CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT

University of Toronto

Contents

PART A – CRCP INSTITUTIONAL EDI ACTION PLAN

EDI PLAN KEY OBJECTIVES

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

Indicate what your institution's key EDI objectives are (up to six) as outlined in the most recent version of your action plan (either the one approved by TIPS or the one current under review by TIPS), as well as the systemic barriers/challenges identified that these objectives must address. Please note that objectives should be S.M.A.R.T. and include a measurement strategy. List the corresponding actions and indicators (as indicated in your institutional EDI action plan) for each objective, and outline: a) what progress has been made during the reporting period; b) what actions were undertaken; c) the data gathered; and d) indicators used to assess the outcomes and impacts of the actions. Please note that indicators can be both quantitative and qualitative and should be specific. Outline next steps and use the contextual information box to provide any additional information (e.g. course correction, obstacles, lessons learned, etc.) for each objective.

KEY OBJECTIVE 1

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

Ensure All Faculty & Staff Members Involved with a CRC Nomination Complete Unconscious Bias Training

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

Drawing on a comprehensive body of research literature as well as the expertise and resources identified in our [employment systems review](), our Action Plan recognizes the ways in which unconscious bias can affect peer review processes and recruitment decisions, often disadvantaging members of under-represented and equity-deserving groups. Consistent with this evidence—as well as with the CRC Program requirement that all those involved in the nomination process complete unconscious bias education—this objective is designed to ensure that all committee members are familiar with not only the concept of unconscious bias, but also with best practices that help to mitigate its impacts.

As noted in our EDI Action Plan, we recognize that unconscious bias education is an important first step in advancing equity, diversity, and inclusion, but it is not an end itself, and this training will therefore be implemented as one component of a broader strategy to embed equity and transparency into organizational processes.

Corresponding actions undertaken to address the barriers:

As outlined in the September 2019 EDIAP:
- Completion of unconscious bias training by all selection committee members (beginning December 2017)
  - Includes training for newly onboarded selection committee members, on an ongoing basis
- Participation by selection committee members in additional workshops (by December 2019)
- Completion of unconscious bias training by staff in the Division of the Vice-President, Research and Innovation (November 2018; ongoing)
- Completion of additional EDI training by staff in the Division of the Vice-President, Research and Innovation (throughout 2020)

Additional action:
- Development and delivery to faculty and staff of other resources and education that support knowledge of EDI, bias literacy, and anti-racism.

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

We reviewed the following indicators:

- U of T CRC selection committee reports: These reports are completed by all CRC selection committees at U of T, following the selection of a nominee, and are signed by all committee members and the equity officer. In addition to addressing other CRC nomination requirements, the completed report must include a description of the unconscious bias or EDI training provided to committee members, as well as an explanation of how the committee chair or equity officer verified that committee members completed this training. The form also asks the selection committee chair to report on their participation in additional workshops on unconscious bias and EDI best practices. These reports are reviewed closely by the Research Services Office prior to approval of the nomination by the Division of the Vice-President, Research and Innovation (VPRI) and the Office of the Vice-Provost, Faculty & Academic Life (VPFAL).
- Faculty participation in the unconscious bias/inclusive recruitment workshops offered by VPFAL
- Completion rates of unconscious bias training by VPRI staff as part of onboarding
- Delivery of/level of participation in additional resources that support unconscious bias and EDI education

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

Completion of unconscious bias training: All CRC selection committee members complete unconscious bias training, as required by CRC nomination requirements. Participation in training is verified using the selection committee reports, described above. Between December 2018 and December 2020, we received and reviewed reports for 44 new nominations; this total represents on-campus nominations as well as those nominations from the affiliated hospitals that were part of the 2018/2019 University-wide Special Call for nominees who self-identified as members of one or more of the four designated groups (see Objective 5).

In addition, the effective application of this training is also supported by the equity officer/equity champion who serves on each selection committee.

Participation in additional workshops: VPFAL offers annual workshops on unconscious bias (in fall 2020, the workshop was renamed "Inclusive Practices in Recruitment"); these workshops contribute to the institutional commitment to embedding EDI best practices through unconscious bias training beyond the CRC nomination process requirements. The inclusive practices workshop is intended for search committee members; individuals who serve on committees as Provostial or Decanal assessors; and Deans, Principals, Chairs and Directors involved in faculty searches and academic reviews. The session focuses primarily on recruitment but also includes content relevant to those engaged in the review of faculty for tenure, continuing status, and promotion. In fall 2020, 186 faculty members and administrators participated in this workshop, and more than 400 have participated since we began offering unconscious bias workshops in 2016.

Unconscious bias education workshops are available from TIDE (the Toronto Initiative for Diversity and Excellence), a grassroots service group comprising faculty members from across disciplines and academic divisions. TIDE offers faculty groups tailored sessions that provide information on how to

identify and mitigate unconscious bias in their work. The Office of the Vice-President & Provost has committed to provide funding for staff to support TIDE in its work.

Unconscious bias education for VPRI staff: All new hires in VPRI are encouraged to complete the CRC unconscious bias module as part of their onboarding. In 2020, 95.5% of all new staff hires completed this module.

VPRI staff—as well as research administration staff from the academic divisions and hospitals—are also able to participate in EDI-focused workshops offered by VPRI. For example, a session on EDI practices in research teams and training was offered in September 2020. Over 160 participants from across the U of T community, including faculty and staff, registered for this session.

Other EDI education resources: During the reporting period, VPRI engaged in the design/development of a new EDI in Research & Innovation website. One of the purposes of this site is to share resources that promote unconscious bias literacy; in addition to a number of externally developed resources, the website features University resources such as Best Practices in Peer Review and Strategies for Recruiting Excellent & Diverse Faculty Complement.

The Anti-Racism and Cultural Diversity Office (ARCDO) offers professional development courses to faculty and staff members to increase their understanding of their roles and responsibilities, as well as key strategies to advance racial equity, diversity, and inclusion at U of T. In addition to providing customized workshops to departments/units upon request, in 2020 ARCDO delivered workshops on the following:
- preventing racial discrimination and harassment in the workplace
- identifying and addressing sexual harassment
- addressing racial microaggressions
- identifying and addressing attitudinal barriers to racial equity, diversity, and inclusion.

In 2020, ARCDO also introduced a three-part anti-black racism training course, as well as a follow-up workshop for managers on deconstructing institutional racism.

Between May 2019 (when ARCDO began collecting data) and December 2020, ARCDO offered 31 regular workshops and 70 customized workshops. A total of 5,639 participants attended these workshops, including over 1,000 faculty members and over 3,000 staff members.

In addition, the Office of Indigenous Initiatives offers sessions on Indigenous allyship and a two-part session on the journey towards reconciliation, and the Accessibility for Ontarians with Disabilities Office (AODA Office) participates in leading workshops on accessibility and language, accessibility and wellness, and accessibility and procurement.

Challenges encountered during the reporting period:

Due to COVID workplace limitations, we were required to modify delivery mechanisms for all EDI training to support remote delivery and participation.

