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Complete Full Report

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 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. Ensure that you remove all numbers less than 5 from both the plan and the report prior to posting on your website in cases where your report includes the representation of individuals from underrepresented groups among your chairholders, as well as any other identifying information. This is a requirement of the Privacy Act.

All sections of the form are mandatory (unless otherwise noted).

Contact information

Please complete the fields below.

Name of Institution:

Brandon University

Contact Name:

Kerry Murkin

Position Title:

Manager, Research Services

Institutional Email:

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

<https://www.brandonu.ca/research/policies-programs/canada-research-chairs-program-at-brandon-university/canada-research-chairs-equity-diversity-and-inclusion/>

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

Yes

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

Date of most recent plan (e.g. latest revision of the public plan):

03/11/2019

Rating given to the action plan in most recent review process:

n/a

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

Dr. Heather Duncan

In developing their action plans, institutions were required to conduct: 1) an employment systems review; 2) a comparative review; and 3) an environmental scan (see program requirements [here](#)). These assessments were required in order to identify the specific systemic barriers and/or challenges that are faced by individuals from underrepresented groups (e.g. women and gender minorities, persons with disabilities, Indigenous Peoples and racialized individuals, 2SLGBTQIA++ individuals) at the respective institution; institutions were then required to develop key S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) objectives and actions to address them.

Indicate what your institution's key EDI objectives are (up to six) as outlined in the most recent version of your action plan, 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) the main actions were undertaken (up to six) and how they have progressed; 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. If your institution has not yet prepared or received a formal evaluation of its CRCP EDI action plan (institutions having fewer than five Chairs) then section A is optional.

Key Objective 1

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 1:

Collection of EDI Data

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 systemic barrier has been a lack of trust in a few employees with providing their Self-ID data. This was discovered via responses to data request.

Corresponding actions undertaken/to be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1	Collect self-identification data from all current Staff and Faculty	In progress
Corresponding action 2	Collect self-identification data from current CRCs	Completed
Corresponding action 3	Collect self-identification data from CRC applicants	Completed
Corresponding action 4	Collect self-identification data from all applicants for University positions	In progress
Corresponding action 5	n/a	Not yet started
Corresponding action 6	n/a	Not yet started

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

Approximately 60% of Brandon University employees completed the Self-ID form, this is an ongoing initiative. Approximately 60% of the Self-ID data is completed and reported for existing employees and nearing 100% for new hires when the opt-out option is taken into consideration. Opt-out or decline-to-answer is used in a very small percentage of responses at Brandon University. 100% of CRC applicants/nominees and Chairholders complete the form.

Outcomes and Impacts made during the reporting period:

Self-identification is now part of the formal new employee onboarding process. During the recruitment phase, preference is given to those from equity deserving groups, when they have self-identified. This is an ongoing initiative.

Challenges encountered during the reporting period:

Most departments/units continue to collect Self-ID data from the successful applicant only. Self-ID is not collected from all applicants as this is not a standard employment practice but it is expected to be discussed in the future. Ongoing educational efforts are made regarding the purpose and use of the information.

Next Steps (indicate specific dates/timelines):

Collection is an ongoing initiative and we will continue to increase the Self-ID data we have on file. Analyzing and using the data for trends and gaps, etc. will be part of future conversations, in terms of formalizing processes.

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

No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

Do you have other key objectives to add?

Yes

Key Objective 2

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

Employment Systems Review of BU Processes

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 absence of an EDI Strategic Plan continues to be a barrier for Brandon University and moving its collective EDI efforts forward.

Corresponding actions undertaken/to be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1	Review employment equity self-identification data for all faculty and staff and identify gaps in representation of designated groups	In progress
Corresponding action 2	Review data on promotions and tenure for designated groups	In progress
Corresponding action 3	Where faculty/unit firing shows gaps in representation of any designated group, review all employment systems, policies, and practices for respective faculty/unit	In progress
Corresponding action 4	Where faculty/unit records show anomalies in promotion/tenure data for any designated group, review employment systems, policies, and practices with respect to training and development, promotion, and tenure decisions and reasonable accommodation of designated group members	In progress
Corresponding action 5	Where need is identified, revise employment systems, policies, and practices to remove potential barriers to designated groups	Completed
Corresponding action 6	n/a	Not yet started

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

The employment systems review is an ongoing initiative. Action items have been completed but are now continuously reviewed and revised.

Outcomes and Impacts made during the reporting period:

The major recommendation from conducting the formal employment systems review was that the institution needed an EDI Strategic Research Plan. Plans to hire a consultant to move forward with the development of the Plan began.

Challenges encountered during the reporting period:

With employees joining and leaving the workplace, training in hiring, retention, early conflict resolution, microaggressions and psychological safety, EDI, and decolonization was provided to help individuals understand and dismantle unconscious bias. This is not a difficult challenge, only an ongoing and necessary one.

Next Steps (indicate specific dates/timelines):

The majority of the systems review work was done in previous years, so re-visiting the policies regularly to ensure they continue to meet EDI guidelines will be part of maintaining relevant documents. We also want to ensure that the next steps include ensuring EDI matters are included and addressed in all new policies and procedures, this is an ongoing initiative. The development of an institutional EDI Strategic Plan is underway and expected to be finalized in 2024.

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:

58335

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

The funds were used to hire a consultant to develop the institutional EDI Strategic Plan and an accompanying Action Plan. Within the reporting period the consultant and institution made significant efforts including the developing an overview for the creation of the plan; reaching out to comparator institutions to discuss EDI efforts; identifying institutional contacts/committees undertaking EDI initiatives; creating interview questions for the contacts/committees; conducting interviews and summarizing findings; and identifying key components of the EDI Strategic Plan.

EDI Stipend Impact Rating

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

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

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

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

	Amount \$	Source / Type (cash or in-kind)
1	8335	Research Support Fund/cash

Key Objective 3

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 3:

Training and Education

Systemic barriers -

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

Brandon University is providing excellent training and workshop opportunities on EDI but we are not communicating and coordinating between our various efforts. This sometimes results in a duplication of work and not being aware of institutional offerings.

Corresponding actions undertaken/to be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1	Provide EDI training and education for all faculty searches, for senior administrative councils and committees, and staff, including tools, workshops, and forms	In progress
Corresponding action 2	Provide EDI training/workshops during onboarding of new faculty and relevant committees such as tenure and promotion, sabbatical, BU Research Committee, Faculty Councils, etc.	In progress
Corresponding action 3	Explanation of importance of self-identification information provided to all employees	In progress
Corresponding action 4	n/a	Not yet started
Corresponding action 5	n/a	Not yet started
Corresponding action 6	n/a	Not yet started

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

An unconscious Bias Training Module was developed, training was provided for all faculty members on EDI, Decolonization, and conflict resolution with a focus on intersectionality. Ongoing training sessions were provided to Senior Administration with refresher training also offered. 100% of Senior Administration and faculty involved in searches undertook EDI-D (Decolonization) training. This is ongoing and continuous for new searches and hires. 100% of new hires undertook EDI training. The training is mandatory for those on tenure and promotion committees.

Outcomes and Impacts made during the reporting period:

The result has been well informed and trained employees taking EDI into consideration in their decision-making. All employees receive information on the importance of providing Self-ID data as well as regular updates from the Discrimination and Human Rights Advisor on EDI and training opportunities.

Challenges encountered during the reporting period:

None.

Next Steps (indicate specific dates/timelines):

Training is ongoing and a normal part of the Brandon University culture.

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

No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

Key Objective 4

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

Retention and Inclusivity

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 came to light when the CRCs were consulted and asked to provide feedback on internal processes and experiences. Issues such as mental health, safety, accessibility, and race came up

Corresponding actions undertaken/to be undertaken to address the barriers:

		Progress to date
Corresponding action 1	Collect and provide data on CRC terms and analyze with respect to terms of EDI and retention	Completed
Corresponding action 2	All CRCs will be offered opportunity of exit interview either at time of completion or time of departure, including questions about experiences of equity, diversity, and inclusion	In progress
Corresponding action 3	Develop post CRC integration plan for Chairholders	In progress
Corresponding action 4	Develop job expectations and support mechanisms for CRCs. Provide regular reviews of the CRC, especially in first term	Not yet started
Corresponding action 5	n/a	Not yet started
Corresponding action 6	n/a	Not yet started

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

A cross Canada inquiry was with universities regarding the development of a CRC Transition Guide and Exit Survey. Responses were received from a number of institutions.

Outcomes and Impacts made during the reporting period:

A draft CRC Exit Survey and a draft CRC Transition Guide were developed.

Challenges encountered during the reporting period:

Seeking information to include in the Transition Guide has been challenging as few institutions have such a document. Furthermore, the transition process is different between faculties, so the document will truly be a guideline.

Next Steps (indicate specific dates/timelines):

Meet with key stakeholders such as Deans, Chairholders, and members of the Office of Research Services to review and provide feedback on the documents.

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:

Management of CRC Allocations

Systemic barriers -

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

None identified.

Corresponding actions undertaken/to be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1	Expand existing CRC procedures document to create comprehensive CRC manual that reflects and addresses EDI matters throughout	Completed
Corresponding action 2	Ensure all CRC EDI allocation practices are formalized and made public, including accompanying resources and forms.	Completed
Corresponding action 3	Include CRC EDI plans in Strategic Research Plan	Completed
Corresponding action 4	Create process for ongoing review and monitoring of CRC EDI policies and procedures	Completed
Corresponding action 5	n/a	Not yet started
Corresponding action 6	n/a	Not yet started

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

Reviewed and updated BU CRC Nomination and Renewal Procedures that included the addition of an EDI section and Target Setting requirements section. The procedures also now include an institutional statement on EDI. Updated the BU CRC Recruitment Guide and incorporated a CRC Best Practices checklist for EDI practices in hiring. Created a step-by-step, detailed BU CRC recruitment process and timeline document.

Outcomes and Impacts made during the reporting period:

The outcomes were clear and current practices and guidelines that were added to our institutional CRC Manual. CRC processes were transparent and available to everyone.

Challenges encountered during the reporting period:

None

Next Steps (indicate specific dates/timelines):

Brandon University will continue to add to and update its CRC Manual and processes. There are a few draft documents under review that will be finalized in 2024.ortly.ompleted with a few documents under review. It is expected

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

No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

Key Objective 6

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

Leadership, Accountability, and Monitoring

Corresponding actions undertaken/to be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1	Ensure equity, diversity, and inclusion are key objectives and key components of BU's culture by promoting and integrating equity practices across all faculties and units	In progress
Corresponding action 2	Ensure equity, diversity and inclusion policies are current and comprehensive	In progress
Corresponding action 3	Support participation in external workshops, conferences and information sessions on equity, diversity, and inclusion	In progress
Corresponding action 4		Not yet started
Corresponding action 5		Not yet started
Corresponding action 6		Not yet started

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

Creating and maintaining a record of ongoing EDI initiatives continued. The institution built on key initiatives and upgraded the training of Subject Matter Experts (SMEs) with the most relevant theory to incorporate into professional practice. Trainers continue to upgrade their skills and knowledge.

Outcomes and Impacts made during the reporting period:

Current and appropriate training and knowledge is accessible on campus. The institution is very support of faculty and staff undertaking training that fits their personal needs and situations.

Challenges encountered during the reporting period:

Communication challenges and sharing of information between units and committees undertaking EDI initiatives was identified.

Next Steps (indicate specific dates/timelines):

The institution was successful with receiving the third and final CRC EDI Stipend which we plan to use to develop a communications plan, expand our training portfolio and cross-reference institutional CRC policies and guidelines with the policy of the Secretariat and associated legislation.

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.

PART B: Challenges and Opportunities

Challenges

Other than what has been outlined in the section above, outline any challenges regarding the implementation of the EDI action plan. 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? (limit: 5100 characters):

The COVID-19 Pandemic has been a challenge for Brandon University and we understand this is not a unique situation across all Canadian institutions. While the time and effort needed to conduct normal institutional business has increased, the CRCP EDI Action Plan remains a priority and has made reasonable progress. In terms of the Action Plan, small institutions have the same expectations from the CRCP as larger institutions, which is fair in terms of the goals and objectives to be accomplished but not equitable when timelines and capacity are taken into consideration. Small institutions are given the same tasks with less people and resources than larger institutions and the same time frame and deadlines are expected. This comes at a great expense to small institutions and the individuals responsible. Offices are one deep and the administrative tasks are added to an individual's already strenuous workload. This results in human resources being diverted from other important institutional initiatives to take on deadline and consequence-imposed tasks. Equally important is the high stress and other health complications for employees associated with these pressures. Longer timelines would be helpful and TIPS/CRCP is encouraged to consult with the Agencies and other major funders when rolling out new initiatives to ensure they are not all coming out at the same time, resulting in stockpile and bottle-neck situations for small institutions.

Opportunities

Other than what has been outlined in the section above, outline any opportunities or successes regarding the implementation of the EDI action plan, as well as best practices that have been discovered to date. (limit: 5100 characters):

The CRCP EDI Stipend was and is invaluable to Brandon University. We used our stipend to hire a consulting company to undertake the development of an institutional Equity, Diversity, and Inclusion Strategic Plan and accompanying Action Plan. This brought in a neutral and EDI-experienced third party and removed the additional workload from existing employees, and provided the time needed to thoughtfully consider and undertake EDI consultations and initiatives. A major finding in the development of the EDI Strategic Plan and campus consultations was the sheer volume a quality of EDI initiatives already being undertaken. We realized that we need to a better job of communicating our efforts and combining our resources. This is an incredible opportunity for the institution to look into effective ways to share our EDI efforts.

PART C: 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.
- If you did not receive an EDI stipend during the reporting year, please leave this section blank.

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:

Create a Brandon University Equity, Diversity, and Inclusion Strategic Plan - Brandon University will build on Canada Research Chairs Program Equity, Diversity, and Inclusion Stipend received in 2022 that created an institutional Equity, Diversity, and Inclusion Strategy and accompanying Action Plan. The 2023 Stipend will be used to hire an EDI Consultant to undertake the development of the Plan. The Consultant will be supported by a resolute EDI Strategic Plan Committee and all available resources. The anticipated Plan will include EDI priorities, best practices, training, and resources. An accompanying Action Plan will serve as a guide that includes goals, objectives, and associated timelines. The Consultant will be expected to conduct campus-wide consultations and meetings to gather information.

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

Regular monthly and as-needed check-ins and progress reports from the Consultant assisted the institution in assessing progress along with the monitoring the participation of key stakeholders. Similar to the Brandon University CRC EDI Action Plan, the EDI Strategic Plan will have an accompanying an action plan that includes key performance indicators, regular progress meetings and reports, and timelines.

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

The funds were used to hire a consultant to develop the institutional EDI Strategic Plan and an accompanying Action Plan. Within the reporting period the consultant and institution made significant efforts including the developing an overview for the creation of the plan; reaching out to comparator institutions to discuss EDI efforts; identifying institutional contacts/committees undertaking EDI initiatives; creating interview questions for the contacts/committees; conducting interviews and summarizing findings; and identifying key components of the EDI Strategic Plan.

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective:	50000
Institutional commitment (if applicable):	8335
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	8335	Research Support Fund/cash

Table C2. EDI Stipend Impact Rating

Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this objective as identified in your application, for the reporting period:

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

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

Development of an Equity, Diversity, and Inclusion Strategic Plan and accompanying Action Plan.

Do you have other objectives to add?

No

PART C: Reporting on EDI Stipend objectives not accounted for in Part A

Additional Objectives (if applicable)

Table C1. Provide information on the objectives associated with your institution's EDI Stipend application, including the funding and timelines, for the reporting period.

EDI Stipend Objective 2

EDI Stipend Objective 3

EDI Stipend Objective 4

EDI Stipend Objective 5

EDI Stipend Objective 6

Part D: Engagement with individuals from underrepresented groups

Outline how the institution has engaged with underrepresented groups: e.g., racialized individuals, Indigenous Peoples, persons with disabilities, women, 2SLGBTQIA+ 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)

Brandon University continued to engage with underrepresented groups during the reporting period and continued its EDI efforts via various committee work and initiatives, for example, the 1.) Status of Women Review Committee (SWRC), who spearheaded Tenure/Promotion/Reclassification workshops in response to observations that women were lagging men in applying, despite being equally productive and capable. The workshops are now hosted by the Brandon University Faculty Association; 2. Employment Equity Working Group (EEWG) who provided EDI recommendations through an audit of the Brandon University-Brandon University Faculty Association (BUFA) Collective Agreement (CA). The EEWG gathered existing equity data and information on equity data collection tools currently being utilized at the institution, and data on existing and emerging best practices related to employment equity in academic workplaces; 3. Queer Caucus who raised the Transgender Flag on Campus for the first time for Trans Day of Remembrance on November 20, 2022; and 4.) Indigenous Education Senate Sub-Committee (IESSC) who developed resources such as Respectful Engagement with Knowledge Keepers and Elders, Guidelines for Indoor and Outdoor Indigenous Ceremonies, and Monthly Conversation Circles.

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

Briefly outline other EDI initiatives underway at the institution (that are broader than those tied to the CRCP) that are expected to address systemic barriers and foster an equitable, diverse and inclusive research environment. For example, are there projects underway that underscore the importance of EDI to research excellence? Is there additional training being offered to the faculty at large? Are there initiatives to improve the campus climate? Please provide hyperlinks where relevant, using the hyperlink boxes provided below (URLs should include https://). Note that collecting this information from institutions is a requirement of the 2019 Addendum to the 2006 Canadian Human Rights Settlement Agreement and provides context for the work the institution is doing in addressing barriers for the CRCP. (limit: 4080 characters)

<https://news.brandonu.ca/2023/11/07/put-a-candle-in-your-window-for-domestic-violence-awareness-month-2/>
<https://news.brandonu.ca/2023/06/19/brandon-university-invites-all-to-celebrate-national-indigenous-peoples-day/>
<https://news.brandonu.ca/2023/09/22/bu-marks-truth-and-reconciliation-week-with-events-for-campus-and-community/>
<https://news.brandonu.ca/2023/09/18/brandon-university-says-dont-miss-this-event-defending-queer-books-in-schools/>
<https://news.brandonu.ca/2023/06/16/new-hero-bursary-supports-queer-and-gender-diverse-students-at-brandon-university/>
<https://news.brandonu.ca/2023/06/21/all-degrees-at-brandon-university-will-now-include-indigenous-content/>

Brandon University has several committees that undertake EDI initiatives such as the: President's Anti-Racism Task Force; Status of Women Review Committee; Sexual Assault Advisory Group; Employment Equity Working Group; Indigenous Curricular Content Committee; and Queer Caucus. In addition to these committees, several training sessions and workshops are provided annually on a variety of topics such as: A Diverse and Inclusive Campus; Microaggressions and Cultural Appropriation; Accessible Employment Practices; Exploring Unconscious Bias; and many more.

Hyperlink 1:

<https://news.brandonu.ca/2023/11/07/put-a-candle-in-your-window-for-domestic-violence-awareness-month-2/>

Hyperlink 2:

<https://news.brandonu.ca/2023/06/19/brandon-university-invites-all-to-celebrate-national-indigenous-peoples-day/>

Hyperlink 3:

<https://news.brandonu.ca/2023/09/22/bu-marks-truth-and-reconciliation-week-with-events-for-campus-and-community/>

Hyperlink 4:

<https://news.brandonu.ca/2023/09/18/brandon-university-says-dont-miss-this-event-defending-queer-books-in-schools/>

Hyperlink 5:

<https://news.brandonu.ca/2023/06/16/new-hero-bursary-supports-queer-and-gender-diverse-students-at-brandon-university/>

Hyperlink 6:

<https://news.brandonu.ca/2023/06/21/all-degrees-at-brandon-university-will-now-include-indigenous-content/>

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

This information will be sent to the Tri-agency Institutional Programs Secretariat when you click 'Submit'. You will receive a confirmation email with a copy of your completed form in HTML format once it is submitted.

Jointly administered by:

