

## TABLE OF CONTENTS

You may complete sections individually by selecting them from the table of contents. At the end of each section, you will be redirected to this table of content to select another section to complete or to review. Alternatively, you may complete the full report, without going back to this table of content between each section, by selecting the option "Complete Full Report".

Introduction 

### 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.

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Nicole Vaugeois

#### Contact Name:

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

<https://ca1se.voxco.com/SE/?st=jeuW6suXm8k3Ct0XM1n9bz3j3Dx9FJ0rABE1AwVQD8M%3D>

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

No

**PART A: EDI Action Plan** - Reporting on Key Objectives Analyses, Systemic Barriers, Objectives and Indicators

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**

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 2**

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

Assemble and report on VIU-specific EDI data, and draft an inaugural EDI Action Plan, consulting with key stakeholder groups on creating specific goals, objectives and actions from survey results

**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 with our surveying objective, the primary systemic barrier encountered in reporting and first drafting of the EDI Action Plan involved lack of familiarity with the process and challenges with identifying specific goals, objectives and actions.

**Corresponding actions undertaken to address the barriers:**

The EDI Action Plan includes commitments to ongoing reporting, consultation and community engagement. It is anticipated that with increasing prominence of EDI goals in institutional strategic planning and activity, including educational activity, and as familiarity with EDI data-gathering and implementation grows, this barrier will diminish.

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

The draft EDI Action Plan identified 6 primary goals and specific indicators, to: 1. ensure institutional policies and procedures support EDI; 2. support learners and employees to demonstrate equitable and inclusive behaviour; 3. help more learners from equity-deserving groups enrol and thrive at VIU; 4. support more employees from equity-deserving groups to apply be hired and thrive at VIU; 5. make VIU's facilities, learning design, and teaching practices more accessible and inclusive; and 6. embrace EDI best practices in VIU's scholarship, research and creative activity.

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

The draft of the inaugural VIU EDI Action Plan is anticipated within the next 6 – 8 weeks. Presentation and/or discussion with President's Council, Senior Management Team, Senate and Board are all anticipated to occur within the next 6 to 8 months.

**Challenges encountered during the reporting period:**

Challenges with creation of the Action Plan were limited.

**Next Steps (indicate specific dates/timelines):**

Completion of the Action Plan and presentation/discussion with leadership and governance bodies.

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:

Conduct a preliminary institutional policy scan to identify gaps and challenges with VIU's existing policies, procedures and systems

Systemic barriers -

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

Systemic barriers that pointed to the need for policy review included outdated policies procedures and systems that lacked EDI awareness, and an absence of policies procedures and systems (eg EEO policy) that actively supported EDI. VIU has not yet had sufficient time and opportunity to conduct a full- fledged review of all institutional policies, procedures and systems; however, an initial scan was undertaken as a first step

Corresponding actions undertaken to address the barriers:

Planning is underway to implement a more detailed policy review; this is a commitment in the draft Action Plan. In addition, some steps are underway, as identified below, to already begin addressing the identified gaps and challenges within VIU's policy procedure and systems structure.

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

During surveying and subsequent consultation, respondents consistently identified the need to both supplement and update VIU's existing policies, procedures and systems in relation to Equity Diversity and Inclusion. Indicators include that: • key EDI-related policies, procedures will align with best practices, as measured via implementation of new or revised policies, as indicated in survey and consultation results and/or positive review by an expert; and • VIU's EDI Action Plan receives a "fully satisfies" rating by the CRC Secretariat.

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

Progress is underway, during the reporting period, on: • Revision and updating of the Human Rights and Personal Harassment policies and procedures; • Revision and updating of policy and procedure related to student disability accommodation; • Creation of new policy and procedure related to focused EDI hiring initiatives, including creation of training specifically designed to address implicit bias in recruitment; and • Commitment to a full policy review in the EDI Action Plan.

Challenges encountered during the reporting period:

Challenges with progress on policy, process and systems review during the reporting period included the absence of a formal full review. However, additional strategies are being created to continue progress in spite of challenges, including use of less formal resources – including creating supportive guidelines, "FAQ"-type resources, and other collaborative education and training tools (for example in relation to disability accommodation) to advance EDI goals, prior to implementation of the Action Plan.

Next Steps (indicate specific dates/timelines):

Continue the creation of informational and educational resources to advance key EDI goals in advance of/expectation of more formal policy procedure and systems review commitments, which form part of the EDI Action Plan. Continue to move forward with presentation and implementation of the Action Plan.

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.