Next Steps (indicate specific dates/timelines):

- CRC Selection committees will continue to complete and submit Selection Committee Reports, with review by the Research Services Office (ongoing).
- VPRI is developing and organizing a workshop for faculty and staff in the academic divisions who have been identified as equity officers/equity champions serving on CRC selection committees. This workshop will further build capacity and share knowledge among these equity officers. The session is scheduled for June 2021.
- TIDE continues to offer sessions to departments/units upon request and updates the content of University-wide sessions every year (ongoing).
- Additional resources will be shared on the new EDI in Research & Innovation website (summer 2021).
- ARCDO also offered the courses listed above in March – June 2021, and will continue to provide training and resources to faculty and staff through the year.

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

☒ Yes

☐ 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.

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

$4,409

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

Website development (**$3,725**: Stipend funds were used to support development of the new EDI in Research & Innovation website. A website developer was hired on a casual basis between August 26, 2020 and March 31, 2021.

ARCDO and Multi-Faith Centre workshops (**$684**): Funds were used to cover speakers' fees for the following workshops:
- Moving Forward: Addressing Islamophobia & Fostering Allyship on Campus (December 1, 2020)
- Advancing Inclusion: Addressing the Impact of Anti-Semitism on University Campuses (December 7, 2020)

EDI Stipend Impact Rating

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

☐ Insignificant impact (the institution could attain similar progress towards this objective without the EDI stipend)

☐ Minor impact (the EDI Stipend had minimal impact on achieving progress)

☐ Moderate impact (the EDI Stipend had moderate impact on achieving progress)

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

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

☐ Don't know

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	n/a	Stipend initiatives were supported by significant in-kind contributions of staff time within the Research Services Office, the Anti-Racism and Cultural Diversity Office, and the Multi-Faith Centre.
2		

KEY OBJECTIVE 2

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

Complete a Review of U of T Administrative Processes for CRC

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

Structural and systemic inequities have historically created challenges and barriers in equitable the recruitment and retention of members of equity-deserving groups, including Chairholders from the four designated groups. Because barriers and biases are most pronounced in the absence of clear, consistent processes that integrate equitable practices, this objective was formulated to mitigate the impacts of bias and promote equitable review and selection processes. These institutional reviews provide greater insight into nomination processes, support the development of consistent best practices (see Objective 3), and create formal administrative process checkpoints.

As described in our institutional EDIAP submitted in September 2019, our comparative review did identify some opportunities to strengthen administrative supports for the nomination process. As a result, we committed to developing new standardized review practices that will create greater consistency and transparency in ensuring that institutional support is offered on an equitable basis.

Corresponding actions undertaken to address the barriers:

As outlined in the September 2019 EDIAP:
- Completion of this administrative review (initial review completed spring 2018; updated review based on new CRC requirements completed September 2018)
- Development of new strategies and processes based on the review findings (completed fall 2018)
- Additional review of process surrounding the institutional level of support (completed summer 2019)
- Ongoing reviews of these processes (spring 2020, following the release of "EDIAP 2.0" from the CRC Program; on an annual basis thereafter)

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

We reviewed the following indicators:
- Findings from our comparative review, conducted in 2019
- Implementation of updated institutional processes regarding the institutional level of support provided to the Chairholder
- Reviews of our processes, informed by ongoing engagement with the academic divisions, and the development of corresponding revisions

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

Comparative review: In summer 2019, VPRI led a comparative review of institutional support that is specific to our Canada Research Chairs at both the University and the affiliated hospitals. This review examined whether disparities exist in the level of institutional support provided to Chairs who self-identify as members of one or more federally designated groups. In coordination with the academic divisions and hospitals, the Division of the Vice-President, Research and Innovation, reviewed institutional support in three categories: total salary and benefits; additional research funding provided on an annualized basis, including research stipends/allowances and support for trainees; and additional research funding provided via one-time packages, such as start-up funds, infrastructure purchases and lab upgrades, including access to CFI funding.

Based on this comparative review, we did not identify inequities in the level of support and compensation provided to Chairholders at the University and its affiliated hospitals. When reviewing annualized supports, we found that in many cases academic divisions/departments and hospitals provide standardized levels of funding for research allowances and/or support for trainees, a practice which helps to ensure consistent and equitable levels of support.

The review did identify some opportunities to strengthen administrative supports for the nomination process, particularly regarding the method by which the Division of the Vice-President, Research and Innovation, reviews the level of institutional support provided to nominees in the academic divisions as part of the institutional approval process.

Updates to our processes: In fall 2019, we updated our process regarding administrative review of the level of institutional support provided to Chairholders. This update creates greater transparency and accountability while also ensuring that the VPRI has the information necessary to sign the Institutional Attestation Form, particularly the statement that "The level of institutional support being provided to the individual has been carefully reviewed and is comparable to other chairholders at the institution." For details regarding this revised process, please see the description of updates to the nomination guide under Key Objective 3.

In spring 2020, we also reviewed and revised our processes regarding the generation of aggregated equity reports for applicant pools for **internal** CRC opportunities. This update streamlined the workflow for the academic divisions while further safeguarding privacy and confidentiality in the case of small internal applicant pools. For details regarding this revised process, please see the description of updates to the nomination guide under Key Objective 3.

Challenges encountered during the reporting period:

As described in our institutional EDIAP, we anticipated that we would review our CRC processes following the launch of the Program's "EDIAP 2.0," originally expected in spring 2020. Because the Action Plan has been delayed due to COVID-19, we have not yet conducted this review.

Next Steps (indicate specific dates/timelines):

- We will review our internal processes following release of the Program's EDIAP 2.0 (timeline TBD) and update our processes accordingly.
- We will conduct annual process reviews thereafter.
- VPRI, VPFAL, and the academic divisions will work to develop and implement a consistent approach to better assure harmonization of Chairholder support packages across the academic divisions (summer 2021).

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

☐ Yes

☒ No

KEY OBJECTIVE 3

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

Develop an Online Guide to CRC Nominations

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

As noted above, unconscious biases can create negative impacts on the recruitment and retention of members of equity-deserving groups, including Chairholders from the four designated groups. In conjunction with Key Objective 2, this objective was formulated to provide consistency, equity and transparency in the nomination and renewal process. This online guide to nominations and renewals is designed to support committee members in carrying out review and selection processes that promote equitable outcomes and mitigate the impacts of unconscious bias, ensuring that academic administrators, faculty, staff and nominees are appropriately informed about the processes, requirements and supports in place at U of T.

Corresponding actions undertaken to address the barriers:

As outlined in the September 2019 EDIAP:
- Completion and dissemination of the nomination guide to the University community (completed November 2018)
- Updates to the nomination guide and dissemination of this revised guide to the University community (completed November 2019)
- Reviews and updates of the nomination guide, as needed (ongoing)

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

We reviewed the following indicators:
- Development and implementation of updated institutional processes regarding the institutional level of support provided to the Chairholder
- Reviews of our processes, informed by ongoing engagement with the academic divisions, and the development of corresponding revisions to our processes
- Ongoing updates to the U of T guide to nominations and renewals to reflect these revised processes; communication of these updates to the academic divisions

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

Updates to the nomination and renewal guide: In November 2019, the nomination guide was revised to include new processes regarding the level of institutional support provided to the Chairholder. Prior to the release of the nomination forms, the academic division is required to submit a Divisional

[Support Attestation form](), signed by the Vice-Dean, Research, or equivalent, describing how the division or department determined the level of institutional support offered to each nominee and confirming that this support is comparable to that provided to other Chairs of the same Tier and in the same discipline, including those in tri-campus departments. This form must also indicate how this comparison was conducted and include a list of Chairholders within the same Tier and discipline who have recently received comparable levels of support. Divisions are asked to explain any reasonable discrepancies in the level of support that may be a result of the nominee's specific research needs or other exceptional circumstances. In addition, the division must also submit completed budget pages for the nomination, indicating funding amounts from the institution. This information is reviewed by the Research Services Office and is made available to the Vice-President, Research & Innovation and Strategic Initiatives, prior to providing institutional attestation and submission of the nominee.

