**COMPLIANCE REPORT   
ON EQUITY, DIVERSITY, AND INCLUSION   
PLANNING GOALS**

CANADA RESEARCH CHAIR PROGRAM

ROYAL MILITARY COLLEGE OF CANADA

**2022**

In compliance with the requirements of the Canada Research Chair Programme (CRCP), the Royal Military College of Canada (RMC) hereby submits this report on the progress achieved during 2022.

**Objective 1: Align RMC’s strategic plans, administrative processes (including hiring, nominations and career progression), and ongoing environmental reviews in a synergetic fashion to accomplish EDI goals.**

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

In this key objective, the systemic barriers were identified in the different RMC procedures and strategic planning of the institution.

Development of mandatory and optional training on unconscious bias, best practices in hiring and appointments, cultural competency (French language gender and EDI inclusive) and utilizing EDI best practices in hiring were identified as key priorities.

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

Multiple training workshops in French gender and EDI inclusive language have been conducted for faculty and researchers to enhance cultural competency in a bilingual setting of the RMC.

Reference material in French inclusive has been provided to the faculty, staff and researchers to highlight best practices in the implementation of EDI friendly lingo and enhance institutional processes.

The process for the appointment of the Vice Principal Academic (VPA) has been revised to target members of four Federally Designated Groups. The VPA has been appointed as a member of the FGD (more details are provided under Smart Objective 3 below).

Lectures about EDI in Science, Technology, Engineering, Math (STEM) were conducted by Equity, Diversity and Inclusion Officer (EDIO) for faculty and students.

* ***Qualitative and quantitative data gathered:***

Reference materials have been developed to identify common difficulties and best practices in the implementation of EDI measures in institutional processes.

The institution is a member of CCDI and has access to their repository of EDI material in bilingual form.

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

The Vice Principal Academic has been appointed from targeted FDGs.

Bilingual resources for training in EDI (with the focus on competencies in French inclusive language) were developed to strengthen cultural competency and adjust to the context of the RMC. Cutting edge research from universities in Quebec was show-cased during the workshops.

* ***Challenges encountered during the reporting period:***

None (COVID-19 impact reported in section B)

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

Measure 1.3: Examine RMC Policies and procedures (Fall-Winter 2022-2023)

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

Yes, funding was utilized for the development of workshops including curriculum development, publication of resources, and hiring consultants/trainers.

**Objective 2: Raise awareness of EDI best practices and lessons learned both internally (RMC community) and externally (Canadian and global universities) – 2022-2023**

* ***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 were identified as a lack of sharing of best practices domestically (in Canada) and globally (with international partners). There is a need to establish and maintain awareness of EDI best practices and lessons learned internally and externally that will allow RMC to reduce institutional barriers.

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

***Domestically:***

EDI Communications plan was developed to address the barriers and to share best practices.

EDIO with the guidance of VPR was able to identify key strategic directions in sharing best practices at the RMC, in Canada and internationally.

Web-based repository for the EDI best practices and resources is being developed for the RMC public website in English and French.

Canadian Gender Equality Week in the Spring of 2022 was celebrated at the RMC with the day of events including:

A.Executives (RMC Commandant and Interim Principal) sharing their lived experiences with students and faculty;

B.Public Affairs Office of the RMC prepared visual materials (video) with the focus on highlighting EDI practices at the RMC;

C.Faculty, staff and students from Queens University joined the event to discuss best practices in light of changing the eco-system of Kingston as a town and share best practices in EDI from their respective institutions.

D.Members of clubs at RMC (Agora, Athena, Indigenous Knowledge and Learning) shared their expertise.

Sharing best practices had taken place with the Department of Defence Anti-Racism Secretariat and the development of round tables aimed at determining a better process for self-identification is under way.

EDIO co-facilitated the gathering and presented to the Women’s Rights Policy Group (Canada wide) a list of initiatives aimed at reducing institutional barriers in the military education.

EDIO was invited to share RMC experiences and learn from key EDI and gender subject matter experts in the field at the conference entitled *Equal Futures 2022: A Gender Equality Summit* at Carleton University, Ottawa.

EDIO attended Canadian Defence Academy’s Security and Defence Conference in Ottawa and shared best practices from RMC with subject matter experts and key influencers (senior military officials) from various branches from the Department of National Defence.

EDIO liaised with RMC alumni to share knowledge and best practices about the EDI journey.

**Internationally:**

EDIO visited United States Military Academy West Point (USMA West Point) to share best practices in curriculum development, reducing institutional barriers, etc. which has led to ongoing sharing and collaboration of the RMC and USMA.