Stipend funding was used to support external consultants creation of a workshop to improve awareness of, and eliminate, implicit bias in recruitment.

### 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)

#### Key Objective 4

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

Support VIU learners and employees to demonstrate more equitable and inclusive behaviour, by enhancing EDI learning opportunities, and celebrating EDI achievements and contributions.

#### Systemic barriers -

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

Systemic barriers identified during surveying, which education is designed to address, included: - Implicit biases, lack of awareness of essential EDI concepts or uneven understanding of core EDI issues and concepts; - Silos, lack of communication, feelings of isolation; - Lack of understanding of, or resentment of, Indigenous perspectives and/or resources.

#### Corresponding actions undertaken to address the barriers:

The draft Action Plan specifically identifies and addresses the need to address these barriers through creation of multiple educational strategies, as well as celebration of EDI achievements and contributions to EDI by both learners and employees. Specific strategies include education related to privilege implicit bias, microaggressions, allyship, anti-racism education, sexual violence awareness and prevention, disability awareness, respect for Indigenous peoples and history, and other specific commitments.

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

Data gathered through the survey and subsequent reporting and Action Plan consultation processes has highlighted the importance of multiple educational strategies, community awareness-building and dialogue opportunities. Specific indicators identified include: • Increased availability of opportunities to learn, share, and discuss aspects of EDI impacting all 5 equity-deserving groups; • A positive change in the number or percentage of learners and employees who participate in opportunities to learn about EDI; • A positive change in the self reported awareness of education participants; and • Increased opportunities to celebrate – and participate in celebration – of EDI contributions and achievements in the VIU community.

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

During the reporting period, first level Anti Racism Training has been provided to the senior administration and management of VIU. These sessions continue to be offered across all levels of the VIU employee community. Further "advanced" anti racism training is currently being booked for the late summer, fall, and early 2022, including "train the trainer" sessions. Internal workshops for employees are nearing completion on: Implicit Bias, Microaggressions and Allyship. Custom-built information/discussion sessions are being provided on how to support equity in the classroom environment. Education on Universal Design for Learning are being developed and offered through the Centre for Innovation and Excellence in Learning. Guidelines and information for faculty in relation to student disability accommodation are in development. Education on Gender Diversity has been updated and is being offered through the Positive Space Alliance, which comprises both learners and employees. Anti-racism education has been developed for learners through Indigenous Learning and Engagement. Multiple opportunities for engagement with the Elders in Residence have been made available for both learners and employees. Multiple opportunities to engage in additional specific learning related to Indigenous history, such as the Kairos Blanket training, have been developed and delivered. These educational opportunities will continue to grow, and are a core commitment in the draft EDI Action Plan. Specific events were also developed during the reporting period, including: - The "Access & Inclusion Awards" which celebrate advances in making our campuses more accessible for persons with disabilities and celebrate the achievements of faculty who demonstrate optimally inclusive learning strategies; - The "CREATE" event celebrated equity and anti racism through student artistic endeavour – exploration is underway as to whether the inaugural event in 2020 can become an annual festival.

#### Challenges encountered during the reporting period:

Challenges include: - Lack of "affinity groups" through which a sense of safety, belonging and sharing can be developed; - Need for a formalized "anti racism" working group, which is currently in development, as well as supportive resources specific to the experience of racism, including anti-Asian, anti-Black, and anti-Indigenous racism, for both learners and employees; - Need for a central location where essential and current information on EDI-related education, training, resources, supports, and other resources, can be easily accessed

#### Next Steps (indicate specific dates/timelines):

Continuing to develop training, education, discussion, and additional resources, as identified in "challenges" and outlined in the draft Action Plan. Also exploring continuing the CREATE event, and creating additional events to celebrate EDI on our campuses.

#### 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:

Supporting more employees from equity-deserving groups to apply, be hired and thrive at VIU. This objective is to be measured by self-identification survey and data collection at recruitment, and measures of feelings of inclusion on annual employee EDI survey.

**Systemic barriers -**

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

Barriers identified during the survey/environmental scan, include: • Under-representation of specific equity-deserving groups among employees, in particular from BIPOC communities; • Lack of a mechanism to address implicit bias during the recruitment process; • Lack of affinity groups, mentorship opportunities and other means to enhance belonging and retention of under-represented groups • Lack of self-identification survey and data collection at recruitment

**Corresponding actions undertaken to address the barriers:**

Actions identified through the survey/environmental scan, and forming key strategies identified in the EDI Action Plan, include: • Creation of a Self Identification Questionnaire to monitor EDI composition of the workforce; • Training to address/eliminate implicit bias in the recruitment process; • Including an EDI champion in CRC Chair recruitment; • Creation of an EDI toolkit and inclusion of the toolkit in orientation; • Creation of affinity groups and mentorship opportunities to support enhanced recruitment and inclusion of under-represented employees • Creation of a regular/annual employee EDI survey.

