff groups at TRU. Working closely with the EDI Fellows, the consultant is analyzing best practices and developing a data strategy. This will involve considerable stakeholder input through existing committees and focus groups.

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

Analysis of comparable University practices including collection process, best practices, strategies for engagement, and data-usage.

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

Funding was made available to implement the recommendations identified in the Gender Audit for the development of a data collection and usage strategy.

Challenges encountered during the reporting period:

TRU attempted to collect Faculty and Staff data in 2016/17 and only achieved a 40% participation rate. No student data was collected previously. Various considerations to be made including determining how, why and what data TRU will collect.

Next Steps (indicate specific dates/timelines):

A comprehensive data collection and usage strategy will be implemented with the support of a newly created EDI Data Analysis, Data Management and Policy Analysis Postdoctoral Fellow. The Fellow will support the data collection and usage strategy and will be an advocate for EDI-informed research data management best practices and assist in the coordination of services across the University in collaboration with relevant stakeholders, providing training to researchers and helping implement data management planning and effective EDI practices. <https://tru.hua.hrsmart.com/hr/ats/Posting/view/20020> The process of furthering this initiative involves the greater inclusion of stakeholders in the process (senior leaders, IT, People & Culture, Finance, etc.—anyone who would be impacted or need to be involved in implementing the defined strategy). Various stakeholders will inform defining what data will be collected, how the collected data will be shared, and create appropriate educational materials about data collection and storage.

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:

10000

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

Hired external consultant to review best practices and develop a data strategy for tracking and usage.

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)

Indicate in the table below any leveraged cash or in-kind contributions provided by the institution

Leveraged cash or in-kind contributions from your institution (if applicable):

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

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):

COVID-19 has had a mix of impacts on the implementation of the University's EDI Action Plan, delaying the in-person impact of the faculty fellows program while heightening the scholarly community's resolve for an EDI-informed university. Multiple initiatives driven by the Provost's Office, by the Faculty Association, by the Office of Indigenous Education, by the Research Office, and by Human Resources have been coordinated--and in turn have coalesced in the successful submission of an NSERC EDI Capacity Grant. The \$400,000 in support has been matched by TRU resources, and has served as, first, a shared objective, and then upon receipt of the grant, as a means to accelerate implementation of the EDI Plan. A core team--an EDI Coordinator, an EDI Specialist, a Policy and Data Analyst, and Administrative Support--has been formed; and the University has committed to the incremental establishment of an EDI Office, to be lead by 2023 by an AVP for Equity, Diversity, and Inclusion.

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

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 January 2018, TRU commissioned a comprehensive study that aimed to provide the knowledge foundation necessary to increase diversity, ensure inclusion and foster equity at the University. This EDI baseline study has three main components: First, a comprehensive description of TRU's existing EDI landscape, including an initial assessment of TRU's organizational arrangements, strategic plans, policies, collective agreements, and institutional culture. It further includes preliminary cataloguing of interculturalization, internationalization and Indigenization initiatives at TRU. Second, the study provides a preliminary analysis of the strengths and limitations of TRU's existing EDI institutional landscape, taking applicable provincial and federal legal frameworks into account. Third, the study includes a systemic review of institutional and policy models at other universities for addressing EDI. Overall, the study lays the groundwork for the development of TRU's CRCP Equity, Diversity, and Inclusion Action Plan. One of the central recommendations of TRU's Action Plan, which is led by CRC equity concerns, is to expand the reach of the plan by reviewing the University's existing Policy on Employment Equity. The Committee concluded that such a "review is necessary to ensure an organization-wide approach to equity, diversity and inclusion [for CRCs]". According to the Plan, the TRU EDI Officer, in concert with the EDI Faculty Fellows, will take a leading role in this review. With the EDI Stipend, TRU will hire an EDI Consultant to work with both the EDI Officer and the Faculty EDI Fellows to develop, in consultation with all relevant stakeholders, a new university-wide EDI policy for approval by TRU's Board of Governors. "

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

(1) A revised employment equity policy so that it describes procedures to monitor the progress and ensure results achieved in implementing Employment Equity will be adopted. (2) Reporting and accountability are incorporated into the policy to increase 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; Annual and five-year plans by Provost's Council members will include contributions towards agreed EDI goals and the Employment Equity Action Plan; TRU Strategic Plans (Academic, Research, Teaching and Learning, Indigenous) will include reporting on agreed EDI goals and the Employment Equity Action Plan; Senate Committee annual reports will include reporting on agreed EDI goals and the Employment Equity Action Plan, 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.

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

This process was scheduled for summer 2020, however, with COVID-19, the process and associated planning initiatives were pushed back. TRU did hire a consultant to perform the initial review of the policy and look at best practices.

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective:	4000
Institutional commitment (if applicable):	0
Total funds spent:	

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	Cash
2	0	Inkind

Table C2. EDI Stipend Impact Rating

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:

Major impact (the EDI Stipend had a major impact on achieving progress)

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

The stipend was used to hire an external consultant to perform a review TRU's existing Employment Equity Policy. The consultant benchmarked the existing policy against best practices found at other universities.

Do you have other objectives to add?

Yes

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

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:

TRU will establish an EDI Fellows program that capitalizes on the existing expertise of our faculty in the areas of Indigenization, accessibility, sexualized violence and discrimination, human rights, and education and awareness. To facilitate program activities and EDI training workshops, TRU will provide four faculty members, EDI leaders from a cross-section of disciplines, with access to a \$6000 EDI Activity and Research Training Fund. The EDI Fellows will work closely with both the EDI Officer and the EDI Consultant in engaging the TRU community in conversation and training about EDI and the development of a new EDI Policy.

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

(1) Develop terms of reference for the EDI Fellows program based on best practices at other institutions and organize the program (2) Selection of EDI Fellows (3) Ensure the Fellows have opportunities to be actively engaged in working closely with both the EDI Officer and the EDI Consultant on the development of a process to conduct a campus-wide consultation on EDI leading to the development of a new Policy on EDI.

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

A terms of reference was established and interested faculty members were encouraged to apply. Fellows were selected and have been working closely with the EDI Consultant on policy review and other initiatives.

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective:	6000
Institutional commitment (if applicable):	60000
Total funds spent:	

Indicate in the table below any leveraged cash or in-kind contributions provided by your institution:

	Amount \$	Source / Type (cash or in-kind)
1	60000	TRU/Cash
2	0	TRU/Inkind

Table C2. EDI Stipend Impact Rating

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:

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

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

The stipend funding was an important catalyst for the launch TRU's EDI Fellow's Program. The funded was augmented by TRU to provide course release to the Fellows.

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)

In October 2020, the Provost formed an Anti-Racism Task-force to identify racism, in all its forms, on campus, review best practices from other institutions, and make recommendations on initiatives that address systemic racism at TRU. The recommendations include the creation of an anti-racism supports, increasing awareness, policy and initiative review, education and training, and the creation of safe reporting tools. The new EDI Specialist has been working closely with TRU Faculty Association's substantive committees Equity, Decolonization, Reconciliation & Indigenization, Status of Women, and Human Rights, as well as, the TRUSU's Equity Coordinator and Equity position, the Friendship Centre, Intercultural coordinator's office, Cplu'kw'ten (TRU's Indigenous Centre), and the Office of Indigenous Education. In partnership with the Office of Indigenous Education, an Indigenous focus group was established to examine recruitment and retention of Indigenous faculty and staff. TRU's Employment Equity Policy is being reviewed and updated. The final review and approval processes will be completed by October of 2021. The Employment Equity Policy outlines Thompson Rivers University's commitment to continuous enhancement to policy, practice, organization, and culture necessary to support the advancement of equity, diversity, inclusion and accessibility at the University. The Policy details TRU's guiding principles that include TRU's inclusive, equitable and merit-based human resources practices and specifies all parties' responsibilities. The purpose of this Policy is to enable individuals to realize their full potential at the University and ensure TRU complies with the BC Human Rights Code, BC Occupational Health and Safety Regulation, and the Federal Contractors Program on Employment Equity. The People and Culture department conducted a M/F gender review of all positions at TRU to identify potential gaps in Faculty, Staff, and leadership positions. Identified gaps will be addressed through recruitment and promotion processes. To foster a more equity-minded institution, TRU hired an external organization to deliver two co-developed EDI training sessions for all employees. The sessions focused on EDI foundations to build a shared knowledge and understanding of EDI principles in the university environment and to address the concept of allyship and supporting marginalized and racialized groups. During the reporting period TRU hiring a mental health and Wellness Advisor to support Faculty and Staff during COVID-19. This included supports for marginalized and racialized groups, which was identified as a group who was facing significant challenges during the pandemic. TRU students and staff also received guidance and assistance from the Manager of Sexualized Violence and Prevention to support marginalized and racialized groups.

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 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)

TRU was successful in the latest competition for the federal EDI Capacity Building Grant totaling \$400,000 over the next two years. The grant will provide the resources and roadmap to accelerate progress in achieving EDI goals and embedding EDI into the culture of the institution over the next two years and leave a strong legacy. The first step has been the hiring of a full-time, dedicated EDI Specialist to set the foundation for the establishment of an EDI Office with reporting lines to the Provost and AVP People & Culture. A Pan-Campus Committee, with diverse representation of faculty and staff, has been formed to inform EDI directions and priorities. As part of TRU's EDI Action Plan, the university committed to the creation of faculty EDI Fellows. During this reporting period, TRU launched the TRU-TRUFA EDI Fellow's Program, offering course release to faculty committed to EDI values and interested in advancing TRU's EDI Action Plan. The program is an extension of the concept first funded under the EDI Stipend and is designed to leverage existing faculty expertise and to create advocates for the development of an EDI-inclusive culture.

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.'

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