EDIO developed a presentation of RMC’s EDI journey from 2020 to 2022 to share with external counterparts at other military education institutions and raise their awareness of RMC’s EDI practices.

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

Data gathered included targeted focus groups discussion at RMC, sharing best practices in qualitative and quantitative data collection with USMA at West Point and key informant interviews of key partners active in the field of EDI.

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

Communication efficiency regarding EDI increased and all equity seeking groups felt ownership of the changes in the EDI processes.

Executive leadership and staff were kept aware of the best practices in ongoing communications and knowledge sharing seminars. Executive management's and staff's contribution to the best practices ensured local ownership and buy in to the EDI process, which will led to the success of multiple EDI initiatives domestically and internationally.

Development of communication plan included engaging high level RMC decision makers (e.g. Interim Principal, Vice Principal Research, Vice Principal Academic, Commandant) as champions of the process to ensure that the quality of data was validated by lived experiences and through sharing of best practices.

Resources were gathered to share best practices in cutting edge curriculum development, military leadership with the EDI component, curriculum focused on EDI minor and major, best practices from the sector in Canada and internationally were obtained.

New Research Strategy of RMC had incorporated a strong EDI cross-cutting component to ensure that the direction for the new research is in full compliance with the CRC EDI policies.

* ***Challenges encountered during the reporting period:***

None (COVID-19 impact reported in section B)

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

Measure 2.1: Completed

Measure 2.2: Encourage data collection (Baseline assessment to take place in 2023)

Measure 2.3: Learn best practices from other universities in Canada and internationally (2023)

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

Yes. Funding was used for sharing best practices domestically and internationally in accordance with the Communications Plan.

**Objective 3: Embed EDI considerations in the learning culture at RMC and broaden faculty and management’s awareness regarding EDI challenges and opportunities.**

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

Increased representation of members of the four FDGs, other equity seeking groups, or members representing the interest of above groups at every organizational level (within committees, departments, faculties, heads of departments and management), meeting the CRC and government goals.

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

**RMC'S EDI ACTION PLAN**

In the spring of 2022, an EDI action plan was approved by the Canada Research Chair Program as developed by the Royal Military College of Canada. This EDI action plan was based on the following key points:

* ●  an employment systems review
* ●  a comparative review provided for all current chairholders
* ●  an environmental scan
* ●  an analysis of RMC’s unique opportunities and challenge

The action plan was developed for all members of the UT group and will be expanded in 2023 to include all members of the academic wing. The different reviews highlighted challenges at RMC in terms of EDI and objectives were developed to correct or mitigate these issues. The objectives are specific, measurable, aligned with the desired outcome, realistic and timely. Each objective is linked to an indicator that will allow to evaluate progress in reaching the goals of the specific objective as detailed in the EDI action plan.

Objective 3 specifically states: *“Embed EDI considerations in the learning culture at RMC and broaden faculty and management’s awareness regarding EDI challenges and opportunities.”*

The indicator linked to this objective focuses on *“Increased representation of members of the FDGs, other equity seeking groups, or members representing the interest of above groups at every organizational level (within committees, departments, faculties, heads of departments and management), meeting the CRC and government goals.”*

In line with this objective-associated indicator, a study was conducted in the early Fall of 2022 by the Interim Principal on the representation of members of the FDGs at the management level in the past 15 years. Due to the small numbers (actual numbers of groups composed of 5 or less members and associated percentages) are not reported following best practices and in alignment with the Privacy Act.

Specific positions in management to target for the increased representation of FDGs were defined as:

* + ●  Principal
  + ●  Vice-Principal Academic\*
  + ●  Vice-Principal Research\*
  + ●  Dean of Social Sciences and Humanities (or Arts)
  + ●  Dean of Science
  + ●  Dean of Engineering
  + ●  Dean of Graduate Studies\*
  + ●  Dean of the Division of Continuing Studies\*

(Note: \* refers to positions that evolved during the last 15 years (created/removed/decoupled) and were treated accordingly. Data related to interim assignments of less than 3 years were not tabulated as full assignments at the management level range from 3 to 8 years. This duration allows for a vision to be developed and change to be implemented.)

In accordance with the RMC objectives for the EDI action plan, an active approach should be used to increase representation of the 4 FDGs at the management level. Hence, the appointment of the VPA including advertising for the position, identifying EDI and other core competencies which are EDI friendly (leadership skills, communication skills) and empowerment of the Appointment Committee to select only from FDGs. As a result, the VPA was appointed to represent RMC’s academic agenda at the executive leadership level. As a result of the above process, an unconscious bias in hiring and appointment process was reduced and cultural competence increased with the focus on all equity seeking groups.

The new appointment process was implemented with the support of the EDI Officer and under the guidance of executive leadership:

Short term: clear workflows were established between the EDIO and the Appointment Committee where documentation was submitted to the EDI Officer, who was managing the process of self-identification. EDIO was consulted on the EDI best practices and the work flow reflected learnings from other institutions.

Long term: The initial appointment of the VPA laid the foundation for the improvement in representation of equity seeking groups at all identified leadership positions.

A lecture series has been initiated for EDI in research and best practices for bilingual audience with bilingual experts.

Training in eliminating biases in recruitment, hiring and appointments was provided by a Consultant/Senior Subject Matter Expert in the EDI and research. The training had a crucial role in the successful and sustainable implementation of the new workflows for hiring targeting FDGs.

The members of the RMC community have access to bilingual EDI materials trough the CCDI membership.

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

The training provided information on cultural competency and unconscious bias as well as an evaluation of cultural competency before the EDI training workshop for a tailored approach. The training broadened faculty and management’s awareness regarding Equity, Diversity and Inclusion challenges and commitments.

Award-winning artist Mary McPherson, a member of Couchiching First Nation in Northwestern Ontario, engaged with seven sections of ENE 100, ENE110 and ENE210 courses for the Department of English, Culture, and Communication. In these workshops, Mary explored with RMC learners and faculty the use of art as a means of expressing Indigenous philosophies, counteracting racism, understanding violent histories, and rediscovering one's cultural worldview.

The document detailing the EDI initiatives at RMC provides recognition of the different EDI initiatives developed at RMC.

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

The hiring of the Vice Principal Academic from targeted FDGs and possessing EDI competencies will allow RMC to lead in the EDI strategy.

The training in EDI competencies in hiring and appointments has broadened the awareness of EDI consideration and importance for the institution toward implementation of the committee recommendation in institutional processes.

Culture change workshops enhanced the capacity of students and faculty for understanding and celebrating the diverse cultures, languages, and perspectives of the Indigenous peoples.

* ***Challenges encountered during the reporting period:***

None (COVID-19 impact reported in section B)

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

The steps involved in this objective have all been implemented and are on-going or recurring initiatives.

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

Yes, consultant was hired to develop training in EDI in research.

**Objective 4: Assess any gap in the FDGs representation in the CRC Chair holder group**

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

A clear target has been defined for the FDGs representation in the CRC Chair Holder group. Present CRC group does not have significant gaps. However, a targeted strategy and a detailed process is under way in the development for new hires and for the overall recruitment process at the RMC.

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

Review institutional vision and initiatives regarding EDI and obtain feedback on EDI needs with senior management and faculty deans before commencing further CRC searches.

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

The next CRC hires are under way to include members of the four FDGs and, with the focus on the gender balance and members of visible minorities to ensure reaching the EDI target of the institution. Based on the data collected on the present Chair Holders and defined targets for the institution.

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

The next hires will include a 4 FDGs and a gender and visible minorities target.

* ***Challenges encountered during the reporting period:***

None

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

Adapt the hiring process to meet the institutional EDI targets in consultation with the EDI committee, with senior management and faculty deans.

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

No

**Objective 5: Align hiring process for CRC positions with the institutional targets**

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

Representation of the FDGs in the Chair holder group. The institution has achieved the institutional target, however, the next hires will follow the strategy defined in the EDI Action Plan for the long term implementation of the target.

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

The actions related to this objective will start at the time of the initiation of a new CRC hiring/nomination process.

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

The next CRC hires need to include both gender and visible minorities targets to ensure reaching the EDI target of the institution. Based on the data collected on the present Chair Holders and defined targets for the institution.

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

Will be evaluated after the hiring/nomination process is completed.

* ***Challenges encountered during the reporting period:***

None

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

The steps involved in this objective have all been implemented and are on-going or recurring initiatives.

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

No

**Objective 6: Long term sustainability and evaluation of progress**

* ***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 success of the different measures detailed in the EDI Action Plan will be evaluated based on Smart Goals indicators and a report will be produced on the evolution of the elimination of systemic barriers identified in the previous objectives for a long term and sustainable implementation of the EDI Action Plan.

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

The report on the evaluation of progress will be produced bi-annually in December.

