



## INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION ACTION PLAN: PROGRESS REPORT

**Institution:** University of Toronto

**Contact name and information:**

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**Instructions**

Filling out all four sections of this report is mandatory. Institutions must email a PDF of this completed report and, if applicable, a revised copy of the institution’s equity, diversity and inclusion action plan by December 15, 2018, to [edi-edi@chairs-chaire.gc.ca](mailto:edi-edi@chairs-chaire.gc.ca). If an institution chooses to revise its action plan in anticipation of the assessment process, it must post an updated version of the plan on its [public accountability web page](#).

**Equity, Diversity and Inclusion Recognition**

Each year, the Tri-agency Institutional Programs Secretariat recognizes an institution with exemplary recruitment, nomination and/or appointment practices that promote equity and diversity. Indicate below whether your institution would like to be considered for the program’s recognition. The evaluation process for the recognition will be based on the committee’s assessment of this progress report and the institution’s corresponding action plan.

Yes:   X  

No:                     

**PART A: Equity and Diversity Targets and Gaps**

A.1) Provide the current targets and gaps for your institution in the table below (using the [target- setting tool](#)).

Designated group	Target (percentage)	Target (actual number)	Representation (actual number)	Gap (actual number)
Women	32%	79	87	No gap
Indigenous peoples	1%	2	*	No gap
Persons with disabilities	4%	10	8	2
Visible minorities	15%	37	46	No gap

\*In keeping with the *Privacy Act*, if the number of Chairholders who self-identified is less than five, it is suppressed to protect the privacy of the Chairholders.



Number of currently active chairs: 247

Number of empty chairs: 13 (no recruitments in progress)

Number of chairs currently under peer review: 37

A.2) Provide any contextual details, such as empty chairs for which recruitment processes have started (limit 200 words):

There are 36 recruitments currently in progress, at various stages of the recruitment and nomination process.

This number includes up to 19 nominees who will be identified through the University's current special competition for eligible faculty members who self-identify as members of one or more of the four designated groups (please see Key Objective 5).

## **PART B: Results of the institution's Employment Systems Review, Comparative Review and Environmental Scan**

In developing their action plans, institutions were required to develop objectives that were S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely), and include a measurement strategy for monitoring, reporting on progress, and course correcting if necessary, based on: 1) an employment systems review; 2) a comparative review; and 3) an environmental scan (see Appendix A for the requirements that the program stipulated to develop the action plans).

B.1) Outline the key findings of the employment systems review that was undertaken when drafting the action plan (limit 250 words):

### 2016–2017 Employment Equity Report:

- 47% of faculty members self-identify as women
- 17% of faculty members self-identify as racialized persons/persons of color
- 1% of faculty members self-identify as Indigenous persons
- 6% of faculty members self-identify as persons with a disability

### Employment Equity Reports, 2008–2015:

- The representation of women among tenure-stream faculty members increased steadily.
- Representation of racialized persons among tenure-stream faculty increased overall since 2008.
- The representation of Indigenous peoples and persons with disabilities among tenure-stream faculty remained relatively constant.

### Gender Equity Reports, 2004–2015 and 2016–2017:

- More women join and stay at the University of Toronto now than in 2004–05 (our baseline year for data).
- Over the past 12 years, the University has achieved greater gender equity within the faculty complement



- Women are underrepresented in many disciplines and divisions, as well as among senior faculty ranks, senior faculty hires, and senior clinical faculty positions.

Workforce Analysis (comparing University representation across the designated groups with labour market availability figures):

- Faculty representation exceeds labour market availability figures in the categories of women, racialized persons, and persons with a disability.
- The University has eliminated a critical gap relative to the Canadian workforce in terms of racialized faculty.
- The existing gap for Indigenous faculty totals fewer than one half of a percent and was reduced by 39% from the previous reporting period (numerical gap reduced from 23 employees to 14 employees).

Employee retention rates:

- Retention rates across the University are high, with turnover rates standing at approximately 4 percent.

B.2) Outline the key findings of the comparative review that was undertaken when drafting the action plan (limit 250 words):

This comparative review examined support for our research community as whole and was not restricted to Chairholders.

Review of internal funding program to support early career researchers

- Since 2013–2014, faculty members who identified as women, persons with disabilities, and racialized persons applied for and received awards in proportion to their representation among appointed faculty members.
- There was a small decline for each group in moving from the applicant pool to the list of successful candidates.
- Numbers for applicants and recipients who self-identified as Indigenous peoples were too small to report.

Review of gender representation among nominees for recent major awards and honours:

- While there are some limits to this data, approximately 30 percent of nominees were women.
- This is in part a function of the lower number of women in senior faculty positions, but we do acknowledge that women are not being nominated at the same rate as men.

Review of equity data for grant-funded staff, relative to other employee groups:

- The proportion of grant-funded employees who identify as women and racialized persons is roughly equivalent to, or higher than, their representation among employees funded by operating or ancillary budgets, showing that these two groups are not under-represented in research-supported positions.
- The results for Aboriginal peoples and persons with a disability were too small to be statistically significant.



B.3) Outline the key findings of the environmental scan that was undertaken when drafting the action plan (limit 250 words):

Speaking Up Employee Engagement Survey (2014):

- The majority of employees expressed satisfaction with work-life balance, feel motivated in their jobs, and feel valued.
- The majority feel the University is committed to EDI, are aware of resources related to harassment or discrimination, and feel they are treated with respect.
- The results confirm that the University continues to make progress with respect to EDI, but there is room for improvement.

Human Resources & Equity Annual Reports:

- Recent initiatives to promote EDI across the University include:
  - Adding a third gender option to the HR Information System
  - An updated Policy on Sexual Violence and Sexual Harassment
  - A new personal safety, high risk and sexual violence prevention support team
  - Connections & Conversations, an affinity group for racialized staff
  - The Anonymized Recruitment Project pilot (screening staff applications using materials that have had certain identifying information removed)

Annual Accessibility for Ontarians with Disabilities Act (AODA)/Ontario Disability Act (ODA) Reports:

- The University continues to make progress toward creating an accessible, barrier-free campus.
- The 2016–2017 report identified several opportunities for improvement, including a review of design projects from an accessibility perspective, improved web accessibility, and a review of existing processes for accommodations in research settings.

The scan also included a review of the many EDI initiatives across our three campuses (see Objective 6).

B.4) Provide an overview of who was consulted in the drafting of the action plan. What form did the consultation/engagement with members of the four designated groups (i.e. women, persons with disabilities, Indigenous peoples and visible minorities) and other underrepresented faculty take? What equity diversity and inclusion (EDI) experts were consulted? Note: Do not to disclose any third party personal information (limit 250 words):

The initial Action Plan (December 2017) was drafted in consultation with the senior university leadership and divisional leaders, including those from the Division of the Vice-President, Research and Innovation (VPRI); the Division of the Vice-President, Human Resources & Equity; and the of Division of the Vice-President and Provost.

The Plan was drafted in conjunction with the University's partners in the nine affiliated hospitals and with relevant groups, including the Equity and Diversity in Research and Innovation Working Group; the Research Advisory Board; the Institutional Research Leaders Group; and the Toronto Academic Health Science Network Research Committee

These committees represent academic and administrative leadership from across the University and are



diverse in their membership, including members of equity-seeking groups. In particular, in establishing the Working Group, the VPRI took steps to establish a committee that was diverse in its membership, including members of a number of under-represented groups, and offered multiple perspectives and insights.

Based on feedback received from the CRC in September 2018, we have also revised our EDI Action Plan. This revised plan will also be shared with the newly established standing Committee on Equity and Diversity in Research and Innovation. As with the Working Group, the University has especially encouraged nominations from those who identify as racialized persons, women, Indigenous peoples, persons with disabilities, LGBTQ+ persons, and others who may contribute to the further diversification of ideas.

### **PART C: Objectives, Indicators and Actions**

Indicate what your institution’s top six key EDI objectives are, as well as the corresponding indicators and actions (as indicated in the action plan). For each objective, outline what progress has been made, with reference to the indicators. Use the contextual information box to communicate any progress made to date for each objective.

<p><b>Key Objective 1:</b>  <b>Ensure all faculty and staff involved with a CRC nomination complete unconscious bias training</b></p>
<p><b>Corresponding actions:</b></p> <ul style="list-style-type: none"> <li>• Communicate to all members of selection committees information on the effects of unconscious bias on the peer-review process. Remind faculty and staff of the CRC Program requirement that all selection committee members receive training regarding unconscious bias.</li> <li>• Develop process to verify that all members of CRC selection committees complete this training.</li> <li>• Encourage selection committee members to participate in additional EDI and unconscious bias education workshops offered the University.</li> <li>• Strongly encourage all staff in the Division of the Vice-President, Research and Innovation (VPRI), to complete unconscious bias training.</li> </ul>
<p><b>Indicator(s):</b></p> <ul style="list-style-type: none"> <li>• Completion of unconscious bias training by selection committee members.</li> <li>• Participation by selection committee members in additional workshops.</li> <li>• Completion of unconscious bias training by VPRI staff.</li> </ul>
<p><b>Progress:</b></p> <ul style="list-style-type: none"> <li>• Beginning fall 2018, as part of the institution nomination approval process, the selection committee must submit a written report confirming that the selection process adhered to all requirements</li> </ul>



- Information and instructions regarding this report have been integrated into the online nomination guide.
- The completion of unconscious bias education will be verified by the nomination committee chair and the equity officer prior to the review of any application materials
- Faculty members are invited to participate in twice yearly unconscious bias training workshops developed and presented by the Vice-Provost, Faculty and Academic Life.
- In September 2018, the VPRI launched a campaign encouraging all staff to complete the CRC's unconscious bias training module.
- As of November 2018, close to 100% of VPRI staff have completed unconscious bias training.

**Next Steps:**

- The development and circulation of additional unconscious bias and EDI resources. These resources will be developed in consultation with the newly convened Committee Equity and Diversity in Research and Innovation. This committee is made of up faculty members from across the University and its affiliated institutions and reports to the VPRI, and the University of Toronto Research Advisory Board.

Contextual Information(e.g., course correction, obstacles, early wins, etc.) (limit 80 words):

**Key Objective 2:**

**Complete a Review of U of T Administrative Processes for CRCs**

**Corresponding actions:**

- Complete a review of administrative process in coordination with Vice-Provost, Faculty and Academic Life, and Vice-President, Human Resources & Equity.
- Identify areas for clarification, improvement, and increased efficiency.
- Evaluate processes through the lens of equity and transparency.

**Indicator(s):**

- Completion of this administrative review.
- The development of new strategies and processes based on the review findings.

**Progress:**

- The review was completed in 2018. The initial process began in early 2018, shortly after the public posting of our EDI Action Plan, and was revisited following the release of the CRC's updated nomination requirements in September 2018.
- Staff from the Division of the Vice-President, Research and Innovation, conducted this review in consultation with staff from the Divisions of the Vice-Provost, Faculty and Academic Life, and Vice-President, Human Resources & Equity.
- The approach included a visual analysis of the administrative processes, mapping out the steps for



nominations and identifying the key responsibilities within the administrative portfolios, academic divisions, and affiliated hospitals.

- Outcomes of the review were used to develop new internal processes, which were integrated into the CRC nomination guide.

**Next Steps:**

In consultation with the Committee on Equity and Diversity in Research and Administration, we will seek to revisit these processes on an annual basis.

**Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):**

We developed a new formalized process for academic divisions to retain vacated Chair slots. Divisions must present the rationale for an internal candidate and must describe proposed the research area for the Chair (keeping in mind that describing broader field of research help generate diverse applicant pools). The process is attentive to EDI and increases transparency and oversight.

**Key Objective 3:**

**Develop an online guide to CRC nominations**

**Corresponding actions:**

- Develop the guide, in consultation with the Vice-Provost, Faculty & Academic Life, and the Vice-President, Human Resources & Equity.
- Post the guide to the University's CRC website and facilitate sharing with the University community.

**Indicator(s):**

- Completion and dissemination of the nomination guide to the University community.

**Progress:**

- The nomination guide has been completed and [posted on the University's CRC EDI website](#) as of November 2018.
- The guide explains the processes of CRC nominations at U of T and affiliated hospitals and provides links to necessary forms, templates, and supporting documents.
- The guide also includes best practices to promote equitable and transparent recruitment and nomination processes and to support proactive recruitment efforts.
- The guide was provided to the Director, Indigenous Initiatives, for feedback
- The guide has been shared with members of the University community, including the affiliated hospitals. The hospitals are encouraged to adapt this guide to complement their own hiring policies and procedures.

**Next Steps:**

- The online guide is a "living document" and will be reviewed and updated periodically.

**Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):**



#### **Key Objective 4:**

#### **Encourage CRC Applicants and Nominees to Complete the University's Employment Equity Survey and the CRC Survey**

##### **Corresponding actions:**

- Develop a communication strategy promoting completion of University equity survey. This communication will explain why completion the survey is important to the University's ability to ensure that members of under-represented groups are able to benefit from participation in the CRC program.
- Use this strategy to explain how the data will be used and how privacy will be protected.
- Develop a tailored message to nominees reminding them to complete the CRC self-identification form, explaining why this data is important and encouraging them to self-identify

##### **Indicator(s):**

- Development of these communications.
- Completion of these surveys by applicants to CRC opportunities at the University of Toronto and by nominees to the CRC Program.

##### **Progress:**

- As of summer 2018, all internal applicants to CRC opportunities at U of T are required to complete the Employment Equity Survey; all external applicants are required to complete the Diversity survey accessed through the online employment system.
- This step was added to streamline the process and minimize the number of times that applicants are requested to complete equity surveys. Rather than develop an additional, program-specific survey, the University opted to leverage an existing survey.
- This requirement is communicated in templates for CRC postings developed by the University's Research Services Office. The templates explain the purpose of the data collection and describe how the data will be used.
- Strategies and guidelines for data collection have also been communicated to the divisions and hospitals through the online nomination guide, emails, and meetings of the Research Advisory Board and the Toronto Academic Health Science Network Research Committee.
- As of fall 2018, all nominees receive an email reminding them to complete the CRC online self-identification form.
- This email explains why the CRC Program collects this data and encourages nominees to self-identify in all categories that are applicable.
- It would most effective for the CRC Program to facilitate this data collection and to make it a required component of the CRC nomination portal.

##### **Next Steps:**

- Continue to gauge the level of self-identification and determine any gaps in data.

##### **Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):**

- Completion of the survey includes the option to log a response declining the survey.
- Data collection follows CRC best practices for self-identification.





### **Key Objective 5:**

#### **Develop strategies to recruit and support members of the four designated groups to CRCs**

##### Corresponding actions:

- Develop these strategies in consultation with offices and divisions across the University.
- Include in the CRC nomination guide strategies to promote inclusive nomination practices and proactive recruitment.
- Provide selection committee chairs and equity officers with aggregated equity reports so they are able to assess the diversity of applicant pools.
- Include in the guide supports for accessible recruitment and information regarding the University's accommodation guidelines.
- Ensure that, as relevant to the search, selection committee members are aware of Indigenous knowledge and research methodologies, as well as community-engaged research.
- Sensitize selection committee members to career interruptions and their effects on research productivity.
- Offer and promote career development workshops and mentoring opportunities to support all faculty members, including Chairholders

##### Indicator(s):

- The development of strategies and the inclusion of these strategies in the nomination guide.
- Increased recruitment of members of FDGs to Chairholder opportunities across the University.
- The generation of diverse applicant pools.
- The meeting and exceeding of our equity targets for the four designated groups.
  
- The ongoing delivery of career development workshops and mentoring opportunities.

##### Progress:

- The completed online nomination guide, developed in consultation with other portfolios, includes strategies to recruit members of the four designated groups.
- These strategies include best practices, drawn from the literature, on how to generate a broad and diverse pool of applicants.
- The guide also includes strategies for proactive recruitment, including a list of job posting venues that target members of the FDGs and other equity-seeking groups.
  
- As of summer 2018, in order to assess the diversity of applicant pools, nomination committee chairs and equity officers will be provided with aggregated and anonymized equity reports for the applicant pool as a whole.
- If the data do not indicate sufficient diversity among the applicants, the committee chair has the option to recommend re-posting the CRC opportunity to generate a broader pool of applicants.
- This aggregated equity report is submitted to the VPRI prior to institutional approval of the nomination, ensuring oversight and accountability regarding efforts to identify a diverse pool of applicants.
  
- In addition, in a targeted effort to recruit more Chairholders from under-represented groups, the University has also launched a special competition inviting applications to be nominated for a Chair position from faculty members who self-identify as members of one or more of the FDGs.
- The University anticipates that this call will result in the nomination of up to 19 outstanding candidates from a variety of research disciplines.
- This call was launched following consultation with senior administrative portfolios across the



University.

- The announcement of the opportunity was accompanied by a communications strategy emphasizing the connections between equity and excellence.
- The adjudication of applications will be conducted by review panels of excellent and internationally recognized scholars from across the University.
- Self-identification data is collected and managed in compliance with University policies on privacy.
  
- The Vice-Provost, Faculty and Academic Life, offers a number of career development workshops, including sessions on setting up a lab, securing promotion and tenure, and managing one's digital footprint.
- The VPRI offers over 130 information sessions each year on topics such as applications for research funding, the development of research partnerships, research translation or commercialization, research ethics, and environmental health and safety.
  
- The University's institutional membership in the National Center for Faculty Development & Diversity enables faculty members to access a range of professional development and mentorship resources and tools, many of which are targeted to diverse faculty. Initial feedback indicates that participation is high. A link to the National Center has been included in the online nomination guide.
- Strong mentorship programs exist at the divisional level.
  - The Department of Medicine established the Mentorship, Equity and Diversity portfolio in November 2015 to support the recruitment and retention of excellent faculty through mentorship, to increase faculty diversity, and to ensure a safe and professional work environment.
  - The University of Toronto Scarborough campus runs Mentoring Excellence and Diversity (MEAD), a grassroots group aimed at providing mentorship opportunities and education about barriers to career progress for early-mid-career faculty in sciences.

**Next Steps:**

- The VPRI will continue to work with the Director, Indigenous Initiatives, to develop additional strategies to recruit and support Indigenous Chairholders.
- The VPRI will continue to work with the University's Accessibility for Ontarians with Disabilities Act Office to develop additional strategies to recruit and support Chairholders who self-identify as persons with disabilities.
- The identification of up to 19 Chairs through the special call.
- The development of new workshops and mentoring sessions, looking at the Department of Medicine or MEAD as examples.

**Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):**

- Divisions are also able to access centralized funds from the Vice-President and Provost to support and encourage the hiring of Black and Indigenous faculty.
- The Research Services Office has updated its CRC Tips Sheet for nominees and divisions (application support and guidance material) to include more information about EDI.

**Key Objective 6:**

**Continue to build a supportive and inclusive culture for all U of T faculty members, including Chairholders.**

**Corresponding actions:**

- Leverage current initiatives at University of Toronto, including the following:



- The report of the Equity and Diversity in Research and Innovation Work Group (guidance on strategies to foster a culture of equity, diversity and inclusion across U of T's research and innovation activities)
  - The Anti-Racism and Cultural Diversity Office
  - Unconscious Bias Workshops and the Toronto Initiative for Excellence and Diversity Program (trained faculty facilitators)
  - Dedicated central funds for the hiring of new faculty from under-represented groups
  - The new Institutional Strategic Research Plan (identifies "fostering equity, diversity and inclusion" as one of five Strategic Objectives)
  - The Provostial Advisor on Women in Science, Technology, Engineering and Math (STEM)
  - Multiple initiatives within the academic divisions.
- Further integrate EDI into research and innovation by implementing the recommendations of the EDRI Working Group
  - Administer an updated employee engagement survey to monitor and assess employees' sense of inclusion at the University
  - Promote divisional EDI initiatives on the VPRI website to encourage divisional leaders to develop plans to enhance equity, diversity, and inclusion

Indicator(s):

- Adoption and implementation of the recommendations of the EDRI Working Group.
- The results of the updated Speaking Up Survey, especially those pertaining to inclusion.
- Promotion of divisional initiatives on the VPRI website.

Progress:

- The VPRI website is being redesigned and rebuilt to improve way-finding, communication, and accessibility. This updated site, now in development, will include a dedicated page on EDI initiatives across the University.
- The new website is expected to launch in March 2019.
- A number of the recommendations of the EDRI Working Group have already been implemented:
  - The creation and staffing of a Partnerships Development Officer, who coordinates and leverage the University's ability to engage with community partners including Indigenous communities, fostering access to each other's unique knowledge, expertise and capabilities on issues of shared interest for the benefit of society
  - The creation and staffing of a Research Equity and Diversity Strategist, who guides and supports implementation of equity and diversity initiatives across research and innovation activities at U of T
  - The establishment of a standing Committee on Equity and Diversity in Research and innovation. This Committee will advise the VPRI on matters related to equity, diversity, and inclusion within the University of Toronto's research and innovation enterprise. In addition to other funding programs, the Committee will advise the VPRI on the CRC program.
  - The integration of EDI principles into the administration and adjudication of internal research programs and awards at U of T
  - Unconscious bias training for VPRI staff (see above)



- The next iteration of the “Speaking Up” survey is in development by the Human Resources & Equity portfolio, and will be launched in 2019. The University will leverage this existing employee engagement survey to monitor employee responses regarding their sense of inclusion. New questions specific to inclusion are being developed for this updated survey.

**Next Steps:**

- Release of the new VPRI website
- Administration of the next Speaking Up survey
- Regular reporting and advising from the EDRI Committee
- Review of the forthcoming Human Resources & Equity Annual Report, which will document various activities in support of EDI underway in the University’s divisions and departments/units.

Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):

## **PART D: Challenges and Opportunities**

Other than what has been outlined in the section above, outline any challenges and opportunities/successes, as well as best practices that have been discovered to date in developing and implementing the institutional equity, diversity and inclusion action plan (limit: 500 words):

Challenges:

- The institution size: U of T represents 3 campuses, 18 academic divisions, over 14,000 faculty members, and over 7,000 staff members.
- The large number of Chairholders: U of T currently has 247 filled Chairs, representing the largest cohort in the country. The challenges of maintaining self-identification data and assessing relative levels of institutional support are significant.
- Coordination across multiple institutions: the University and affiliated hospitals constitute ten separate employers with their own policies and practices.
- The University’s decentralized structure: the academic divisions allocate Chairs to their departments and lead process of selecting nominees and determining institutional support for Chairholders.
- Administrative burden: there is a significant administrative burden that comes with collecting data, conducting the reviews requested in Part B, and implementing updated nomination requirements. These efforts require the dedication of University resources.

Opportunities and Best Practices:

- Convening CRC EDI discussion groups (hospitals and divisions) to ensure ongoing communication around EDI as specific to CRC program requirements, as well as more broadly, and to share strategies and address common concerns and challenges. A list-serv has been created for each of these groups, facilitating ongoing communication and information sharing
- Working with the Toronto Academic Health Science Network Research Committee to develop and implement the Action Plan
- The establishment of a standing Committee on Equity and Diversity in Research and Innovation to advise the VPRI on matters related to equity, diversity, and inclusion within the University of Toronto’s research and innovation enterprise. In addition to other funding programs, the



Committee will advise the VPRI on the CRC program.

- A high degree of cooperation between Vice-Presidential portfolios, including the Divisions of the Vice-President, Research and Innovation; the Vice-President, Human Resources & Equity, and the Vice-President and Provost.
- The special call for nominees from the four designated groups, allowing U of T to nominate a number of outstanding candidates who also self-identify as members of under-represented groups and demonstrating U of T's commitment to both equity and excellence. The special call was accompanied by a well-developed communication strategy that emphasized the connections between diversity and strong research.
- The central adjudication process for this special competition is made possible by the University's significant pool of researchers with diverse expertise who are able to act as internal reviewers. A large number of faculty members have indicated their eagerness to participate and their willingness to complete unconscious bias training, if they have not done so already.
- The use of the University's sophisticated administrative management systems, allowing divisional leaders and administrative staff to build and customize systems and integrated foundational databases



## Appendix A - Institutional Equity, Diversity, Inclusion Action Plan Requirements

To remain eligible for the program, all institutions with five or more chair allocations must develop and implement an equity, diversity and inclusion action plan. This plan must guide their efforts for sustaining the participation of and/or addressing the underrepresentation of individuals (based on the institution's equity gaps) from the four designated groups (FDGs)—women, Indigenous peoples, persons with disabilities and visible minorities—among their chair allocations. Institutions are expected to develop the plan in collaboration with individuals from each of the FDGs, chairholders, faculty and administrators responsible for implementing the program at the institution.

It is important to note that institutions can only address their gaps once chair positions become available (i.e., when their current chairholders' terms end). However, it is expected that institutions will manage their chair allocations carefully in order to meet their equity and diversity targets, which includes choosing not to renew Tier 2 or Tier 1 chairholders as necessary.

Institutions must have action plans posted on their websites as of December 15, 2017. They must also email a copy of their action plan by email to the program at [edi-edi@chairs-chaire.gc.ca](mailto:edi-edi@chairs-chaire.gc.ca). If an institution fails to meet these requirements by the deadlines stipulated, **the program will withhold peer review and payments for nominations submitted to the fall 2017 intake cycle, and to future cycles as necessary, until the requirements are fulfilled.**

Institutions must inform the Tri-agency Institutional Programs Secretariat when they revise or update their action plans by emailing [edi-edi@chairs-chaire.gc.ca](mailto:edi-edi@chairs-chaire.gc.ca).

On December 15, 2018, institutions will be required to report to the program using the Equity, Diversity and Inclusion Progress Report, and publicly on their public accountability and transparency web pages, on the progress made in implementing their action plans and meeting their objectives.

The action plan must include, at a minimum, the following components:

### 1) Equity, Diversity and Inclusion Objectives and Measurement Strategies

- impactful equity, diversity and inclusion objectives, indicators, and actions that will enable swift progress towards:
  - addressing disadvantages currently experienced by individuals of the FDGs; and
  - meeting the institution's equity targets and goals by December 2019—aggressive objectives must be set using this timeline based on the number of chair allocations that are (or will become) available in the institution within the next 18 to 24 months (the 18 months starts as of December 15, 2017, when the action plan is implemented).
- objectives should be S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely), and include a measurement strategy for monitoring, reporting on progress, and course correcting if necessary, based on:
  - an employment systems review to identify the extent to which the institution's current recruitment practices are open and transparent; barriers or practices that could be having an adverse effect on the employment of individuals from the FDGs; and corrective measures that will be taken to address systematic inequities (an example of corrective measures that could be taken by institutions in Ontario is provided on the



- Ontario Human Rights Commission website);
  - a comparative review—by gender, designated group, and field of research—of the level of institutional support (e.g., protected time for research, salary and benefits, additional research funds, office space, mentoring, administrative support, equipment, etc.) provided to all current chairholders, including measures to address systemic inequities;
  - an environmental scan to gauge the health of the institution’s current workplace environment and the impact that this may be having (either positive or negative) on the institution’s ability to meet its equity, diversity, and inclusion objectives, and measures that will be taken to address any issues raised; and
  - the institution’s unique challenges based on its characteristics (e.g., size, language requirements, geographic location, etc.) in meeting its equity targets, and how these will be managed and mitigated.
- institutions will be required to report to the program and publicly on the progress made in meeting their objectives on a yearly basis.

## 2) Management of Canada Research Chair Allocations

Provide a description of:

- the institution’s policies and processes for recruiting Canada Research chairholders, and all safeguards that are in place to ensure that these practices are open and transparent;
- how the institution manages its allocation of chairs and who is involved in these decisions (e.g., committee(s), vice-president level administrators, deans/department heads);
- the institution’s decision-making process for determining in which faculty, department, research area to allocate its chair positions, and who approves these decisions;
- the decision-making process for how the institution chooses to use the corridor of flexibility in managing its allocation of chairs, and who approves these decisions;
- the decision-making process and criteria for determining whether Tier 2 and Tier 1 chairholders will be submitted for renewal and who is involved in these decisions;
- the process and criteria for deciding whether to advance individuals from a Tier 2 chair to a Tier 1 chair, and who is involved in these decisions;
- the process and criteria for deciding which chairholder(s) will be phased-out in the case where the institution loses a chair due to the re-allocation process, and who is involved in these decisions;
- the decision-making process for determining what level of support is provided to chairholders (e.g., protected time for research, salary and benefits, additional research funds, office space, mentoring, administrative support, equipment, etc.), and who within the institution is involved in these decisions;
- safeguards taken to ensure that individuals from the FDGs are not disadvantaged in negotiations related to the level of institutional support provided to them (e.g., protected time for research, salary and benefits, additional research funds, office space, mentoring, administrative support, equipment, etc.);
- measures to ensure that individuals from the FDGs are not disadvantaged when applying to a chair position in cases where they have career gaps due to parental or health related leaves or for the care and nurturing of family members; and
- training and development activities related to unconscious bias, equity, diversity and inclusion for administrators and faculty involved in the recruitment and nomination processes for chair



positions (acknowledging that research has shown unconscious bias can have adverse, unintended and negative impacts on the overall success/career of individuals, especially those from the FDGs).

### **3) Collection of Equity and Diversity Data**

Provide a description of:

- the institution's processes and strategies for collecting and protecting data on the FDGs(both applicants to chair positions and successful candidates);
- the institution's strategies for encouraging individuals to self-identify as a member of the FDGs; and
- an example of the institution's self-identification form as an appendix.

### **4) Retention and Inclusivity**

Provide a description of:

- how the institution provides a supportive and inclusive workplace for all chairholders (including those from the FDGs) and how this is monitored (e.g., survey of chairholders, monitoring why chairholders leave the institution);
- the procedures, policies and supports in place that enable the retention of individuals from the FDGs;
- the process by which the institution manages complaints from its chairholders/faculty related to equity within the program;
- the contact information of an individual or individuals at the institution responsible for addressing any equity concerns/complaints regarding the management of the institution's chair allocations; and
- a mechanism for how concerns/complaints are monitored and addressed, and reported to senior management.