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

Data gathered during the EDI survey and consultation indicated VIU has achieved some significant success in improving representation of women and members of Indigenous communities, including in senior administrative roles. However, representation of Black, Asian and other historically under-represented and racialized groups was identified as an area in need of improvement.

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

During the reporting period, a number of steps were taken or begun, to address these gaps: • Development of a Self-Identification Questionnaire to monitor EDI composition is nearing completion; • Training to address/eliminate implicit bias during the recruitment process is nearing completion; • Creation of an anti-racism working group, and inclusion of an affinity group, for employees and similar resources for students, are under development.

**Challenges encountered during the reporting period:**

Challenges during the reporting period related to this objective, primarily involved the volume of initiatives contemplated, and need to plan and resource their implementation.

**Next Steps (indicate specific dates/timelines):**

- Finalization of the Self Identification Questionnaire; - Finalization of training on implicit bias in recruitment; - Formal confirmation of the anti racism working group and affinity group - Implementation of an EDI champion in CRC recruitment; - Work to begin on creation of a regular/annual employee EDI survey.

**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:

5645

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

The stipend funding was used to for recruitment of an employee to develop the self-identification questionnaire, and to resource funding for consultant development of the implicit bias in recruitment workshop.

**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	0	n/a
2	0	n/a

**Key Objective 6**

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

Making VIU's facilities, learning design and teaching practices more accessible and inclusive, by reducing obstacles for visitors and community members with disabilities, creating disability-accessible, all gender washrooms, and increasing availability and use of universal design for learning 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):

VIU's main campus is built on the side of a mountain, and has as a result inherent challenges related to physical accessibility for persons with mobility and sensory disabilities. Additional barriers relate to need for more accessible and inclusive washrooms and facilities, improved understanding of accommodation and inclusive learning, and improved understanding of invisible disabilities.

**Corresponding actions undertaken to address the barriers:**

VIU's draft Action Plan has included the following actions to address system barriers: - Increased number of accessible meeting rooms, washrooms and classrooms; - Increased number of all gender washrooms; - Continued training for instructional staff on universal design principles through the Centre for Innovation and Excellence in learning; - Additional funding for scholarships and awards for learners with disabilities, through the VIU Foundation and Deans

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

Responses to the survey/environmental scan indicated accessibility and inclusion issues for learners and instructors, and concurrent indicators, as follows: - Need for continued provision of more accessible buildings, and more accessible (gender and disability) washrooms; - Need for new buildings to include all gender washrooms; - Continued improvements in physical access, measured by a reduction in the number of reported obstacles and barriers by community members and visitors; - Need for greater development and use of accessible teaching and learning methods, including Universal Design for Learning.

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

VIU has received funding through the Rick Hansen Foundation and has, throughout the reporting period, continued to make significant advances in improving physical access to the campus facilities, including parking, administrative buildings and classrooms, and common facilities such as library and cafeteria. The Library underwent a revision to create the first all gender, fully accessible washrooms on campus, and additional accessibility reviews and improvements to washrooms and signage were undertaken. An "accessible" map has been developed and improved, and multiple additional improvements to the accessibility of the physical plant for persons with disabilities (curb cuts, systems for reporting accessibility issues, improvements to Residences, cafeteria, and other amenities) have been implemented. In addition, the Centre for Innovation and Excellence in Learning has continued through the reporting period, to advance VIU's capacity to offer learning in multiple and more accessible formats, as well as offering support to instructors to implement Universal Design for Learning principles in course design and delivery. In addition, with respect to invisible disabilities and mental health concerns, a new working group was formed related to supporting student mental health and suicide prevention.

**Challenges encountered during the reporting period:**

Some challenges during the reporting period resulted from the Covid pandemic, including both the demand for online learning and complaints and concerns related to access and inclusion, in an educational setting that moved to primarily online learning for safety reasons. Concerns with isolation, alienation and communication challenges related to limited delivery methods became common. However, the pandemic challenges also resulted in innovation and exploration of alternative means to deliver learning, which had some positive outcomes as well in terms of accessibility.

