Canada Research Chaires de recherche
Chairs du Canada

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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:

British Columbia Institute of Technology

Contact Name:

Shereen Tayles

Position Title:

Associate Director, Respect, Diversity and Inclusion

Institutional Email:

stayles@bcit.ca

Institutional Telephone Number:

6044516721

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

https://ca1se.voxco.com/SE/?st=jeuW6suXm8k3Ct0XM1n9bz3j3Dx9FJ0rx4rZ50P4J84%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

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

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

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

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.

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:

Phase One: Development of training including costs for facilitators to give training on EDI topics including unconscious bias, systemic barriers, micro-aggressions, benefits of EDI in research and recruitment; the target audience includes department heads, program heads, research committee chairs, faculty leads, and BCIT leadership at the Dean, Director, and VP level. Targeted committees include research committees, funding adjudication committees, and recruitment, evaluation and advancement committees. Phase One - facilitators run 8 focus groups on EDI to ensure buy-in and sustained support from leadership and faculty using BCIT's Diversity Circles facilitation model, a best practices strengths-based Indigenous framework which has proven successful in engaging faculty and leadership across our institute. From these focus groups, institute champions are identified and the circles are widened with additional participants identified for Phase Two training. Focus groups may be in-person or via remote meeting if necessary.

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

- Results of the institutional equity survey represent one dimension of measuring progress and will be gathered on an ongoing basis. - Evaluation of the training will be gathered on an ongoing basis through anonymous participant feedback via a brief voluntary survey instrument following each training instance. - Qualitative data will be gathered via the focus groups. - The steering committee will meet quarterly to assess the progress of the project. - A publicly available final report and internal recommendations to BCIT leadership will be produced, including recommendations on how to carry on the work following the 2020-21 year.

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

Outcomes: Members of committees and departments (including staff, faculty, and management) participated in the following learning outcomes: A) learn how to recognize and mitigate common features of unconscious bias, systemic barriers, micro-aggressions, discrimination; other topics including equity needs of underrepresented groups B) understand and be able to explain how EDI benefits research, innovation, academic excellence, and/or employee engagement; C) learn collegial strategies including role modelling and mentoring to ensure a sustainable culture shift to support EDI on campus; D) engage with an Indigenous model to create safe and fruitful spaces for authentic dialogue. Indicators: - In-session data gathered using tools such as Zoom polls, breakout rooms, survey forms, etc in order to adjust pedagogical approach and pace during live sessions. - Extensive qualitative data gathered during the focus group phase, which informed Phase 2 and the final report. - The steering committee met quarterly to assess the progress of the project. - Institutional intersectional assessment of faculty and staff diversity scheduled for 2021-2022. - The final, publicly available report including recommendations to BCIT leadership will be posted in July, 2021, including recommendations on how to carry on the work following the 2020-21 year. Timelines: Phase extended from July, 2020 to June, 2021 (in the pandemic context considering factors such as social isolation, Zoom fatigue, pivot to online learning, Phases 1 and 2 were adjusted to overlapping timelines, giving participants more flexible opportunities to engage).

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective:	10000
Institutional commitment (if applicable):	4000
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	4000	in-kind
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:

Facilitators ran 8 focus groups on EDI, followed by 3 follow-up sessions, to ensure buy-in and sustained support from leadership and faculty. Focus groups used BCIT's Diversity Circles facilitation model, a best practices strengths-based Indigenous framework which has proven successful in engaging faculty and leadership across our institute. From these focus groups, qualitative data was gathered, institute champions were identified, and the circles widened with additional participants identified for Phase Two training. Focus groups held via remote meeting. The Diversity Circles Framework flattens hierarchies, gathers participants from a cross-section of the institute, and creates lasting connections. 85+ participants involved. Academic research is itself embedded in, reliant upon, and symbiotic with the collegial functioning of departments, including their recruitment, hiring, evaluation, and adjudication activities. Thus, we need to look inward, to change the culture from within. We used a collegial engagement model to transform departments and committees through EDI training in best practices in order to contribute to a more diverse, inclusive, and just campus through sustainable systemic and cultural change across our institute.