In May 2020, the nomination guide was further amended to clarify the processes for the collection of equity data for applicants to internal CRC opportunities. As has been the case since the fall of 2018, in order to be considered for a position associated with a CRC, all internal applicants are required to complete the University's Employment Equity Survey. An individual's survey information is strictly confidential and cannot be shared with the selection committee or human resources staff; aggregated and deidentified data for the applicant pool are shared only with the selection committee chair, the committee's equity advisor, and a small number of designated individuals in VPRI and VPFAL for purposes of review.

This updated process streamlined the requirements for the academic divisions and further safeguards privacy in the case of small applicant pools. Once the posting has closed, the division sends a list of applicant names to the Research Equity and Diversity Strategist, who then requests an aggregated and anonymized equity report for the applicant pool from the Division of the Vice-President, Human Resources & Equity. The Research Equity and Diversity Strategist, in consultation with the Vice-President, Research & Innovation, and Strategic Initiatives, and the Vice-Provost, Faculty & Academic Life, will review this aggregated equity report to assess the diversity of the applicant pool. If the data does not indicate sufficient diversity among the applicants, the Vice-President, Research & Innovation, and Strategic Initiatives may recommend that the division extend or re-post the CRC opportunity to generate a broader pool of applicants.

Challenges encountered during the reporting period:

n/a

Next Steps (indicate specific dates/timelines):

- VPRI will develop and host an online information session for research administration staff in the academic divisions to provide a refresher on the Program's requirements for nominations and renewals, walk through our U of T nomination and renewal guide, and answer any questions related to processes. The workshop is planned for June 3, 2021.

- As noted in Objective 2, we will conduct another review of internal processes following the release of the CRC Program's EDIAP 2.0 (timing TBD). As our processes are updated, our guide to nominations and renewals will be updated as well.

- As we have stated in our institutional EDIAP, we view this guide as a "living document" that will be revised as needed in consultation with the University community and with guidance from the Committee on Equity, Diversity, and Inclusion in Research and Innovation. We expect that, following the initial revisions tied to EDIAP 2.0, we will continue to update this guide on an annual basis.

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

☐ Yes

☒ No

KEY OBJECTIVE 4

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

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

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

In addition to compliance with CRC Program requirements, the collection and review of self-identification data from all applicants enables University leadership to assess whether applicant pools include representation from the four designated groups and to create greater accountability in this area. The literature has shown that bias and systemic discrimination within the selection processes for recruitment and hiring produce barriers to participation for individuals from under-represented group. Moreover, if there is minimal diversity in the applicant pool, individuals from equity-deserving groups have a statistically lower chance of being selected. This applicant data, along with the data collected through the CRC Program's self-identification form, is necessary to understand whether there are any barriers or biases in the application and nomination processes.

Corresponding actions undertaken to address the barriers:

As outlined in our September 2019 EDIAP:
- Development of communications regarding the Employment Equity Survey and the CRC self-identification form (completed fall 2018)
- Development and implementation of a self-identification survey for new Chairholders (completed April 2019)
- Completion of these surveys by applicants to CRC opportunities at the University of Toronto, by nominees to the CRC Program, and by all new Chairholders at the University of Toronto (May 2019; ongoing)

Additional actions:
- Updating our internal self-identification survey to align with the CRC Program's revised self-identification form

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

We reviewed the following indicators:
- Completion of institutional equity surveys by CRC applicants, nominees, and new Chairholders
- Rollout of our communications regarding self-identification surveys
- Updates to our internal self-identification survey

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

Completion of institutional equity surveys: We continue to use Chair opportunity posting templates that ask applicants to complete the institutional Employment Equity Survey (for internal candidates) or the online application system diversity survey (for external applicants). These postings explain the purpose of the data collection and describe how the data will be used. The Research Services Office verifies that all applicants have completed the relevant survey; while submission of the survey is mandatory, responses to all questions are voluntary, and applicants can log a response indicating that they decline the survey.

In addition to completion of this survey, the nomination process also requires nominees to submit the CRC Program's confidential self-identification. The CRCP notifies the University if there are any instances when the nominees have not submitted a self-identification form, and the Research Services Office follows up appropriately.

Communications regarding self-identification surveys: Since fall 2018, all nominees have received an email reminding them to complete the CRC Program's 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.

As of April 2019, all new Chairholders in the academic divisions and affiliated hospitals are invited to complete a separate self-identification survey, administered by VPRI. All new Chairholders are sent this self-identification survey shortly after the University receives the results of the CRC competition. The communication, sent on behalf of the Vice-President, Research and Innovation and Strategic Initiatives, outlines how this data will be used and communicates our processes for data collection, storage, and access.

Updates to our internal survey: In November 2020, VPRI updated its own internal survey questions to align with the new CRC Program self-identification form, which was introduced in late June 2020. This update allows the University to collect data that is consistent with that collected by the Program.

Challenges encountered during the reporting period:

Because the CRC Program is unable to provide institutions with record-level data regarding their Chair cohorts, we must administer our own data collection initiatives to monitor our overall Chairholder representation and our ability to meet our equity targets. This need to survey all new Chairholders presents the ongoing risk of survey fatigue and the possibility that our own data set will differ from the data of record maintained by the CRC Program.

Next Steps (indicate specific dates/timelines):

- We will continue to administer and promote these self-identification surveys on an ongoing basis. The University's Employment Equity Survey is open year-round, and employees are able to update their self-identification information at any time.

- Beginning in January of 2021, we also began extending the internal self-identification survey to all successfully renewed Chairholders in order to ensure that we have a consistent set of data that aligns with our updated survey questions. Going forward, following the results of each CRC competition, we will continue to ask renewed Chairholders to complete this updated survey until all active Chairs have had the opportunity to self-identify using the revised form.

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

☐ Yes

☒ No

KEY OBJECTIVE 5

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 5:

Develop Strategies to Recruit & Support Members of the Four Designated Groups as Chairholders

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

Based on the employment systems review and our CRC process review—as well as our responsibility to meet our institutional Chairholder equity targets—U of T has identified the need to develop and implement strategies to recruit Chairholders who identify as members of one or more of the four designated groups. As part of our consultation process for the EDI Action Plan, current Chairholders were provided with the opportunity to comment on the development and implementation of the previous version of the Action Plan (submitted in 2018). As noted in our summary of results in Part D (as well as in our online Chairholder survey report), respondents identified career development and mentoring as areas for institutional improvement.