**Next Steps (indicate specific dates/timelines):**

VIU will continue to work on improving physical access for persons with all forms of disability, and formalize and implement other steps related to this objective as outlined in the draft Action Plan

**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.

## 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):

Challenges: In terms of the surveying and data-gathering process itself, a significant challenge involved participation, and finding ways to engage both learners and employees with this inaugural EDI survey and the consultation process that followed. This was particularly the case with learners. Response rates were relatively low, as reported above, and efforts to increase engagement created a concern that the survey results would be influenced by any such efforts. Overall, the survey did see participation from all five equity-deserving groups, and discussions during consultation were frank, open, and constructive, and consistently identified themes as indicated below, in terms of both challenges and opportunities. There was a significant participation rate from women, and discussion during consultation included that we need to see improved representation in future surveys from learners, from men, and overall, we need to find ways to achieve more engagement especially across equity-deserving groups in future surveys. This challenge was identified during the consultation itself as a reflection of the newness of the process, as this was VIU's first EDI survey. It was also speculated that this procedural challenge could reflect one of the substantive challenges: that individuals from equity-deserving groups reported feeling a degree of exclusion, isolation, and lack of a sense of belonging. This led to multiple opportunities being identified for affinity and mentoring opportunities; one example: currently, the new Anti-Racism Working Group that formed during the reporting period is actively discussing both creation of an affinity group for BIPOC employees, and also exploring ways to create similar affinity and mentorship opportunities for learners, as well as to prevent siloing particularly of international students. This includes strategies such as identifying communications and events that encourage all students to engage with resources such as the Gathering Place, which is the on-campus home of Services for Indigenous Learners – but is also a welcoming environment for all community members. More work needs to be done to identify ways to ensure students and employees know that they are welcome and encouraged to engage with these events and resources, including through communications plans and VIU community "news" resources. In terms of the substantive challenges identified during the survey and consultation process, in addition to the lack of a sense of belonging which emerged, additional consistent themes/challenges in all five areas included: lack of or inconsistent awareness of EDI-related issues overall; bureaucratic/systemic barriers such as lack of, or outdated policies; the need for greater diversity and particularly representation of racialized individuals in senior administrative roles, and a desire for more and deeper resources, including training and education on topics such as gender diversity and anti-racism. A common observation was that women are well-represented, including in senior Administrative roles, but representation of racialized individuals is lacking. VIU has historic and specific commitments to Indigenous learners and its Indigenous community partners. This is reflected in multiple initiatives at VIU such as the Community Cousins program, the Elders in Residence and the Gathering Place. However a challenge which emerged during the survey and consultation process was the lack of understanding of these commitments, resulting in a perception among some participants that VIU prioritized EDI work in relation to Indigenous community members, over others. Opportunities: These challenges, both with substantive issues and with the survey and consultation process itself, provided a rich and abundant source from which to fashion goals, objectives and strategies in the draft Plan. A key commitment is to institute regular EDI surveying in future, as part of a strategy that sees EDI initiatives generally woven into the fabric of systems, process and structures of the institution. Increasing the transparency and familiarity of EDI strategies including regular surveying, implementation of self-identification measures, transparent reporting and identification of both gaps and successes, and increased training on EDI matters such as privilege, implicit bias, allyship, microaggressions, anti racism strategies, Universal Design for Learning, and accommodation of learners with disabilities, are all strategies that have been built into the draft Action Plan as a result of the challenges and opportunities identified during the survey. Covid-related Challenges and Opportunities: A frequent challenge identified with the Covid-driven necessity to move most interactions to an "online" format involved an increase in sense of isolation and disengagement. Many people reported "Zoom exhaustion," missing face-to-face contact, social connection, multiple opportunities for communication, and stronger relationships of on-campus work. Many encountered significant challenges balancing personal and professional obligations, such as childcare, with working from home. The dependence on online formats also assumes that both learners and employees have access to technology, which can discriminate against individuals who either do not have access to the technology or difficulty using it. At the same time, learners and educators reported seeing a shift in acceptance of alternate learning formats and increased creativity in finding innovative ways to deliver learning outcomes. This has had some positive impacts on VIU's ability, e.g., to engage with learners with a disability, or who live in remote communities – assuming that there is access to the necessary technology. The Action Plan goal to make VIU's facilities, learning design and teaching practices more accessible and inclusive includes providing, tracking and reporting on training in universal design for learning, which reported seeing positive shifts in attitude towards use of alternate formats.

## 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:

Institutional ability to collect self-identification data on the equity seeking groups at the recruitment stage for employee applications as well as for existing employee groups.

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

Creation of self-identification questionnaire for all recruitments. Creation of self-identification questionnaire for all employees. Creation of data fields within VIUS recruitment system and HRIS for the collection and retention of data. Establishment of EDI data collection collection, retention and usage guidelines.

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

Self-identification questionnaire for job applicants drafted as of February 2021. Consultations on the questionnaire complete by March 5. Revisions and signoff to be complete by April 1, 2021. First draft of full employee self-identification questionnaire to be complete by April 1, 2021. Recruitment system modifications to effect the collection of the applicant data to be complete by April 15, 2021.

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective:	5645
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	n/a
2	0	n/a

**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:

Stipend funded a specialized resource to be hired into the HR Department to complete the work. The dedicated resource focused on EDI, specifically in relation to self-disclosure. The staff member led the cross-institutional scan of approaches deployed by various institutions. The EDI resource person reviewed the type of questions and approaches at leading universities, including evolving language. The EDI resource created discussion papers, options documents and led the review of the HR Recruitment system to appraise the implementation of the questionnaires at the recruitment phase.

Do you have other objectives to add?

No

**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:

Supporting VIU learners and employees to demonstrate equitable and inclusive behaviour through increasing attendance at learning opportunities, and increasing awareness as measured on learning self-reports

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

Creation with of 3 workshops on Implicit Bias, Allyship and Microaggression Creation of website content identifying EDI-related activities and resources at VIU

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

3 workshops drafted with support from Program Assistant and undergoing revision. Website content drafted with support from Program Assistant assistance and undergoing revision. Work on website and workshops to be completed by end of June 2021.

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective:	0
Institutional commitment (if applicable):	1080
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	n/a
2	0	n/a

**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:

n/a

**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)

The survey and consultation process was shaped and informed through consultation with an EDI Working Group, which was assembled to achieve representation from across all five equity-deserving groups. In addition, many of the individual Working Group members have significant experience and understanding of equity-enhancing practices, and brought their expertise to advising on the survey process and outcomes. The Working Group was regularly consulted and its input sought in terms of both how the survey was conducted, and the information being sought; progress was reported at several stages. The President's Committee on Diversity Equity and Human Rights was also consulted and received and responded to reports on the survey and consultation process. This Committee was struck with the goal of achieving representation from across the five equity-deserving groups, and as well, with the goal of achieving representation from across university constituencies, including faculty, administrators, unions and faculty association, including student representation. In keeping with this consultation process, the survey included three components: research on EDI best practices and experiences in other institutions, and gathering and analysis of both quantitative, and qualitative data. Both quantitative and qualitative data-gathering specifically explored key issues identified by the stakeholder groups, including gathering data on the numbers of survey participants who identified as having intersectional identities, and for all participants and in particular those from equity-deserving groups, their experience or sense of engagement, inclusion and belonging at VIU. In terms of gathering qualitative data on experiencing a sense of engagement or belonging, all participants in the survey were invited to respond to questions exploring the extent to which they felt part of the VIU community; experienced opportunities to perform to their full potential; felt free to be themselves at VIU; felt they were being heard. This sense of inclusion was also explored through questions which asked participants the extent to which they felt they were "not appreciated" or felt "unhappy" with their experience of VIU. Following the survey, quantitative and qualitative results were published online, and reported back to both of the key stakeholder groups over a number of meetings. Further feedback on the findings and the process itself, including challenges and areas for improvement such as the response rate, was obtained. Subsequently, all members of the VIU community were also invited to participate in a series of consultation meetings, to review the survey results and provide comment on the quantitative and qualitative findings, as well as the survey process itself. The results of both the survey and the consultation process have been incorporated into the current draft Action Plan, again with the guidance of the Working Group and President's Committee, through a series of workshops held with both groups. During the workshops, the survey and consultation outcomes were formulated into 6 specific goals, each with a series of objectives that describe how we will identify that we are achieving progress towards the goal, and how that progress will be measured or quantified. In turn, the identified objectives have several specific action items or strategies associated with them, being specific steps towards achieving the measurable objective. For example, feedback during the survey and consultation process indicated that our community and specifically members of the five equity-deserving groups identified the need to "Incorporate EDI best practices throughout VIU's scholarship, research and creative activities" as a key concern. Accordingly, that has become one of six primary, overarching goals of the current Action Plan. The objectives to bring us closer to achieving that broad goal, and related specific actions, include: • Unbiased Review: That all researchers will, by October of 2021, experience internal peer review processes by adjudicators trained in implicit bias – Actions: o Deploy the CRC implicit/unconscious bias training module annually and require all members of faculty and student adjudication committees to complete the training; o Develop additional resources and training opportunities for faculty and students on EDI; o Develop guidelines for members of review committees who are assessing the performance of Research and Innovation chair to ensure implicit/unconscious bias does not negatively influence the renewal of chairs; o Working with Deans, encourage faculty to incorporate a module on EDI and research excellence teaching research methods courses in all departments; o Review and update the Scholarship, Research and Creative Activity Strategic Plan to ensure that it supports and enables our equity diversity and inclusion goals, by December 2022; • EDI-Informed Research: That all VIU faculty will, by May of 2022, have access to training on incorporating EDI best practices into their research projects, measured by: o the percentage of faculty submitting a research project for funding and/or REB review that take this EDI best practices module; o the number of external grant submissions that reflect positive feedback on the EDI practices in VIU submissions; and o the number of research training courses offered to VIU students that incorporate EDI best practices in research design; • Respectful Research Partnerships: That respectful research partnerships will be evidenced by Indigenous community partners indicating progress in building respectful engagement in VIU-community research (measure to be determined) – Action: VIU co-develops, with Indigenous partners, guidelines for respectful engagement with Indigenous communities in research, to be shared with VIU faculty and students. • Diverse Research Teams: That VIU-funded research projects will reflect greater diversity in the composition of research teams, measured by an increase in the percentage of funded research projects which include a member(s) of an equity-deserving group. • Equitable Access to Resources: That by June 2022, all equity-deserving faculty will have equal access to the space and equipment needed for their work – Action: VIU's Space Governance Committee develops clear and equitable procedures to ensure that researchers from all equity-deserving groups have access to the space and equipment needed for their work.

