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

Please complete the fields below.

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Does your institution have an EDI Action Plan for the CRCP?
☒ Yes
☐ No

PART A. EDI ACTION PLAN

Reporting on Key Objectives Analyses, Systemic Barriers, Objectives and Indicators

Date of most recent plan (e.g. latest revision of the public plan):	**September 27, 2019**
Rating given action plan in most recent review process:	**Satisfies**
Name of vice-president level representative responsible for ensuring the implementation of the plan:	**Leah Cowen, Vice-President, Research & Innovation and Strategic Initiatives**

EDI ACTION 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 (e.g. women, persons with disabilities, Indigenous

peoples and racialized minorities at the respective institution; institutions were then required to develop key S.M.A.R.T. (specific, measurable, aligned with the wanted outcome,
realistic and timely) objectives and actions to address them.

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

Key Objective 1

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):

This objective and its associated actions will seek to mitigate against the lack of awareness regarding unconscious bias in peer review and candidate assessments and to address the impact of this systemic barrier. These biases can affect peer review processes and recruitment decisions and can disadvantage members of under-represented groups, including candidates from the four designated groups. For example, selection committees may exhibit an implicit preference for homophily, favouring candidates who resemble already well-represented faculty members; researchers from under-represented groups are often held to higher standards than their well-represented peers; and narrow definitions of excellence can exclude scholars who experience career interruptions or whose work represents emerging or non-traditional methods, approaches, or outputs. This systemic barrier was identified through a review of a comprehensive body of research literature, as well as the expertise and resources identified in our employment systems review.

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 institutional 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. This training will therefore be implemented as one component of a broader strategy to embed equity and transparency into organizational processes, including the actions described in the key objectives below.

Corresponding actions undertaken to address the barriers:

As outlined in our September 2019 IEDIAP:
- 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 actions:
- Development of/delivery other resources and education for faculty and staff that support knowledge of EDI, bias literacy, and anti-racism work

Data gathered and Indicator(s) – can be both qualitative and quantitative:
- 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. 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 by the Research Services Office prior to approval of the nomination by the Division of the Vice-President, Research and Innovation (hereafter "VPRI"), and the Office of the Vice-Provost, Faculty & Academic Life (hereafter "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, anti-racism, and EDI education

Progress and/or Outcomes and Impacts made during the reporting period:
- VPRI reviewed and approved 14 nomination packages (including the selection committee reports) for new on-campus nominations submitted between December 2020 and December 2021
- In June 2021, the Research Services Office held an interactive workshop for staff or faculty members in the academic divisions who will fulfill the role of equity officer/equity champion on CRC selection committees. The workshop provided participants with an overview of the CRC Program requirements and the nomination process at U of T, including the role of the equity officer as well as scenario-based discussions that allowed participants explore strategies to promote equitable and transparent peer review processes and share best practices to mitigate the impacts of unconscious bias.
- VPFAL has shared and promoted new Unconscious Bias Education Modules, created by TIDE (the Toronto Initiative for Diversity & Excellence), a grassroots service organization comprising faculty members from across the University. This series of modules for faculty and staff and provides an academic approach to understanding unconscious bias. The first two modules offer an introduction to how unconscious biases may manifest and explain how unconscious bias can lead to unfair assessments in contexts relevant to our work at the University. The forthcoming third and fourth modules will provide suggestions on practices and equitable processes to mitigate the effects of these biases.
- In October 2021, the Toronto Initiative for Diversity & Excellence held its first "Unconscious Bias 101" workshop for faculty. In this online session, participants explored evidence on bias and its effects on

decision-making, discussed case studies, and considered strategies for reducing its effect on structural and personal practices. Approximately 30 participants attended this session.

- In 2021, 83% of new hires in VPRI completed unconscious bias training.
- VPFAL offers annual workshops 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 workshops are 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 2021, 102 faculty members and administrators participated in this workshop, and more than 500 have participated since we began offering unconscious bias workshops in 2016.
- In early 2021, VPRI launched its new [Equity, Diversity & Inclusion in Research & Innovation website](#), supported by funds from the previous EDI stipend. This site features resources for staff and faculty members, including [resources](#) on unconscious bias and best practices to mitigate its impacts.
- The Anti-Racism & 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 2021 ARCDO delivered workshop on preventing racial discrimination and harassment; identifying and addressing racial and sexual harassment; addressing racial microaggressions; understanding and addressing anti-Black racism; and addressing Islamophobia and anti-Semitism (offered in collaboration with the Multi-Faith Centre).
- Between December 2020 and December 2021, ARCDO offered a total of 136 trainings/workshops (20 regular workshops and 116 customized workshops). A total of 5,630 participants attended these workshops, including 855 faculty members and 2,092 staff members.

Challenges encountered during the reporting period:
- N/A

Next Steps (indicate specific dates/timelines):
- CRC Selection committees will continue to complete and submit mid-point/Selection Committee Reports, with review by Research Services Office (ongoing)
- TIDE will launch Unconscious Bias Education Modules 3 and 4 (2022)
- VPRI will roll out an updated EDI in Research & Innovation website (summer 2022)
- TIDE offered the Unconscious Bias 101 workshop in January 2022 (approx. 80 attendees). This workshop was followed by Unconscious Bias 102 in February 2022 (approx. 60 attendees), which explored how to mitigate inequity through changes to departmental culture and policies and through individual actions). Going forward, these workshops will be offered as standing sessions once every academic year.
- In addition, TIDE offers sessions to departments/units upon request and updates the content of University-wide sessions every year (ongoing)
- ARCDO continues to provide training and resources to faculty and staff through the year (ongoing). From January 2022 to early May 2022, ARCDO offered a total of 31 trainings/workshops (9 regular workshops and 22 customized workshops). A total of 1,625 participants attended these workshops, including 76 faculty members and 432 staff members.
- VPRI is planning a one-day workshop aimed at senior research administration leads, research administration staff, and EDI leads across our three campuses and nine affiliated research hospitals. Supported by CRC EDI stipend funds, the workshop will provide staff and administrators with

strategies to mitigate unconscious bias and implement best practices in peer review, and will also share strategies and supports to promote EDI within administration of the CRC Program. (November 2022)

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):

As described in Objective 1, unconscious biases can create negative impacts on the recruitment and retention of members of equity-deserving groups, including Chairholders from the four designated groups. Because these 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. These reviews also allow us to update our processes in light of new requirements from the CRC Program.

Following our comparative review, our institutional EDIAP (September 2019) committed to developing new standardized review practices that will create greater consistency and transparency in ensuring that the level of institutional support offered to Chairholders is comparable and equitable.

Corresponding actions undertaken to address the barriers:
As outlined in our September 2019 IEDIAP:
- Completion of this administrative review (initial review completed spring 2018; updated review based on new CRC requirements completed September 2018)
- The 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 (following the release of "EDIAP 2.0" from the CRC Program; on an annual basis thereafter)

Additional actions:
- Updates in fall 2019 (regarding the process for institutional attestation) and spring 2020 (regarding the generation of aggregated equity reports for applicant pools for **internal** CRC opportunities)

Data gathered and Indicator(s) - can be both qualitative and quantitative:
We reviewed the following indicators:
- Reviews of our processes, informed by ongoing engagement with the academic divisions to identify potential gaps or improvements, and the development of corresponding revisions.
- CRC Program updates requiring updates to our internal process

Progress and/or Outcomes and Impacts made during the reporting period:
- No process updates were required in 2021 (although we prepared for implementation of the mid-

point attestation requirement, which was communicated to institutions by the CRC Program in November 2021)

- In June 2021, our Research Services Office (RSO) held 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, answer any questions related to processes, and walk through our U of T nomination and renewal guide. This session was attended by 30 participants from across the tri-campus community.

Challenges encountered during the reporting period:

- There was no release of the CRC Program's updated EDI Action Plan ("EDIAP 2.0") during the reporting period, nor did we see the expected updates to nomination forms (described in the 2019 Addendum). As a result, we did not conduct the anticipated process review that would have followed this update, and we experienced delays in implementing changes related to the standardized practices related to the institutional levels of support.

Next Steps (indicate specific dates/timelines):

- Updates to our internal process and workflow to implement the CRC Program's mid-point attestation requirement (beginning in January 2022)
- We will update our processes following the implementation of the Program's EDIAP 2.0 and other aspects of the 2019 Addendum (when they are released by the Program), with regular process reviews thereafter
- Process updates will also be shared at our planned one-day workshop for November 2022 (see Key Objective 1)
- 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 (following the release of the Program's EDIAP 2.0)

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. Because biases are most pronounced in the absence of clear, consistent processes that integrate equitable practices, this objective and its associated actions will help us further guard against the impacts of bias and promote equitable review and selection.

This online guide to nominations and renewals is designed to support committee members in carrying out review and selection processes that promote equitable outcomes, ensuring that academic administrators, faculty, staff and nominees are appropriately informed about the processes, requirements and supports in place at U of T, as well as any updates to CRC Program requirements.

Corresponding actions undertaken to address the barriers:
As outlined in our September 2019I 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)

Additional actions:
- Updates to the guide in fall 2019 and spring 2020

Data gathered and Indicator(s) - can be both qualitative and quantitative:
We reviewed the following indicators:
- CRC Program updates
- 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:
- There were no updates to the guide during the reporting period (as described above in Key Objective 2)
- In June 2021, RSO held 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. This session was attended by 30 participants from across the tri-campus community.

Challenges encountered during the reporting period:
N/A

Next Steps (indicate specific dates/timelines):
- We have updated the guide to include our process for the mid-point attestation (February 2022)
- We will update the guide again following release of the Program's EDIAP 2.0 and revised nomination forms (TBD)
- We continue to approach the guide as a "living document" that can be updated as needed (ongoing)

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):
The collection and review of self-identification data from all CRC applicants both fulfills CRC Program requirements and enables University leadership to assess whether applicant pools include representation

from the four designated groups. As we know from the literature, under-represented groups may experience barriers in applying for opportunities. Moreover, if there is minimal diversity in the applicant pool, individuals from equity-deserving groups have a statistically lower chance of being selected. Both this applicant data and the data collected through the CRC Program self-identification forms are necessary to identify the existence of barriers or biases in the application and nomination processes.

Corresponding actions undertaken to address the barriers:
As outlined in our September 2019 IEDIAP:
- 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 (summer 2020)

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
- Discrepancies between the previous version of our internal survey and the current version of our survey (updated in 2020 to align with the CRC Program's revised self-identification form)

Progress and/or Outcomes and Impacts made during the reporting period:
- Beginning in January of 2021, we extended 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.
- In December 2021, the University announced it would form an Equity Survey Advisory Group to re-evaluate the institutional Employment Equity Survey, as the survey questions were last revised in 2016.

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.
- The Equity Survey Advisory Group has been established and will meet throughout 2022. The Advisory

Group will evaluate the effectiveness of the survey questions, suggest updates to make the Employment Equity Survey more comprehensive, and advise on matters related to data governance.

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Key Objective 5
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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 well as to support these Chairholders with research and career development resources.

Our CRC EDI Action Plan also intersects with broader institutional recommendations to address systemic barriers encountered by Black researchers, as outlined in the Report of UofT's Anti-Black Racism Task Force, submitted in March 2021. Black representation continues to significantly lag on all levels within the University, necessitating action beyond the existing EDI framework. One of the specific recommendations of the Task Force is to establish a culture of recruiting and championing Black academic excellence. In addition, the University of Toronto is one of 55 signatories of the Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education: Principles, Actions, and Accountabilities.

Corresponding actions undertaken to address the barriers:
As outlined in our September 2019 IEDIAP:
- 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 FDGs 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)

Additional actions:
- The development of new institutional and divisional strategies to address our December 2029 Chairholder equity targets and incremental targets (at both the Tier 1 and Tier 2 levels)

Data gathered and Indicator(s) – can be both qualitative and quantitative:
We reviewed the following indicators:

- The diversity and representation of our Chairholder cohort, relative to our December 2029 targets and interim 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 and other faculty members
- The delivery of career/professional development workshops, including those offered by VFPAL and via the Centre for Research & Innovation Support
- Response to the research-related recommendations of the Anti-Black Racism Task Force; the implementation of institutional strategies to address anti-Black racism and create an inclusive community for Black researchers

Progress and/or Outcomes and Impacts made during the reporting period:
- In order to address systemic barriers to participation in the CRC Program and to ensure that the University meets and exceeds its equity targets, we have instituted a policy that, between 2021 and the December 2029 deadline, new and vacant Chair opportunities in the academic divisions be posted **as targeted calls open only to members of one or more of the four designated groups**. The policy was instituted following consultation with the CRC Program and was developed collaboratively between VPRI and VPFAL. VPRI met with each academic division to communicate this process as well as our Chairholder equity targets.
- The University coordinated with the affiliated hospitals around meeting our equity targets. We provided with each hospital with its aggregated and deidentified Chairholder equity data and proposed that the hospitals fill new Chairs through calls targeted to members of the four designated groups. We also share our internal process with the hospitals to identify potential best practices.
- These initiatives that are specific to the CRC Program are bolstered by broader institutional to efforts to attract and retain a diverse faculty cohort, including our Chairholders.
- During the reporting period, the Vice-President & Provost continued to provide dedicated central funds for the hiring of Black or Indigenous faculty members through the Diversity Fund. 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.
- The [Faculty and Librarian Complement Breakdown by Sex: 2020–2021](#) report looks at all appointed faculty using the indicator "sex" (as opposed to gender or other demographic data) in the University's Human Resources Information System, measuring trends year-over-year (the "sex" indicator allows us to consider all appointed faculty and librarians, rather than only at those who chose to respond to the Employment Equity Survey). Among tenured/tenure-stream faculty, the balance between male and female was fairly equal at the rank of Assistant Professor (52.3% male; 47.3% female), and close at the rank of Associate Professor (54.4% male; 45.2% female). However, males represented 69.8% of tenured faculty at the rank of Professor, as opposed to the 30.1% of tenured faculty at the rank of Professor who were female. Notably, female representation in academic leadership positions was 45.1% in 2020–21, a significant increase over the 25.4% representation in the institution's baseline reporting from 2004–05.
- In 2021, CRIS delivered 170 professional development opportunities to the University community. CRIS also developed resources including a research facilitation toolkit and offered a consolidated calendar of more than 600 training and information events. The CRIS team also added a new member focused on faculty program development.
- The University's [Black Research Network](#) (BRN) launched October 2021 as an Institutional Strategic Initiative. The goal of the BRN is to promote Black excellence at UofT and enhance the research capacity of Black scholars within the University and on the world stage. The network grew out of consultations with Black students, PhD candidates, post-doctoral fellows and faculty members to

identify the vision and goals. The establishment of this network with support from the University aligns with the recommendations of the Anti-Black Racism Task Force and the Scarborough Charter. The BRN has also developed its strategic plan, which focuses on research, mentorship, community, and fundraising.

- In late 2021, the Connaught Committee approved creation of the Connaught Fund for Globally Connected Challenge in Black Research (GCCBR), providing $250K/year for an initial three-year period. Developed in partnership with the Black Research Network, the GCCBR will support projects addressing "wicked problems" relevant to systemic and historical outcomes of racial bias across in areas such as health, economics, culture, science & technology, and environment. The GCCBR also contributes to addressing challenges and barriers to inclusive research excellence for Black scholars, researchers, and highly qualified personnel (HQP) trainees in new, multidisciplinary, collaborative research.

- VPFAL continues to hold its two-day New Faculty and Librarian Orientation. Since 2020, this workshop has included a "second-year panel" in which faculty members 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 includes 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 2021, this workshop was expanded to include a second component to deepen the conversation. In 2021, 131 new hires participated (91 tenure stream, 37 teaching stream, and 3 librarians), up from 109 in 2020.

- 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 2021-22, VPFAL included new sessions for part-time faculty to address the change in policy for part-time faculty (now eligible for a continuing appointment) and continued the practice of sending individualized invitation to session, begun in 2020. As a result, 648 faculty members participated in these session in 2021-22 and 777 in 2020-21 (up from 350 attendees in 2020, and 111 attendees in 2019).

- Since January 2020, VFPAL has offered workshops 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 January 2021 a similar session was developed for faculty members in the teaching stream. In the winter of 2022, 50 tenure and teaching stream faculty members attended these sessions.

- VPFAL hosts an annual Retreat for New Academic Administrators (AAA Retreat), at which EDI and unconscious bias are integrated into the content. Many continuing academic administrators also attend the retreat. Since 2017, the Toronto Initiative for Diversity & Excellence (TIDE) has run sessions at the retreat which include scenario-based activities that incorporate issues related to EDI. In 2021, 53 new and continuing AAAs participated in a three-hour session run by TIDE called "Bias, Inclusion and Culture Change."

Challenges encountered during the reporting period:
N/A

Next Steps (indicate specific dates/timelines):
- The Diversity Fund has been renewed for the upcoming academic year, and the University plans to [spend $2.3 million to hire 30 additional Black or Indigenous faculty members](#).
- VPRI will develop and share accessibility tools and educational resources for the University research community, to be hosted on our EDI in Research & Innovation website. Supported by the current CRC

EDI stipend, these resources will include online modules on Accessibility in the Research Environment and Accessibility Considerations in Research Design; infographics and tools on creating inclusive and accessible research labs and best practices for inclusive events; and a hub of external resources. (May–September 2022)

- The BRN has launched and awarded the inaugural round of the Ignite Grant to support Black faculty, librarians, and post-doctoral fellows across all disciplines. The grants provide small-scale funding towards research training, research dissemination, and research support (awards announced April 2022)
- In support of Black faculty retention strategies at U of T, the Black Research Network is designing **A BRN Roadmap for Designing 360º Faculty Mentoring Experiences** to provide practical guidelines for the development of comprehensive mentoring experiences for junior Black faculty. Development of the roadmap is informed by literature reviews, interviews with BRN scholars, and meetings and workshops with senior administrators, deans, and faculty across the university. It will encourage the engagement of faculty in the creation of an intersectional mentoring model that accompanies their professoriate trajectories (2022/2023)
- VPRI will launch the first Connaught Globally Connected Challenge in Black Research competition (application intake: November 2022)
- Supported by the current EDI stipend, CRIS will develop a demographic data collection framework for registrants for professional development resources. This data collection initiative will enable us to understand the diversity of those researchers who are accessing CRIS research supports and to identify gaps in participation and explore potential barriers. This approach will contribute toward more equitable supports for our research community, which includes our cohort of Chairholders. (summer–fall 2022)
- In the winter of 2022, 50 tenure and teaching stream faculty members attended "Building the Momentum" sessions offered by VPFAL.
- In 2022, TIDE will again run their sessions for New Academic Administrators. VPFAL has also developed new sessions on incorporating diversity into the workings of academic units: Day three of the retreat is structured around the theme of "Collegiality and the Challenge of Difficult Conversations". It includes new sessions such as the following: "Making and Understanding Land Acknowledgements," "Three Frameworks for Difficult Conversations" (which includes a universal design component), "Reframing Disability: Conversations about Faculty Success" and "Supporting Faculty from Underrepresented Groups." An estimate of the anticipated attendees for this day is 60.

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 inequity of opportunities in mentoring, promotion, leadership, and research.

Corresponding actions undertaken to address the barriers:
As outlined in our September 2019 IEDIAP:
- Adoption and implementation of the recommendations of the [Working Group on Equity and Diversity in Research and Innovation](#) (2019–2020)
- Delivery 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 (2020/2021)
- 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
- Findings of the updated institutional scan of policies and initiatives in the reporting period (in addition to the initiatives described above)

Progress and/or Outcomes and Impacts made during the reporting period:
- VPRI, working with other senior portfolios, has fully addressed 39 of 49 of the Working Group recommendations, with the remainder in progress.
- In April 2021, VPRI appointment the inaugural Director of EDI in Research and Innovation. 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.

Updated Environmental Scan:
- ***Anti-Black Racism Task Force Recommendations:*** The University continues to work to [implement the recommendations of the Anti-Black Racism Task Force](#), including those related to research and faculty recruitment and retention. Approximately 30 of the 66 of the recommendations are in progress, completed, or ongoing, while the others are in the planning stages with the remainder in planning while the appropriate divisions determine their approach.
- ***EDI in Research & Innovation Education:*** In fall 2021, VPRI launched "In Conversation With…Visiting Topics in EDI in Research & Innovation," a series of discussions with experts at University of Toronto on how to embed best practices and strategic EDI approaches within the research and innovation ecosystem. The series is hosted by the Director of EDI in Research and Innovation and features experts from across the tri-campus community. The three sessions held in the reporting period provided an introduction to EDI in research and innovation and also covered training recruitment and hiring as well as EDI data collection for research programs and initiatives. The sessions drew a total of almost 400 registered participants.
- ***Pandemic Supports:*** VPFAL continues to provide guidance to academic administrators regarding best

practices to support faculty in the context of the pandemic.

- *[Black Founders Network](#):* The Black Founders Network (BFN) was launched in October 2021 as part of the University's entrepreneurship ecosystem. The BFN is an inclusive community for Black entrepreneurs and provides access to networks and resources to build, fund, and scale startups. Recognizing the systemic barriers experienced by Black entrepreneurs, the BFN provides allyship, mentorship, and sponsorship for Black founders while also celebrating Black excellence.
- *Healthy Labs and Research Teams:* In 2020, the Special Advisor, Healthy Labs Initiative, delivered a report with a series of recommendations for best practices in lab management and the creation of healthy and inclusive research environments across the University. VPRI accepted all eight core recommendations and has committed to work with the School of Graduate Studies to support implementation. During the reporting period, these divisions began implementation of the recommendations, including the development of an education and recognition program for individual labs and research teams ("*Healthy Labs and Research Teams Education and Recognition Program*") that includes the provision of training and celebration of achievements in this domain for faculty members, as well as the broader team. The *Healthy Labs and Research Teams Education and Recognition Program* implementation leads engaged with the University's Director, EDI in Research and Innovation, and the Executive Director, EDI, to identify relevant and appropriate educational opportunities and merit indicators for recognition under the program related to EDI.
- *[Indigenous Research Network](#):* The Indigenous Research Network (IRN) launched its activities in September 2021. Staffed by the Indigenous Research Circle, this network provides culturally safe support and guidance for research with Indigenous peoples and communities. Supports are available to all faculty, staff, and students engaged in Indigenous research. The Indigenous Research Circle also provides leadership for Indigenous Stream of the U of T Connaught Community Partnership Research Program, which brings together Indigenous communities with U of T researchers to pursue research questions and priorities identified by the communities themselves; it also provides culturally appropriate reviews for other internal funding applications that involve Indigenous Research.
- *Indigenous Research Ethics Consultation Report:* The Indigenous Research Circle submitted an Indigenous Research Ethics Consultation Report to VPRI in early 2021. During the reporting period, the Office of Research Compliance and Oversight worked with the Provostial Advisor on Indigenous Research and the Indigenous Research Circle to establish the process for Indigenous Ethics Review, involving the development of an Indigenous Human Research form and identifying members of the Indigenous Research Network to conduct reviews. The office also held two in a series of three Indigenous workshops for Research Ethics Boards members and members of the VPRI, led by the Indigenous Training Coordinator in the Office of Indigenous Initiatives.
- *Indigenous Research Circle Review Panel:* VPRI has worked with the Indigenous Research Circle (IRC) to develop a process by which an IRC Review Panel will review applications to our internal Connaught Fund programs proposing research that includes or impact Indigenous individuals, communities, peoples, topics, or lands. This Panel will assess these applications to ensure that they are consistent with Indigenous values and approaches. This assessment will be offered in addition to (and simultaneous to) peer review by the relevant review panel. If the IRC Review Panel can neither approve the research as proposed nor offer guidance to the applicant to improve the proposal, an application will not be considered for funding.
- *Dimensions: Equity, Diversity and Inclusion Canada:* The University of Toronto is an affiliate institution of the Dimensions pilot program. During the reporting period, University representatives continued to participate in workshops and sessions provided by the Dimensions program.

Challenges encountered during the reporting period:
- We experienced COVID-related delays in implementing the remaining Working Group recommendations, especially those that required a high degree of coordination across portfolios

- As noted in our previous progress report, the Speaking Out employee engagement survey was administered by the Division of the Vice-President, Human Resources & Equity, in January 2020 and included 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. The University has administered additional Pulse surveys as it continues to respond to the changing conditions of the pandemic

Next Steps (indicate specific dates/timelines):
- The VPRI aims to fully address all of the EDRI Working Group recommendations by the end of the 2021/2022 academic year.
- The latest iteration of the Pulse survey was delivered in April/May 2022 and focused on employee experience regarding hybrid and on-campus work
- The *Healthy Labs and Research Teams Education and Recognition Program* team will finalize the database of University-provided educational programming to support the recognition program in summer 2022, and this database will be published on the program's website. The education program has an anticipated launch of early Fall 2022 and the recognition program has an anticipated launch of early 2023 once internal consultations with stakeholders have been completed.
- The Office of the President, Office of the Provost, and Office of the Vice-President, People Strategy, Equity & Culture will continue to lead implementation of the remaining Anti-Black Racism Task Force recommendations.
- The Black Founders Network will launch its first Accelerate program, a cohort-based accelerator model that provides early-stage Black entrepreneurs and their co-founders with workshops, tailored resources, mentoring, and access to funding opportunities (summer 2022). BFN will provide other resources and supports on an ongoing basis.
- The next round of the Indigenous Stream of Community Partnership Research Program (community and faculty consultations launched February 2022)
- Our Research Oversight and Compliance Office (ROCO) and the IRN will continue to implement the recommendations of Indigenous research ethics consultation report. The third Indigenous workshop for Research Ethics Board members, this time on allyship, was held in early 2022.
- The Indigenous Research Circle Review Panel will continue to assess relevant Connaught Fund proposals (ongoing).
- The University will continue to participate in the Dimensions program (ongoing)

PART B. CHALLENGES AND OPPORTUNITIES

Other than what has been outlined in the section above, 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:
- Throughout the reporting period, staff in VPRI, VPFAL, and the Division of People Strategy, Equity and Culture (hereafter "PSEC")—as well as research administration leads and staff in the academic divisions—continued to perform work remotely while also managing the challenges of remote learning for children and other caregiving responsibilities. In addition, research administration staff

devoted some of our efforts to supporting research continuity. As a result, we experienced delays in implementing a number of initiatives, as described above.

Ongoing Challenges:
- The institution size: U of T represents 3 campuses, 18 academic divisions, over 2,250, tenured/tenure-stream faculty members, 420 teaching-stream (continuing) faculty members, and just over 15,000 faculty and instructors (including full and part-time faculty members as well as sessional instructors).
- The large number of Chairholders: U of T currently has over 300 occupied 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 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, implementing all nomination requirements, and gathering the information necessary to complete the Institutional Attestation as well as the newly introduced mid-point attestation. These efforts require the dedication of University resources.

Opportunities and Best Practices:
- Working closely with the academic divisions and hospitals to proactively develop strategies to meet and exceed our equity targets for both Tier 1 and Tier 2 Chairs.
- 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. This committee also includes representation from a faculty lead in the Toronto Academic Health Science Network (TAHSN).
- Establishment of the 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 leadership to support EDI in program administration.
- A high degree of cooperation among portfolios, including the VPRI, PSEC, and the Division of Vice-President & Provost.
- Robust equity data collection capabilities supported and administered by PSEC.

PART C. REPORTING ON EDI STIPEND OBJECTIVES (N/A)

Not applicable this year

PART D. ENGAGEMENT WITH UNDERREPRESENTED GROUPS

Outline how the institution has engaged with underrepresented groups: e.g. racialized minorities, Indigenous peoples, persons with disabilities, women, LGBTQ2+ individuals, during the implementation of the action plan (during the reporting period), including how they have been involved in identifying and implementing any course corrections/adjustments, if applicable. For example, how was feedback gathered on whether the measures being implemented are resulting in a more inclusive research environment for chairholders of underrepresented groups? How has intersectionality been considered in developing and implementing the plan (if applicable)? Have new gaps been identified? How will members of underrepresented groups continue to be engaged? (Limit: 10 200 characters)

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. Results were reported on our website and in our previous annual progress report.

As part of our implementation of the 49 recommendations of the EDRI Working Group, the University will collect data through interviews, focus groups, and/or surveys of faculty and researchers—including members of Chairholder community—to better understand issues related to EDI at U of T. The anonymized information obtained from these will inform continued implementation of the 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. OTHER EDI INITIATIVES

Efforts to Address Systemic Barriers More Broadly within the Institution

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

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 (ARCDO), 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.

ARCDO Educational Programming Events: Between December 2020 – December 2021, ARCDO held 24 educational events, including the Race, Equity & Action Speaker Series, Black History Month, Confronting Anti-Asian Racism, Asian-American Heritage Month, the International Day for the Elimination of Racial Discrimination Conference, and "Restore" events focused on restoration, healing, and self-care. A total of 2,644 participants attended these events.

International Day for the Day of 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 and Indigenous. The fellowships enable these postdoctoral researchers to grow their research profiles while also contributing to diverse excellence at U of T.

Anti-Semitism Working Group Final Report: In December 2021, the Working Group—launched in 2020 to examine and address anti-Semitism on campus and to build a more inclusive institution—delivered its final report and recommendations. The University has accepted all eight recommendations and has committed to supporting their implementation. The report was officially entrusted in February 2022.

Centre for Learning, Leadership & Culture (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, the University launched a student diversity census to 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. Effective implementation of the census was also guided by the U of T Student Equity Census Advisory Roundtable, which reviewed feedback on the census from participants. The Roundtable submitted a report with recommendations to the Vice-Provost, Students, who has accepted these recommendations and will launch an updated version of the census.

ARCDO Student Workshops: In the 2021-2022 academic year, ARCDO piloted 4 trainings/workshops for students: 2 on preventing racial discrimination and harassment in the work and learning environments and 2 on tools, strategies, and discussions to address racial microaggressions. Over 400 students participated in these sessions.

These institutional efforts are also supported by local EDI initiatives within the academic divisions and departments.