Corresponding actions undertaken to address the barriers:

As outlined in the September 2019 EDIAP: • The development of strategies and the inclusion of these strategies in the nomination guide (completed fall 2018) • The nomination of candidates from a Special Call inviting faculty members who self-identify as members of one or more of the four designated groups to apply for CRC opportunities (completed April 2019) • Increased recruitment of members of the four designated groups to Chairholder opportunities across the University (by December 2019; ongoing) • The generation of applicant pools that are diverse (fall 2018; ongoing) • The meeting and exceeding of equity targets for the four designated groups (by December 2019) • The continued delivery of career development workshops and mentoring opportunities (by December 2019; ongoing) • Establishment of the Centre for Research & Innovation Support and coordination of resources for career development (completed July 2019; ongoing)

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

We reviewed the following indicators: • The outcomes of the 2018/2019 special call for nominees who self-identified as members of the four designated groups • The diversity and representation of our Chairholder cohort, relative to our December 2019 targets

- The diversity of CRC applicant pools (review and oversight by VPRI and VPFAL)
- The development and implementation of policies and practices to recruit under-represented Chairholders
- The delivery of career/professional development workshops, including those offered by VFPAL and via the Centre for Research & Innovation Support

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

U of T special call: In April 2019, the University put forward 16 nominees who were selected following a University-wide Special Call inviting faculty members who self-identify as members of one or more of the four designated groups to apply for CRC opportunities. These nominees represented 3 Tier 1 Chairs and 13 Tier 2 Chairs from a range of disciplines across the tri-campus community and affiliated hospitals. All of these nominations were successful.

Diversity of our Chairholder cohort: The University of Toronto met and exceeded its December 2019 equity targets for all four designated groups, as confirmed by the CRC Program. U of T continued to exceed these targets throughout the remainder of the reporting period while also working toward successfully realizing our elevated targets by December 2029.

Recruitment of under-represented Chairholders: Beginning in 2020, VPRI and VPFAL developed a process to support academic divisions in running their own targeted competitions in order to address the under-representation of the four designated groups among their Chairholders. These calls for applications may be restricted to members of one or more of the designated groups, with self-identification processes administered by VPRI.

In addition, the Vice-President & Provost continues to provide dedicated central funds for the hiring of Black and Indigenous faculty members. In 2019/2020 and 2020/2021, the Diversity Fund provided $75,000 to base budget to support the salaries of up to 20 Black or Indigenous faculty members in each year. Between its launch in 2016 and available reporting as of March 2021, this program has supported 37 accepted offers for the hiring of Black faculty members and 30 accepted offers for the hiring of Indigenous faculty members.

Diversity of CRC applicant pools: VPRI and VPFAL review and approve aggregated equity reports for all CRC applicant pools; in a small number of cases where the pool is not sufficiently broad or diverse, the CRC opportunity is reposted to encourage additional eligible candidates to apply.

Career development workshops and resources:
The Centre for Research & Innovation Support (CRIS) was established in 2019 as a gateway to help faculty access the University of Toronto's rich array of resources. In the first year of operation, CRIS introduced a researcher-centric website with the aim to improve visibility and broker access to resources across the University of Toronto's three campuses, including:
- a centralized calendar of training and events;
- a searchable resource hub of services and tools to support the conduct and administration of research; and

- a series of communication tools, including [Research Roundup](#), a weekly digest of research & innovation news and [CRIS Compass](#), which shares new resources available to the U of T community.

In the Spring of 2020, CRIS also began to develop new resources and offer professional development opportunities to respond to the emerging needs of the research community:
- Resources to support researchers during the pandemic were highlighted through a series of [Spotlight pages](#), which curated resources related to emerging topics. For example, CRIS established a Spotlight page for Researchers Conducting COVID-19 research.
- CRIS also launched a new [webinar series, Making & Sustaining the Pivot](#), focused on supporting faculty to adapt their research programs during the pandemic and beyond. The session on Remote Research Involving Human Subjects was attended by over 150 participants.
- In addition to supports related to the pandemic, CRIS continued to be an important portal for researcher professional development opportunities, with over 500 training- and information-session event-listings, and supported the delivery of 100+ events to more than 5000 registrants.

During the reporting period, renovations were completed for the new CRIS Collaboration and Training facility. This space will serve as a hub for professional development for faculty members and their teams.

The Office of the Vice-Provost, Faculty & Academic Life (VPFAL), continued to hold its New Faculty Orientation workshop. In 2020, this workshop introduced a new "second-year panel" in which faculty members who were hired in the previous year shared their experiences as new faculty at U of T. As part of the University's ongoing work of reconciliation, the workshop included a comprehensive land acknowledgement in which two Indigenous faculty members shared their knowledge of Indigenous peoples' relationship to the land and the history of treaties with Indigenous peoples. In 2020, 109 new faculty members participated in the orientation, an increase from 76 attendees in 2019.

VPFAL also offers a series of Academic HR workshops, information sessions for faculty members regarding the next stages in their career path, including tenure and promotion. In 2020, VFPAL began sending individualized invitations to faculty members, resulting in increased participation (350 attendees in 2020, up from 111 attendees in 2019).

In January 2020, VFPAL launched a new workshop on "Building the Momentum: Finding Your Post-Tenure Pathway," developed for recently tenured Associate Professors. In this interactive panel, experienced faculty members shared how they navigated the immediate post-tenure period and the Vice-Provost facilitated a discussion on exploring post-tenure pathways.

In addition, VPFAL hosts an annual retreat for new academic administrators, and EDI and unconscious bias are integrated into the content. In 2019, the retreat introduced a presentation and call to action from the Anti-Racism and Cultural Diversity Office, and the programming included scenario-based activities that incorporated issues related to EDI.

Challenges encountered during the reporting period:

As with unconscious bias/EDI education, as of March 2020, the pandemic required that we adjust our delivery mechanisms to support remote participation. Virtual programming led to increased participation at VPFAL workshops.

Next Steps (indicate specific dates/timelines):

- Academic divisions will continue to use CRC "special calls" or targeted postings by divisions to identify internal nominees who self-identify as members of one or more designated groups. Special call opportunities were posted in February and March 2021, and will be utilized by divisions, as appropriate, on an ongoing basis as we approach our December 2029 equity targets.
- There is continued availability of the Provostial Diversity Fund to support Black and Indigenous faculty hires. Funding has been approved in the University's budget to support the hiring of another 20 Black or Indigenous faculty members for 2021/2022.
- VPFAL will provide continued delivery of career development workshops and supports. VPFAL offers Academic HR sessions on an ongoing basis throughout the year and will hold the next New Faculty Orientation in August 2021. The Building the Momentum workshop was offered again in January 2021, and in February 2021 VPFAL delivered a new session, the Faculty Check-In; this session is intended as an opportunity for new tenure stream or continuing teaching stream faculty to connect informally with colleagues. The next academic administrators retreat will be held in June 2021.
- CRIS will continue to serve as a hub for faculty to access workshops, training, and professional development opportunities, including resources to support researchers in the context of the COVID-19 pandemic. In 2021, CRIS will offer an exclusive masterclass workshop for STEM mid-career faculty on publishing in high-impact journals and will also offer a series of workshops on book publishing in the humanities and social sciences, with particular focus on supporting early career scholars with first monographs. Additional programming for 2021 is planned to support the advancement of the humanities and community-based research; public scholarship; and project management.
- In 2021, CRIS will be adding a new team member focused on faculty program development, with a mandate to develop a Centre of Excellence for faculty-to-faculty mentorship. In the first year, the program will focus on major team grants and projects.