**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)

Other EDI initiatives underway, broader than those tied to the CRCP: Currently, VIU is engaging in a number of education and training initiatives to address systemic barriers and foster an equitable diverse and inclusive environment. These include: - Retainer of an external consultant to assist in the development of training to address/eliminate implicit bias in the recruitment process for faculty; - Recruitment of a dedicated human resources professional to develop a Self Identification Questionnaire for employment applicants; - Applications to the BC Human Rights Tribunal, to allow for "focused" hiring of individuals from equity-deserving groups; - Internal development of three modules, on: o understanding and addressing implicit bias (generally, to be made available to all employees); o identifying and preventing microaggressions; and o development of allyship skills; - Retainer of an external consultancy team, who are delivering three "tiers" of Anti Racism Response training, including: o Basic anti racism awareness and bystander intervention skills (tier 1) o More advanced anti racism awareness and skills, four sessions once a week over a month (tier 2) and o Train-the-Trainer sessions. Two of the basic Anti Racism Response sessions have been held in 2021; these have been delivered to the members of the President's Council, as well as other senior administrators, directors and managers. Additional basic sessions are being added in the next 4 – 5 weeks, with "tier 2" sessions to be delivered in the fall, and "tier 3" train the trainer sessions planned for early in 2022. ART - An Anti Racism Working Group has formed, and is developing a strategy to create an affinity sub-group for BIPOC employees; - Communications, the Diversity Equity & Human Rights Office along with members of the Anti Racism Working Group are developing a diversity calendar, to include both additions to the existing online VIU calendar as well as a standalone calendar; - The Office of Scholarship, Research and Creative Activity's ("OSRCA") Student Research Engagement Coordinator, with partners from across the VIU community, inaugurated an anti-racism arts festival event, "CREATE," with contributions from many students, and featuring an awards presentation, which is becoming an annual event. Plans are underway for artwork from CREATE to be featured on the standalone VIU diversity calendar. <https://www.filpsnack.com/AEAEFBBBDC9/create-2021-awards-report.html> - In concert with CREATE, this year the OSRCA also conducted a "sense of belonging" survey of VIU students which will provide additional insight, and which will be incorporated into the EDI Planning process and other EDI-related projects at VIU, to enhance the sense of inclusion of racialized and other equity-deserving groups. - New Anti-Racism training has been developed specifically for students, through the Office of Indigenous Education and Engagement - The Office of Indigenous Education and Engagement regularly offers a range of programs supports and services for students, employees and the wider community, including a Community Cousins program, the Gathering Place, and regular opportunities open to the whole VIU community to confer with one of 9 Elders In Residence. <https://indigenous.viu.ca/> The members of the VIU Research Awards Committee (internal awards committee) has all taken the unconscious bias training from the CRC Secretariat.

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

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