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:

Phase Two: Leveraging the feedback from Phase One, facilitators refine and deliver the training on EDI topics to the wider audience with the support of identified departmental and leadership champions along with the new participants from research committees, funding adjudication committees, and recruitment, evaluation and advancement committees across the institute. Phase Two - facilitators run 8 larger training sessions on the EDI topics using BCIT's Diversity Circles facilitation model, a best practices strengths-based Indigenous framework which has proven successful in engaging faculty and leadership across our institute. Training topics include unconscious bias, systemic barriers, micro-aggressions, benefits of EDI in research and recruitment, other topics identified through focus groups. Training sessions may be in-person or via remote meeting if necessary.

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

- Results of the institutional equity survey represent one dimension of measuring progress and will be gathered on an ongoing basis. - Evaluation of the training will be gathered on an ongoing basis through anonymous participant feedback via a brief voluntary survey instrument following each training instance. - Qualitative data will be gathered via the focus groups. - The steering committee will meet quarterly to assess the progress of the project. - A publicly available final report and internal recommendations to BCIT leadership will be produced, including recommendations on how to carry on the work following the 2020-21 year.

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

Outcomes: Members of committees and departments (including staff, faculty, and management) participated in the following learning outcomes: A) learn how to recognize and mitigate common features of unconscious bias, systemic barriers, micro-aggressions, discrimination; other topics including equity needs of underrepresented groups B) understand and be able to explain how EDI benefits research, innovation, academic excellence, and/or employee engagement; C) learn collegial strategies including role modelling and mentoring to ensure a sustainable culture shift to support EDI on campus; D) engage with an Indigenous model to create safe and fruitful spaces for authentic dialogue. Indicators: - In-session data gathered using tools such as Zoom polls, breakout rooms, survey forms, etc in order to adjust pedagogical approach and pace during live sessions. - Extensive qualitative data gathered during the focus group phase, which informed Phase 2 and the final report. - The steering committee met quarterly to assess the progress of the project. - Institutional intersectional assessment of faculty and staff diversity scheduled for 2021-2022. - The final, publicly available report including recommendations to BCIT leadership will be posted in July, 2021, including recommendations on how to carry on the work following the 2020-21 year. Timelines: Phase extended from November, 2020 to September, 2021 (in the pandemic context considering factors such as social isolation, Zoom fatigue, pivot to online learning, Phases 1 and 2 were adjusted to overlapping timelines, giving participants more flexible opportunities to engage).

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective:	20000
Institutional commitment (if applicable):	6000
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	6000	in-kind
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:

Facilitators ran 14 larger training sessions open to the entire BCIT community on EDI topics. BCIT facilitators used BCIT's Diversity Circles facilitation model, a best practices strengths-based Indigenous framework which has proven successful in engaging faculty and leadership across our institute. As well, outside facilitators were brought in to offer additional training sessions. Particularly with external factors including the pandemic, the rise in Anti-Asian Racism, and the deeply felt community concerns around Anti-Racism, Anti-Black-Racism, and BIPOC awareness topics, it was felt important to add additional sessions to this Phase. Training topics included unconscious bias, systemic barriers, micro-aggressions, equity needs of underrepresented groups, other topics identified through the focus groups. Sessions were held via remote meeting. The Diversity Circles Framework flattens hierarchies, gathers participants from a cross-section of the institute, and creates lasting connections. 400+ total enrolments across the 14 sessions. Our project leverages the collegial model to shift awareness, policies, and practices, and to address assumptions and implicit bias within departments and committees. Institute structures, including departments and committees, are entities with deep histories embedded in very durable cultural, intellectual, and bureaucratic facets of our institutions. Due to the project's emphasis on fostering collegial change, as well as identification of institute champions, we believe the project has built the foundation for an ongoing culture shift.

EDI Stipend Objective 3

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:

The two facilitators who will design, develop, and deliver the focus groups and training described above in Objective 1) and Objective 2) (Phase One and Phase Two) are faculty internal to BCIT and thus require a portion of their salary paid while seconded to the BCIT Equity Office (BCIT Respect, Diversity, Inclusion Office): Release time of 15% (.15 FTE) each for the two faculty leads of BCIT's Diversity Circles facilitation model, a best practices strengths-based Indigenous framework which has proven successful in engaging faculty and leadership across our institute. The faculty leads, Zaa Joseph and Shannon Kelly, are the co-creators of BCIT Diversity Circles and have designed and led over 100 focus groups and training sessions on various EDI topics since 2016. As Diversity Circles and BCIT have not to date received the federal research funding from TIPS (specifically the EDI capacity building grant), this EDI Stipend will allow us to move forward in meeting the EDI requirements of the Canada Research Chairs Program (CRCP).