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

To be made available on a biannual basis

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

Expected outcome: raise awareness, remove systemic barriers, provide information and long-term sustainability for the program.

* ***Challenges encountered during the reporting period:***

None

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

Report on the evaluation of progress (December 2023)

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

No

**Part C: Challenges and Opportunities**

**Challenges:** Equitable and inclusive policies and practices ensure that full engagement of a diverse workforce maximizes a potential of applying multiplicity of various skills to the full range of challenges present in the university environment. One of the most crucial aspects includes equitable participation of FDGs in institutional leadership and decision-making. In addition, inclusivity ensures the unbridled expression of innovation and creativity, allowing the organization to be agile, adaptable, and poised to bring its resources to bear in the face of challenges. Inclusivity also ensures that every individual can play a part in the overall success of the institution and is not restricted to tokenism within the organization; meaningful representation during the development of policies and practices is important.

**Opportunities:** a more diverse representation of FDGs in serving on Faculty-level and Institution-level committees. There is a strong contribution at the RMC in the EDI work in terms of a commitment of researchers from FGDs for service. RMC needs to explore this opportunity to best utilize various FDGs in particular in their contribution in various areas of academic responsibilities to ensure a positive impact on their career progression and professional development.

Best practices: RMC is learning from other relevant institutions in Canada and globally about the best practices to ensure that the EDI vision 2030 is materialized. The vision 2030 is as follows: RMC is a global leader and a hub for best practices and innovation in EDI policies and practices internally (RMC level) and externally (stakeholders in Canada and globally).

**Part D: Engagement with individuals from underrepresented groups**

Compliance with Federal policies has an important impact on the EDI at RMC. For instance, hiring practices already meet national standards of fairness, equity, and inclusion; communication policies already state that the institution prioritizes the diversity of our community; and existing policies support individuals who wish to pursue specific religious and cultural practices in the workplace. Federal policy compliance represents a minimum standard for EDI. While it is a basic principle to include the Federal policy frameworks to ensure that initial EDI concerns are well managed, RMC is strongly committed to surpassing this minimum by implementing the strategies summarized in sections below:

* Refining and adapting an **institutional EDI AP** to make it not a rigid, but rather an evolving document through a series of ongoing consultations with decision makers, FDGs, all other equity seeking groups and all staff;
* **Articulating short-, medium- and long-term goals** in greater detail, including meaningful and regular consultations with all members of the RMC community about their EDI focus and experiences;
* **Assigning specific bodies** to lead initiatives contained within this strategic action plan. To this end, the Vice Principal, Research (VPR) has established an EDI committee (est. October 2020) to enable ongoing responsiveness to EDI issues across RMC. This committee is composed of members who are diverse with respect to gender, first official language, ethnicity/visible minority status, academic discipline, and rank/seniority. The EDI Committee recognizes that there are gaps even within this diverse group (particularly in terms of representation of Indigenous peoples and persons with disabilities). Thus, the EDI Committee is currently filling these gaps by ongoing consultations with representatives of currently under-represented groups. It is an intention of the EDI Committee to raise awareness of other diverse members of RMC community of the importance of their voices to be heard with a hope additional members will volunteer for the EDI Committee.
* Proposing **mechanisms** to ensure that EDI is embedded within the organizational culture of RMC and in its routine Standard Operating Procedures (SOPs) moving forward. These mechanisms are described in more detail in the S.M.A.R.T. objectives below in this AP. Each of the measures is connected to a corresponding target with a measurable objective and a scheduled monitoring strategy to ensure timely and effective achievement of the goal. Having a monitoring and evaluation strategy in place for each of the objectives with the focus on utilization of the Gender Based Analysis Plus tools and techniques[[1]](#footnote-1) will also allow for not only developing a roadmap for achieving the EDI targets but also for benchmarking and measuring success (or lack of thereof) in the process of accomplishment of each of the SMART goals.

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

The over-arching mandate of the EDI Officer and EDI Committee is to study, promote, and advise RMC and its senior management team about EDI definitions and principles as well as to ensure that EDI is incorporated at all levels of RMC research work, starting from the EDI data collection and analysis process to the translation of this data and information into RMC policies. The Principal, Vice-Principal, Research, and the EDIO are key players in the decision-making, implementation, reporting and accountability of the measures as detailed in the AP. All key positions have crucial roles to play as leaders of EDI initiatives, as well as enablers and champions of EDI at RMC.

1. https://women-gender-equality.canada.ca/en/gender-based-analysis-plus.html [↑](#footnote-ref-1)