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

☐ Yes

☒ No

KEY OBJECTIVE 6

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

Continue to Build a Supportive & Inclusive Culture for All U of T Faculty Members by Leveraging Current Initiatives at U of T to Foster EDI Across the University

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 commitment to equity, diversity, and inclusion extends beyond meeting our Chairholder equity targets; institutions must also sustain this diversity over the long term by removing systemic barriers and creating an inclusive culture that promotes a sense of belonging. We must take meaningful action to address racism and discrimination; support accessibility and wellness; continue our work toward reconciliation with Indigenous peoples and communities; and dismantle biases and barriers in mentoring, promotion, leadership, and research.

Corresponding actions undertaken to address the barriers:

As outlined in the September 2019 EDIAP:
- Adoption and implementation of the recommendations of the [Working Group on Equity and Diversity in Research and Innovation](#) (2019–2020)
- Results of the updated Speaking Up (now Speaking Out) employee engagement survey, especially those pertaining to inclusion (2019–2020)
- Promotion of divisional initiatives on the website of the Division of the Vice-President, Research and Innovation (early 2020)

Additional actions:
- Delivery of a series of Pulse surveys, employee experience surveys that superseded the Speaking Out survey in the context of the pandemic
- Updated institutional scan of additional policies and initiatives that support EDI and have been developed since our EDIAP was finalized in September 2019 and respond to changing contexts and circumstances

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

We reviewed the following indicators:
- Progress in implementing the 49 Working Group recommendations
- Delivery of the Speaking Out survey
- Findings from the Pulse Surveys
- The sharing of divisional initiatives on the new EDI in Research & Innovation website
- Findings of the updated institutional scan of policies and initiatives

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

Working Group on Equity and Diversity in Research and Innovation recommendations: All 49 recommendations from the Working Group are in progress, and most have been implemented on an ongoing basis. We continue to move forward with the remaining recommendations in consultation with the Committee on EDI in Research and Innovation.

Speaking Out/Pulse surveys: The Speaking Out employee engagement survey was administered by the Division of the Vice-President, Human Resources & Equity, in January 2020. This survey contained new questions regarding equity, diversity, and inclusion at U of T. Given the timing of the survey delivery, the results did not reflect the context of the pandemic and did not reflect current employee experiences. The University therefore launched a series of Pulse surveys regarding employee experiences during the pandemic. Three iterations of the survey were delivered during the reporting period (July, October, and November 2020).

Across the three Pulse surveys, 43% of faculty members rated their mental health as excellent or good, while 17% indicated that their mental health was poor or very poor. Men faculty members were somewhat more likely than women faculty members to rate their mental health as excellent or good (47% versus 38%). Faculty members who self-identify as racialized persons, Indigenous peoples, and persons with disabilities were more likely to rate their mental health as fair, poor, or very poor.

A number of faculty indicated that they experienced challenges maintaining a good work-life balance. Cumulatively across the three surveys, 28% of faculty reported maintaining a good work-life balance, while 49% indicated that they were unable to maintain this balance. Women faculty members were more likely than their men counterparts to report that they were unable to maintain a good work-life balance (56% of women versus 42% of men). Racialized faculty members were somewhat more likely to report that they were unable to maintain this balance, and faculty members who identify as Indigenous peoples or persons with disabilities were significantly more likely (≥ 65%) to report challenges in this area.

To support employees experiencing these challenges, the University has developed a number of initiatives to foster employee wellness, including a [Wellness and Work from Home Toolkit](#), a curated selection of resources and strategies for supporting individuals, managers, academic administrators, and teams. HR & Equity has also created a [Wellness Hub](#) that offers a variety of ongoing tri-campus services, supports, and resources to advance employees' physical, emotional, social, and financial well-being.

The third version of the Pulse survey (November 2020) included additional questions regarding how the pandemic affected faculty members' research productivity. Nearly three-quarters of faculty reported that their research productivity had been negatively affected by the pandemic. These numbers were even higher among some racialized faculty and persons with disabilities. The key factors cited by faculty members were changes in course delivery, changes in administrative responsibilities, and childcare.

In response to this context, the Vice-President, Human Resources & Equity, and the Vice-Provost, Faculty & Academic Life, have provided guidance to academic administrators in the equitable treatment of faculty members who experience dependent care challenges. Administrators are also encouraged to implement flexibility in scheduling and creative approaches to workload distribution.

VPFAL also works closely with individual administrators to develop targeted solutions at the divisional or unit level. Early-career faculty have the option to request delays to tenure and other status reviews in cases where the pandemic has had a negative impact on their academic progress, and faculty are encouraged to report these impacts for the purposes of academic review processes.

Sharing divisional EDI initiatives:
The EDI in Research & Innovation website includes an academic divisional initiatives page, highlighting promising practices and inviting academic divisions to share their initiatives that support EDI in research and innovation.

Updated institutional scan:
In addition to the policies and initiatives described in the institutional scan in our EDI Action Plan, we also identified the following policies and initiatives that will support a more equitable and inclusive campus. These initiatives represent a recognition of both the persistence of systemic barriers and the need for ongoing action to create an equitable, inclusive, and anti-racist University community. The University will continue to build on these initiatives to promote inclusive excellence among our Chairs and all faculty members.

Executive Director, Equity, Diversity and Inclusion: In early 2020, the University appointed the first tri-campus Executive Director for EDI. Reporting to the Vice-President, Human Resources & Equity, the Executive Director provides strategic oversight to the institution in building an inclusive community and transforming institutional culture.

Director, Equity, Diversity and Inclusion in Research and Innovation: In late 2020, VPRI created and began the recruitment process for this new position (staffed in April 2021). The Director will work with stakeholders across the University to advance EDI within VPRI and at the University of Toronto, providing strategic leadership to promote EDI in research and innovation.

University of Toronto Scarborough (UTSC) Strategic Plan (2020–2025): In 2020, UTSC launched its Strategic Plan, Inspiring Inclusive Excellence. This plan centres inclusion as a core prerequisite of UTSC's vision of excellence and success. Achieving this goal means embracing and promoting the enriching contributions that come from the diverse backgrounds, ways of knowing, ideas, perspectives, and experiences represented in the UTSC community.

Indigenous Research Circle: As part of the University of Toronto's commitment and response to the Calls to Action of the Canada's Truth and Reconciliation Commission Report, and the Wecheehetowin – Answering the Call – the Final Report of the Steering Committee for the University of Toronto Response to the Truth and Reconciliation Commission of Canada, U of T has created a VPRI Indigenous Research Circle that is leading new Indigenous research initiatives. Between February and July 2020, the Circle engaged in consultations with Indigenous community stakeholders to inform the development of an Indigenous research ethics framework. The Indigenous Research Circle also provided leadership in the development and launch of a new Indigenous Stream of the U of T Connaught Community Partnership Research Program. This funding stream brought together Indigenous communities with U of T researchers to pursue research questions and priorities identified by the communities themselves. This non-competitive stream distributed $500K in funding to nine projects.

Indigenous Research Network: In addition, the [Indigenous Research Network](#) was launched as an Institutional Strategic Initiative to increase capacity and supports for Indigenous research at U of T. Led by Professor Suzanne Stewart, this network promotes and supports research that respects and honours Indigenous cultures and knowledge, both past and present, and addresses challenges experienced by Indigenous peoples and communities.

Black Research Network: Spearheaded by Professors Rhonda McEwen, Maydianne Andrade, Lisa Robinson, and Alissa Trotz, the Black Research Network (BRN) was developed as an Institutional Strategic Initiative. The vision of the BRN is to promote Black excellence at U of T and to enhance the research capacity of Black scholars within the university and on the world stage, increasing the visibility of Black scholars' research accomplishments by sustaining a cross-divisional, interdisciplinary, network of Black scholars and facilitating robust research engagement across the University of Toronto and internationally. Consultations with Black U of T students, PhD candidates, postdocs, and faculty took place throughout 2020 and informed the development of the BRN's goals and vision. The BRN membership includes U of T Black-identified faculty (research and teaching stream), librarians, postdoctoral fellows, graduate and undergraduate students, while also holding space for non-Black colleagues committed to addressing anti-Black racism, and envisions deep connections with Black communities outside of U of T.

U of T Entrepreneurship: University of Toronto Entrepreneurship launched an initiative to better support Black entrepreneurs at U of T. This initiative is supported by the hiring of a Special Project Officer. In late 2020, the Special Project Officer engaged in extensive consultation with students and faculty who self-identify as Black. These consultations will inform the development of a strategy to engage and support Black entrepreneurs.

[Promoting a Healthy Lab Culture at the University of Toronto](#): In 2019, a Special Advisor, Healthy Labs Initiative, was appointed to provide advice and guidance regarding best practices in lab management and the creation of healthy and inclusive research environments across the University. The Special Advisor's report contains a number of recommendations related to better training, enhanced communication, and other practices to create research environments that are supportive of diverse teams. VPRI has accepted all eight core recommendations and has committed to work with the School of Graduate Studies to support implementation.

Dimensions: Equity, Diversity and Inclusion Canada: In 2019, the University of Toronto endorsed the Dimensions Charter of Principles. Although not selected for the Dimensions awards pilot cohort, U of T has signed on as an affiliated institution. We continue to participate in ongoing Dimensions workshops, events, and working groups as we look ahead to preparing our own institutional application and action plan for the next awards cohort.

[U of T Anti-Black Racism Task Force](#): Established in 2020, this Task Force aims to address anti-Black racism and to promote Black inclusion and excellence within the University of Toronto tri-campus community. Throughout the course of the 2020–21 academic year, the Task Force reviewed existing University policies, processes, and practices, and considered others that would address anti-Black racism. In April 2021, the Task Force delivered its Final Report, providing actionable recommendations to the President, Vice-President Human Resources and Equity, and Provost that will further Black inclusion and excellence.

Race, Equity & Action Speaker Series: The Anti-Racism & Cultural Diversity Office works with its university partners to host local and international experts, academics, and advocates to increase dialogue and understanding of racial equity, diversity, and inclusion in postsecondary environments. During the reporting period, the speaker series featured six speakers on topics including race-based human rights complaints, anti-Semitism, anti-Asian racism, and the intersections of racism and ableism.

Confronting Anti-Asian Racism: Reflection, Restoration, Action: In condemning anti-Asian racism, misogyny, and all forms of racial violence, the Anti-Racism & Cultural Diversity Office (ARCDO) curated a space for the community to collectively gather to confront, resist, and denounce racism, anti-Asian racism, and White supremacy. ARCDO held two events on March 31, 2021. The first event, a dialogue entitled "Confronting Anti-Asian Racism: What you Need to Know," explored the complexities of anti-Asian racism, its impacts, and the principles that must be centred in advancing racially equitable and inclusive environments. The second event, co-hosted with the Sexual Violence Prevention & Support Centre, invited members of the Asian community to a curated space of healing that addressed the impacts of racial discrimination experienced by the Asian community through restorative activities.

Challenges encountered during the reporting period:

- We experienced COVID-related delays in implementing the remaining Working Group recommendations
- As noted above, due to the pandemic, the Speaking Out survey did not provide information relevant to current employee experiences, and Pulse surveys were launched in summer 2020.
- While we indicated that we would promote divisional initiatives on the VPRI website in early 2020, we decided instead to share these initiatives on the new EDI in Research & Innovation website, which was developed in the second half of 2020.

Next Steps (indicate specific dates/timelines):

- Completion of the outstanding Working Group recommendations (throughout the 2021/2022 academic year; by June 2022)
- Launch of the next version of the Pulse survey on employee experience (September 2021); analysis of data
- Continued guidance to academic administrators regarding best practices to support faculty experiencing challenges related to the pandemic (throughout 2021)
- Encouragement of faculty to consult a guidance document o*n Addressing the Impacts of COVID-19 on Research Training in Productivity*, developed by VPRI and the Committee on EDI in Research and Innovation (as of February 2021; ongoing)
- Hiring of the Director, EDI in Research and Innovation (April 2021, with an effective start date in May 2021)
- Ongoing participations in federal Dimensions workshops throughout 2021–2022, as they are available
- The Indigenous Research Circle submitted an Indigenous Research Ethics Consultation Report to VPRI in early 2021. The outputs of this initiative, including Indigenous research guidelines and policy recommendations, are to be implemented in 2021 by VPRI's Research Oversight &

> Compliance Office, with ongoing support from the Indigenous Research Circle and other VPRI staff members.
> - The Black Research Network (BRN) launched as an Institutional Strategic Initiative in March 2021 with $1.03M in dedicated funding over three years. Professor Beth Coleman has been appointed as Academic Director, and the BRN is currently developing its Strategic Plan.
> - Development and implementation of the outreach and support strategy for Black entrepreneurship, including the development a Black Founders Network to facilitate awareness, education, and engagement around entrepreneurship opportunities and supports

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

☒ Yes

☐ 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.

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

> $43,986

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

> Recruitment of Director, Equity, Diversity and Inclusion (**$39,392**): Funds were used to engage the services of BIPOC Executive Search. BIPOC was retained in late 2020 to ensure success in the recruitment of the Director; the organization has an extensive history of executive searches within U of T and other Canadian academic institutions, and they have a mandate to help institutions engage a more diverse talent pool, bringing professional and lived experience to recruitment discussions with racialized and Indigenous candidates.
>
> Race, Equity & Action Speaker Series (**$2,107**): Funds were used to cover speakers' fees, live captioning services, and ASL interpretation for the following events in the speaker series:
> - The Way Forward: Deconstructing Systemic Racism (October 14, 2020)
> - Critical Conversations on Anti-Asian Racism and Xenophobia and the Implications for Postsecondary Environments (November 25, 2020)
> - The Intersections of Disability and Multiple Identities: Fighting Stigmas, Advancing Opportunities (December 3, 2020; co-hosted with the Accessibility for Ontarians with Disabilities Act Office and AccessAbility Services, University of Toronto Scarborough)
>
> Confronting Anti-Asian Racism: Reflection, Restoration, Action (**$1,010**): Funds were used to cover speakers' fees and live captioning services for the events described above, both hosted on March 31, 2021.
>
> To further support EDI initiatives in the academic divisions, we dedicated some of the stipend funds to activities in the academic divisions. The Faculty of Applied Science and Engineering has been

actively engaged in EDI leadership and has held two targeted CRC competitions open to applicants who self-identify as members of one more of the four designated groups.

Faculty of Applied Science and Engineering (**$1,477**): Funds were used to support the hiring of an Equity and Inclusion Programs Coordinator between January 5 and March 31, 2021. The Coordinator supported the development of a mentorship program for Black-identified students, utilizing the Engineering alumni network. Strategies identified include a virtual framework using the engineering alumni platform (Engineering Connects); development of a pilot program with U of T's chapter of the National Society of Black Engineers (to launch in 2021); and centralization of mentorship within the Faculty to support year-over-year continuity for students as student leaders/clubs change.

EDI Stipend Impact Rating

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

☐ Insignificant impact (the institution could attain similar progress towards this objective without the EDI stipend)

☐ Minor impact (the EDI Stipend had minimal impact on achieving progress)

☐ Moderate impact (the EDI Stipend had moderate impact on achieving progress)

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

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

☐ Don't know

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		Stipend initiatives were supported by significant in-kind contributions of staff time within the Anti-Racism and Cultural Diversity Office, the Accessibility for Ontarians with Disabilities Act Office, AccessAbility Services, and the Faculty of Applied Science and Engineering.
2		

PART B: CHALLENGES AND OPPORTUNITIES

Instructions:

<u>Other than what has been outlined in the section above</u>, outline any challenges and opportunities or successes regarding the implementation of the EDI action plan, as well as best practices that have been discovered to date. If COVID-19 has had an impact on the implementation of the institution's action plan, please outline how below. How has or will the institution address these challenges and opportunities? (**limit: 5100 characters**)

COVID-19 Challenges:
- Staff in the Division of the Vice-President, Research and Innovation; the Division of the Vice-President, Human Resources & Equity; and the Office of the Vice-Provost, Faculty & Academic Life—as well as research administration staff in the academic divisions—experienced significant challenges beginning in March 2020 as we transitioned to remote work and shifted some of our efforts to supporting both research continuity and funding for time-sensitive research on COVID-19. As a result, we experienced delays in implementing a number of initiatives, as described above.
- We were also delayed in completing further engagement with under-represented groups specific to our EDI Action Plan (see Part D). We were also mindful to avoid over-surveying faculty members at an already challenging time, especially with the launch of the Pulse survey series described above.

Ongoing Challenges:
- The institution's size: U of T represents 3 campuses, 18 academic divisions, over 2,100 tenured/tenure-stream faculty members, 390 teaching-stream (continuing) faculty members, and nearly 14,000 staff members (full and part-time).
- The large number of Chairholders: U of T currently has over 300 filled Chairs, representing the largest cohort in the country. There are significant challenges in maintaining self-identification data and assessing relative levels of institutional support.
- Coordination across multiple institutions: the University and affiliated hospitals constitute 10 separate employers with their own policies and practices.
- The University's decentralized structure: the academic divisions allocate Chairs to their departments and lead the process of selecting nominees and determining institutional support for Chairholders.
- Administrative burden: there is a significant administrative burden that comes with collecting data, implementing all nomination requirements, and gathering the information necessary to complete the Institutional Attestation. These efforts require the dedication of University resources.

Opportunities and Best Practices:
- Establishment of the Committee on EDI in Research and Innovation to advise VPRI on matters related to equity, diversity, and inclusion within the University of Toronto's research and innovation enterprise
- Establishment of the Toronto Academic Health Science Network (TAHSN) EDI in Research Working Group, bringing together research administration staff to share information and identify best practices

---

- Working closely with the TAHSN Research Committee to support EDI in program administration
- Collaborating with TAHSN leadership and staff to develop and deliver a voluntary equity survey for CRC-eligible clinical faculty appointed at the affiliated hospitals, providing the hospitals with a new opportunity to collect and analyze equity data for their research communities
- 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 & Provost
- Robust equity data collection capabilities supported by the Division of Human Resources & Equity

PART C: REPORTING ON EDI STIPEND OBJECTIVES NOT ACCOUNTED FOR IN PART A

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:

Development of a secure Chairholder data dashboard

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

While this objective was not originally included in our EDI Stipend application in May 2020, the Research Services Office subsequently identified the need to build a secure data tool to help us manage and plan for our Chairholder equity targets, including both December 2029 targets and incremental targets. Development of this tool required additional technical expertise beyond that of VPRI staff members.

Indicators:
Development of a dashboard that allows us to perform the following functions:
- manage current Chair data and allocations;
- forecast and predict potential gaps in reaching Chairholder targets, especially when we factor in variables like turnover and potential reallocations;
- run short- and longer-term projections based on multiple scenarios;
- enable us to hold all data confidentially and securely;
- drill down or filter by key parameters; and
- easily pull reports on demand, as needed.

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

VPRI hired the Strategic Research Data Coordinator in the Faculty of Medicine, initially buying out his time at 2 hours per week for 8 weeks and then requesting additional support as needed (work occurred between January 2021 and March 31, 2021). The Coordinator delivered a user-friendly database that allows us to perform the functions described above and to track our capacity to meet both December 2029 and interim targets. Going forward, the data tool will be used by the University's Research Funding Manger for the CRC Program.

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective: $1,605

Institutional Commitment (if applicable):

Total funds spent: $1,605

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

Amount $	Source/Type (cash or in-kind)
n/a	Stipend initiatives were supported by significant in-kind contributions of staff time within the Research Services Office.

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:

☐ Insignificant impact (the institution could attain similar progress towards this objective without the EDI Stipend)
☐ Minor impact (the EDI Stipend had minimal impact on achieving progress)
☐ Moderate impact (the EDI Stipend had moderate impact on achieving progress)
☒ Major impact (the EDI Stipend had a major impact on achieving progress)
☐ Extensive impact (the EDI Stipend had an extensive impact on achieving progress)
☐ Don't know

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

Stipend funds were used to cover the costs of database development. As noted above, development of this tool required additional technical expertise beyond VPRI staff members.

To support this project, the Research Services Office engaged the services of the Strategic Research Data Coordinator in the Temerty Faculty of Medicine at U of T. Funds were paid to the Faculty for salary cost recovery.

Do you have other objectives to add?

☐ Yes

☒ No

PART D: ENGAGEMENT WITH INDIVIDUALS FROM UNDERREPRESENTED GROUPS

Instructions:

Outline how the institution has engaged with underrepresented groups: e.g. racialized minorities, Indigenous peoples, persons with disabilities, women, LGBTQ2+ individuals, during the implementation of the action plan (during the reporting period), <u>including how they have been involved in identifying and implementing any course corrections/adjustments</u>, 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**)

As part of our consultation process as we developed our revised Action Plan in 2019, current Chairholders were invited to complete a brief, confidential survey regarding the University's previous version of the Action Plan (submitted December 2018). Because the University has a large and diverse complement of Chairs, the group invited to provide feedback included individuals from all four designated groups.

The survey asked respondents to rate the EDI Action Plan in terms of how well it demonstrates an institutional commitment to EDI; how well the planned actions will enable the University to address systemic barriers and establish an inclusive workplace; and how well the planned actions will enable the University to deliver effective career development and mentoring supports.

The survey also included an open-ended question asking Chairholders to identify areas for future improvement. The survey included an option to self-identify on an anonymous basis, enabling us to determine the overall diversity of our group of respondents. Although we made our best efforts to reach members of all four designated groups, survey respondents self-identified in only three of the four designated groups (noting that 17% of respondents declined to self-identify). As we implement these objectives and sustain longer-term progress, we will continue to coordinate with groups and offices that support under-represented groups and are dedicated to equity and inclusion, such as the Committee on Equity, Diversity and Inclusion in Research and Innovation; the AODA Office; and the Office of Indigenous Initiatives.

The survey generated valuable quantitative and qualitative feedback. Quantitative feedback is available online ([via our EDI Action Plan)](#) and is summarized below:
- A majority of all respondents indicated that the EDI Action Plan demonstrates a strong commitment to advancing EDI across the Chairholder community (42% strongly agree; 39% agree).
- A majority of all respondents felt that the objectives and actions included in the Action Plan will help the University establish a supportive and inclusive workplace (19% strongly agree; 50% agree).
- A majority of all respondents felt that the objectives and actions included in the Action Plan will enable the University to address barriers to participation faced by under-represented groups (21% strongly agree; 45% agree).
- Although a majority of all respondents agreed or strongly agreed that the Action Plan will provide effective career development and mentoring resources, respondents reported

somewhat lower satisfaction rates with these plans, (21% strongly agree; 32% agree) when compared to questions regarding institutional commitment, a supportive and inclusive workplace, and the reduction of barriers.

- Among those who self-identified, similar proportions of men and women respondents agreed or strongly agreed with the statements that the Action Plan demonstrated a strong institutional commitment to EDI and that it will enable the University to address barriers to participation, although respondents who self-identified as men were more likely to strongly agree with these statements.

- Those who self-identified as women were more likely than those who self-identified as men to agree or strongly agree with the statements that the Action Plan will help establish a supportive and inclusive workplace and that it will help the University provide effective career development/mentoring resources.

- Because of the response rate, it was difficult to identify trends or common answers from individuals who self-identified as racialized/persons of colour, persons with disabilities, LGBTQ+ persons, and/or Indigenous persons. However, those who self-identified as a member of these groups (n = 5) were less likely to agree or strongly agree that the Action Plan demonstrates a strong institutional commitment to EDI, will help establish an inclusive workplace, or will enable the University to address barriers to participation.

- A lower proportion of those who self-identified as members of under-represented groups in addition to women agreed or strongly agreed that the EDI Action Plan would help address institutional barriers, when compared to all respondents who self-identified women and all respondents who self-identified as men.

Our Action Plan indicates that we will continue to administer surveys of this type on a regular basis moving forward. Due to challenges associated with the pandemic, we were not able to conduct another survey during the reporting period (see also Part B). Going forward, we plan to administer an engagement survey to our Chairholder cohort, asking them to comment on broader EDI initiatives at the University beyond our institutional EDI Action Plan. We will also incorporate feedback from faculty members beyond our Chairholder cohort, such as the Pulse surveys, and we will continue to engage the Committee on Equity, Diversity and Inclusion in the implementation of this Action Plan.

In addition to administering this survey, we also welcome feedback on our Action Plan on an ongoing basis; the University's public accountability website includes an open call for comments on the Action Plan and its implementation.

PART E: EFFORTS TO ADDRESS SYSTEMIC BARRIERS MORE BROADLY WITHIN THE INSTITUTION

Instructions:

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

In addition to the actions and commitments described in Key Objective 6, the following initiatives help address systemic barriers and promote EDI across the institution.

Equity Offices: The tri-campus Equity Offices—the Anti-Racism & Cultural Diversity Office, the Accessibility for Ontarians with Disabilities Act Office, the Family Care Office, the Office of Indigenous Initiatives, and the Sexual & Gender Diversity Office–provide EDI education and resources to create a more inclusive community. Their work is supported by EDI Offices on the Scarborough and Mississauga campuses, as well as a number of related offices.

International Day for the Elimination of Racial Discrimination (IDERD): U of T hosts an annual IDERD conference that invites community leaders, faculty, staff, and student leaders to engage in critical dialogue and information sharing around antiracism work. The IDERD conference also includes an awards ceremony to recognize the work of U of T community members to advance antiracism initiatives.

Provost's Postdoctoral Fellows: This program provides funding to increase opportunities to hire postdocs who identify as Black or Indigenous. The fellowships enable these postdoctoral researchers to grow their research profiles while also contributing to diverse excellence at U of T. The program awarded its first cohort of fellowships in Spring 2019 and is currently on its third cycle.

Anti-Semitism Working Group: In December 2020, U of T launched this Working Group to examine and address anti-Semitism on campus and to build a more inclusive institution. The Working Group will receive community feedback, review current process and practices to address anti-Semitism at U of T, and examine best practices at other institutions. It will develop a framework and recommendations to respond to anti-Semitic incidents and to eliminate anti-Semitism on campus.

National Dialogues and Action for Inclusive Education and Communities: The University of Toronto played an active role in organizing and hosting the first National Dialogues, held in October 2020. This event brought together more than 3,000 members of the higher education community to engage in conversations focused on anti-Black racism and Black inclusion. The National Dialogues informed the co-creation of the draft *Scarborough National Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education: Principles, Actions, and Accountabilities*. The Charter has now been shared with the University community for feedback.

Centre for Learning, Leadership & Culture (LLC): In 2019, the U of T Organizational Development & Learning Centre, which provides career learning and development to staff, was redesigned as LLC. As part of its enhanced mission, LLC has identified EDI as one of its core organizational competencies. In addition to providing career development resources and cultivating leadership, LLC is also supporting the University in building an inclusive workplace culture. In addition to supporting the delivery of workshops led by the U of T equity offices, LLC also provides EDI-focused course offerings via LinkedIn Learning.

Employee Affinity Groups: These affinity groups help to foster EDI and create a community of support for faculty and staff. These groups include Connections & Conversations for racialized staff and QUTE for LGBTQ staff and faculty.

Student Equity Census: In late 2020, U of T launched its first-ever student diversity census. This voluntary demographic survey will help the University to better understand the diversity and representation of the student population. The data will be used to develop and maintain programs that respond to student needs and to address barriers to inclusion and success.

These institutional efforts are also supported by local EDI initiatives within the academic divisions and departments, including strategies and actions to foster success for diverse learners, support accessibility and well-being, Indigenize teaching and learning practices, and create inclusive and welcoming environments.