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

- As described in above sections on Objective 1) and Objective 2) (Phase One and Phase Two)

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

- As described in above sections on Objective 1) and Objective 2) (Phase One and Phase Two) Timelines: July, 2020 to September, 2021

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective:	20000
Institutional commitment (if applicable):	5000
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	5000	in-kind
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:

The two facilitators responsible for the coordination and delivery of the focus groups and training sessions described above in Objective 1) and Objective 2) (Phase One and Phase Two) are faculty internal to BCIT and thus were seconded to BCIT's equity office (BCIT Respect, Diversity, Inclusion Office). Requested release time of 15% (.15 FTE) each for the two faculty leads was reduced to 10% (.10 FTE) each, due to scheduling constraints as a result of the pandemic. The budgeted amount not used for salary ($5,000) was shifted to Objective 2 as mentioned above, to pay for additional outside facilitators, supervised by the faculty leads, to provide additional sessions for the BCIT community. The faculty leads ensured the overall project activities followed the guiding principles of BCIT's Diversity Circles facilitation model, a best practices strengths-based Indigenous framework which has proven successful in engaging faculty and leadership across our institute. The faculty leads, Zaa Joseph and Shannon Kelly, are the co-creators of BCIT Diversity Circles and, prior to this project reporting period, had designed and led over 100 focus groups and training sessions on various EDI topics since 2016. The Diversity Circles Framework flattens hierarchies, gathers participants from a cross-section of the institute, and creates lasting connections.

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)

N/A

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)

https://www.bcit.ca/applied-research/research-support/equity-diversity-inclusion/ BCIT champions a diversity of experiences, ideas, cultures, and perspectives, fostering a community permeated with equality and inclusivity. To that end, BCIT is committed to: Ensuring all employees receive training on diversity, inclusion, and anti-racism. Actively working to ensure employees come from diverse groups and represent the communities within which we live and work by creating equitable hiring practices to remove systemic barriers and unconscious bias. Acknowledging that BCIT is located on the unceded territory of the Sḵwx̱wú7mesh (Squamish), səlilwətaɬ (Tsleil-Waututh), and xwməθkwəy̓əm (Musqueam) First Nations. And recognizing that the relationship with Indigenous peoples in Canada has been troubled and must be reconciled. Providing platforms and training to staff and students to address issues of racism, diversity, unconscious bias, and allyship. Supporting BCIT Indigenous Initiatives, the Respect, Diversity, and Inclusion (RDI) Department, Diversity Circles, and other community groups and ensuring these critical services continue to respond to racist behaviour. Continuing to provide a complaint mechanism for anyone who is subjected to such behaviour within the BCIT learning or working environment through various channels, including the RDI Department. BCIT is committed to creating a working and learning environment permeated with respect, equity, and inclusion. To that end BCIT has a number of mechanisms in place to address EDI related concerns. The Respect, Diversity, and Inclusion (RDI) Office at BCIT works to foster a respectful and inclusive working and learning environment by creating awareness and belonging through education, events, and training.The Associate Director of the RDI Office reports directly to the President of BCIT and also provides bi-annual reports to the Human Resources Committee. The RDI team provides assistance and support including confidential consultations to individuals with EDI related concerns and strives to help people resolve conflicts. The RDI Office also accepts complaints of discrimination or harassment related to prohibited grounds, personal harassment or bullying, or sexual harassment under the Harassment and Discrimination Policy and the related Harassment and Discrimination Procedure. Complaints can be addressed through either a voluntary resolution process or an investigation. BCIT recognizes the importance of being proactive with respect to creating a respectful, accessible, and inclusive work and learning environment. The RDI Office has also undertaken a number of initiatives to further these goals, including releasing BCIT's first Anti-Racism Framework in May 2021. Plans are currently underway to complete an equity and diversity assessment of staff and students in the 2021-22 school year, which will include surveys and focus groups to collect quantitative and qualitative data relating to EDI issues.

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.'

Jointly administered by: