

UNIVERSITY OF TORONTO'S CANADA RESEARCH CHAIRS EQUITY, DIVERSITY AND INCLUSION ACTION PLAN

The University of Toronto CRC Equity, Diversity and Inclusion Action Plan (the Action Plan) guides our efforts to ensure the representation of individuals from the federally designated groups—persons with disabilities, Indigenous peoples, visible minorities and women¹—among our Canada Research Chairholders across the University and affiliated hospitals.

The University and affiliated hospitals will progressively meet the objectives of this revised and updated Action Plan by December 2019. Initiatives undertaken under the Action Plan will complement and support [existing institutional equity, diversity and inclusion initiatives](#) and may be further revised and updated to encompass input from our community as we implement the items below.

Our community comprises the University of Toronto, which includes three campuses, eighteen academic divisions and 125 appointing units, as well as nine affiliated hospitals. With ten separate employers who have different policies and practices comes both the challenge of significant inter-institutional coordination and the strength of different approaches in implementing the Action Plan. The affiliated hospitals with five or more Chairs have each developed their own complementary Action Plans in conjunction with this U of T Action Plan, including their own objectives and processes aimed at removing barriers and increasing representation of the four designated groups among their Chairholders. Those hospitals will also monitor their own progress toward meeting these objectives.

TARGETS

Targets for the CRC program are set nationally for the federally designated groups. [Full information on the determination of these targets](#) can be found on the CRC website.

The University of Toronto has set the following targets for the appointment of CRCs between 2017 and 2019, based on its current count of 247 filled Chairs:

Women: Continue to meet and work to exceed national target of **32% / 79 CRCs**

Visible minorities: Achieve national target of **15% / 37 CRCs**

Persons with Disabilities: Achieve national target of **4% / 10 CRCs**

Aboriginal Peoples: Continue to meet and work to exceed national target of **1% / 2 CRCs**

[Table of U of T CRCs from the federally designated groups](#)

1. EQUITY, DIVERSITY AND INCLUSION OBJECTIVES AND MEASUREMENT STRATEGIES

U of T is committed to removing barriers and supporting our community members in fulfilling their academic, research and employment goals. The [University of Toronto is recognized](#) as one of Canada's Top 100 Employers (2018), Canada's Best Diversity Employers (2017), Canada's Greenest Employers (2017), Canada's Top Family-Friendly Employers (2017), Greater Toronto's Top Employers (2017) and Canada's Top Employers for Canadians over 40 (2017).

¹ The Canada Research Chair program uses the terminology of the four designated groups listed in the Employment Equity Act. The University has adopted a broader scope and some different terms for its employment equity initiatives: Indigenous/Aboriginal people, persons with disabilities, racialized persons/persons of colour, LGBTQ individuals and women. These terms will be used throughout unless referring directly to a CRC requirement.

Through a number of annual reports, the University conducts regular self-assessments towards the goal of equity, diversity and inclusion. Analysis of these reports was included in our employment systems review, comparative review and environmental scan.

Employment Systems Review (2017/2018)

An employment systems review was initially conducted in the fall of 2017, prior to the development of the University's original Action Plan, and was updated to incorporate more recent data, which became available in November 2018. Our review examined the openness and transparency of the University's recruitment practices as well as the overall diversity of our faculty complement. This review was conducted in cooperation with the Division of the Vice-President, Human Resources & Equity, and the Division of the Vice-President and Provost.

The review process was data-driven, drawing on employment equity data collected by the Division of the Vice-President, Human Resources & Equity. In 2016, the University launched a revised Employment Equity Survey (see [attached survey](#)) to better understand the current composition of our workforce and to develop programs and initiatives to support the diversification of our faculty and staff. The survey questions themselves were modified following an extensive consultation process, which resulted in a better delineation between gender/gender identity and sexual orientation, the description of visible and invisible disabilities and the addition of questions around ethnocultural identity. A similar Diversity Survey is available to all applicants to career opportunities at U of T, including full-time faculty positions.

The annual [Employment Equity Report](#) provides the University community with aggregated data from the Employment Equity Survey, allowing us to assess and monitor the representation of members of equity-seeking groups—including, but not limited to, the four designated groups—among the University's faculty members, librarians and staff members. Based on the updated Employment Equity Survey, the 2016–2017 Equity Report represents the first time that the University was able to identify at a more granular level areas where there may be gaps in our employment pool, and where we need to concentrate efforts to increase our candidate pools. Information regarding the representation of equity-seeking groups among applicants to employment opportunities is also published in the 2016–2017 Employment Equity Report.²

The [2016–2017 Employment Equity Report](#) includes the following information on representation of the four designated groups among faculty members (based on a 70% response rate):

- 47% of faculty members and 39% of applicants to faculty positions self-identified as women
- 17% of faculty members and 20% of applicants to faculty positions self-identified as racialized persons/persons of colour
- 1% of faculty members and 2% of applicants to faculty positions self-identified as Indigenous persons
- 6% of faculty members and 4% of applicants to faculty positions self-identified as persons with a disability

We also examined past Employment Equity Reports (prior to 2016–2017), considering the representation of the four designated groups among tenure-stream faculty members. An analysis of employment equity data collected between 2008 and 2015 shows a gradual but steady increase in the representation of women among tenure-stream faculty members. The representation of racialized persons/persons of colour among tenure-stream faculty members fell slightly in 2015, but there was an overall increase since

² Since some departments and academic divisions do not use the online recruitment system, these data sets may not be comprehensive and representative of all applicants.

2008. The representation of Indigenous peoples and persons with disabilities in this category remained relatively constant.

A workforce analysis is conducted annually as part of the University's employee equity reporting, comparing University of Toronto representation across the designated groups with labour market availability figures from the 2011 National Household Survey and 2012 Canadian Survey on Disability. The University's faculty complement exceeds the labour market availability figures (NOC 4011) in the categories of women, racialized persons and persons with a disability. In particular, the most recent data shows that the University has eliminated a critical gap relative to the Canadian workforce in terms of racialized faculty. Whereas in 2016–2017 the University was below the Canadian Labour Market availability, [the 2017–2018 Report on Employment Equity](#) shows that we exceeded the CLM for this equity group. Representation of racialized faculty members increased by 2%, from 17% to 19% relative to last year, and was the largest demographic shift for the University. In addition, the existing labour market gap for Indigenous faculty members is less than one half of a percent and was reduced by 39% from the previous reporting period (from a numerical gap of 23 faculty members, as compared to External Availability Statistics, to a gap of 14 faculty members). We believe these figures contribute to the advancement of an intentionally inclusive, diverse and equitable culture for the University of Toronto communities.

In addition, the Division of the Vice-President, Human Resources & Equity, tracks employee retention rates across the University; turnover rates are very low, standing at approximately 4 percent.

The Division of the Vice-President and Provost also regularly examines issues related to academic life as part of continuing efforts to improve policies and practices to create a diverse and inclusive environment for all faculty. One example is the annual report on women faculty, which provides data on employment, hiring, tenure and promotion and academic leadership among women at the University. According to the report [Gender Equity and Pathways to Leadership: Women in the Tenure Stream at the University of Toronto \(2004–05 and 2014–15\)](#), more women joined and stayed at the University of Toronto in 2014–2015 than in 2004–2005, our baseline year for data. The recently released [Faculty Gender Equity Report, 2015–16 and 2016–17](#), shows overall consistency with the 2014–2015 report, emphasizing the trend toward the increased representation of women in the faculty complement. However, both reports show that women are under-represented in many disciplines and divisions, as well as among senior faculty ranks and senior faculty hires. The same is true for women in senior clinical faculty positions.

In order to mitigate systemic barriers to participation by under-represented groups, the Division of Vice-President and Provost will continue to implement the following measures:

- The Provost has [dedicated central funds toward the recruitment of new Black and Indigenous faculty members](#).
- An equity statement appears in all postings for employment opportunities at the University of Toronto.
- The Office of the Vice-Provost, Faculty and Academic Life, reviews all job advertisements for faculty positions.
- The Office of the Vice-Provost, Faculty and Academic Life, reviews and approves all appointments for faculty positions and provides feedback related to equitable salary and start-up packages.
- The Office of the Vice-Provost, Faculty and Academic Life, has developed [Strategies for Recruiting an Excellent and Diverse Faculty Complement](#), which provides search committees with concrete approaches for broadening candidate pools and supporting diversity throughout the academic recruitment process.

- Chairs of appointment, tenure and promotion committees are encouraged to participate in unconscious bias training workshops, offered twice yearly. Decanal and Provostial assessors to appointment, tenure and promotion committees are also encouraged to participate in these workshops. Approximately 240 individuals have participated in these workshops since their launch in 2015.
- The Division of the Vice-President and Provost, directly and as represented by a cadre of senior faculty members who serve as Provostial and Decanal Assessors, provides oversight to ensure that reasonable and equitable standards for promotion are applied across the University, taking into account the differing patterns of activity that characterize each division.

Comparative Review (2018)

Because U of T seeks to create a more equitable environment for our research community as a whole, our comparative review was not restricted to Chairholders, but rather included a larger group of researchers from across our academic divisions. This broader community of scholars includes our many Chairholders. This comparative review was conducted in the fall of 2018.

Our comparative review included an assessment of aggregated equity data for recent applicants to, and recipients of support from, the University's internal funding programs. For example, a review of an internal program to support early career researchers found that, since 2013–2014, faculty members who identified as women, persons with disabilities or racialized persons applied for and received awards in proportion to their representation among appointed faculty members. However, these aggregated reports do indicate a small decline for each group in moving from the applicant pool to the list of successful candidates. In keeping with University policies regarding privacy, numbers for applicants and recipients who self-identified as Indigenous peoples were too small to report.

To better integrate equity, diversity and inclusion (EDI) into our internal funding programs, and to mitigate the possible effects of implicit bias in the adjudication of these programs, the Division of the Vice-President, Research and Innovation, is implementing the recommendations of the [Equity and Diversity in Research and Innovation Working Group](#), which issued its report in May 2018. The Division is making concerted efforts to establish internal adjudication committees with diverse memberships, and all reviewers are encouraged to complete unconscious bias training. In addition, the application guidelines for these program have been updated to encourage applications from members of equity-seeking groups, and the Division has developed new data collection strategies to assess the diversity of applicant pools.

We also conducted a review of the gender representation among nominees for major research awards and honours in 2016. There are some challenges in capturing a complete picture of these data: many nominations are submitted by faculty members' peers, both inside and outside the University, and academic divisions and departments vary in their capacity and mechanisms to participate in nomination processes. Of the nominations for which we have data, approximately 30 percent were in support of nominees who are women. This is in part a function of the lower number of women in senior faculty positions, as seen in the University's Gender Equity Reports, but we do acknowledge that women are not being nominated at the same rate as men.

The University is addressing this challenge through the implementation of EDI practices specific to research awards and honours, also consistent with the recommendations of the Working Group. These practices, currently in development, will support the nominations of candidates from equity-seeking groups, including the four designated groups, and will allow the University to better assess the diversity of nomination pools, beginning with internal research awards. The Division of the Vice-President, Research

and Innovation, will also provide faculty and staff members with resources on best practices to promote equity and diversity in nominations; for example, members of our review panels for some internally adjudicated awards and honours are now required to complete unconscious bias training. The Division is currently working to ensure that a broad pool of candidates is nominated by encouraging divisions and departments to adopt a systematic and data-driven approach to identify excellent candidates; sharing divisional nomination best practices across the University; providing support in the preparation of nominations, with a focus on EDI; and working with a network of equity champions to nominate women and members of other equity-seeking groups. The Vice-President, Research and Innovation, is also taking steps to make award information accessible to all faculty members through a new online database and communications that directly publicize opportunities, including those aimed at early career researchers. In addition, the representation of women among senior faculty members will be advanced and accelerated by broader efforts that U of T is making in the area of gender equity.

Also as part of this comparative review, the Division of the Vice-President, Human Resources & Equity, performed a review of equity data for grant-funded staff, relative to other employee groups. Based on this review, the proportion of grant-funded employees who identify as women and racialized persons is roughly equivalent to, or higher than, their representation among employees funded by operating or ancillary budgets, showing that these two groups are not under-represented in research-supported positions. A review was also conducted for employees who identify as Aboriginal peoples and persons with a disability, but the results for these two categories were too small to be statistically significant.

The matter of gender pay equity is an important issue at U of T. Like many other large and complex institutions, we are in the process of carefully examining gender pay equity as it relates to our faculty. Pending further analysis, we are committed to taking steps to meaningfully address any identified inequities.

The University also makes best efforts to assign academic service, such as committee work, on an equitable basis, keeping in mind that faculty members from equity-seeking groups can face a disproportionate pull on their time. As part of the aforementioned unconscious bias training, Chairs and other senior administrations are made aware of these issues, and are able to better support the promotion of equity within their departments and divisions. In addition, best practices for equity and diversity in service assignments will be an explicit topic of forthcoming workshops offered annually for incoming administrators, by the Office of the Vice-Provost, Faculty and Academic Life.

Environmental Scan (2017/2018)

The environmental scan, initially completed in the fall of 2017 and augmented with updated information in November 2018, included a review of policies and resources that promote EDI across the three University campuses. We conducted a review of the University's [Accessibility for Ontarians with Disabilities Act \(AODA\)/Ontario Disability Act \(ODA\) Reports](#), which summarize annual progress toward creating an accessible, barrier-free campus. Highlights from these recent reports included building upgrades to provide accessible built environments, education and training on accessible web services and the development of resources to foster accessible learning environments. This year, the report included new sections on areas for improvement and next steps, including convening a new group to review design projects, creating a web accessibility advisory group and working across divisions and offices to review existing processes for accommodations in research settings.

The scan also included a review of [HR & Equity Annual Reports](#), which provide an overview of initiatives within the Division of the Vice-President, Human Resources & Equity, that promote safe and healthy work environments, enhance efficiency and produce an equitable and inclusive environment.

Recent initiatives include:

- Adding a third gender option to the HR Information System
- A new policy on sexual violence and sexual harassment
- The establishment of a personal safety, high risk and sexual violence prevention support team
- The launch of Connections and Conversations, an affinity group for racialized staff at U of T
- The Anonymized Recruitment Project pilot, screening staff applications using materials that have had certain identifying information removed
- The development and delivery of ongoing training on harassment, discrimination and unconscious bias
- The development of resources to promote accessible communications, including workshops offered by the University's Accessibility for Ontarians with Disabilities Act Office and updates to the Accessible Communications page of the AODA Office website

In conducting this scan, we also evaluated the results of the most recent [Speaking Up Faculty and Staff Engagement Survey](#), a joint initiative of the Divisions of the Vice-President and Provost and the Vice-President, Human Resources & Equity. This survey is run every three to five years and is designed to provide an overview of the staff and faculty work experience at U of T. The most recent version of the survey ran in late 2014, with results shared across the University in 2015.

The Survey found that the majority of respondents are satisfied with their work-life balance (69 percent); feel motivated in their jobs (84 percent); and feel valued (71 percent, up from 64 percent in 2010). The Survey also included specific questions about the University's commitment to equity and diversity. Results showed that

- 76% of faculty, staff and librarians agree that the University demonstrates a commitment to practices that support equity and diversity;
- 71% agree that their unit head/managers demonstrate a commitment to practices that support equity and diversity;
- 76% also agree that in their experience faculty, staff and librarians are treated with respect in their departments (new question in 2014);
- 61% are aware of resources/services regarding sexual harassment; 60% are aware of resources/service regarding harassment in general; and
- 58% are aware of resources/services for discrimination and racism.

These results related to equity and diversity show improvement since 2010, but the University has acknowledged that further efforts are necessary to build upon existing resources and to support equity and inclusion at U of T. Recent initiatives include the U of T International Day for the Elimination of Racial Discrimination Campaign, launched in 2012; the Positive Space Campaign to create inclusive spaces for LGBTQ+ members of the University community; and the Washroom Inclusivity Project, which provides information on physical accessibility, gender-inclusive washrooms and washrooms with baby-changing stations.

In addition, the Speaking-Up Survey showed a need for improvement in internal communications related to on-the-job decision-making, the strategic priorities of the University's leadership and updates about various programs and policies relevant to work. In response, the University has introduced new communications measures, including the Provost's Weekly Digest; the redesign of the *Bulletin*, an online newsletter for University faculty and staff members that is published three times a week; and updates to faculty and staff orientation and onboarding.

An expanded Speaking Up Survey is currently in development and will be administered in 2019. This next iteration of the survey will be updated to include more questions focused on inclusivity at U of T, leveraging the existing survey mechanism to enhance the University's ability to assess and respond to employees' sense of inclusion.

The University is also currently participating in a Service Effectiveness Survey as part of an international UniForum survey to gauge overall satisfaction with university services. This survey, available to faculty and staff members, is designed to report on the effectiveness of key administrative services: research administration, teaching development, finance, purchasing services, human resources, information technology, marketing and student recruitment, student support and facilities management. Survey results will allow the University to identify gaps in services that may result in inequities for faculty, staff and students.

The environmental scan also included a review of the many EDI initiatives across the three U of T campuses, as described below in Objective 6.

Our **Equity, Diversity and Inclusion Action Plan** is informed by these reviews and scans, as well as by other EDI initiatives detailed below. The Action Plan acknowledges the multiple identities of our faculty members, including CRCs, and adopts an intersectional approach to equity, diversity and inclusion. The Action Plan objectives aim to address the biases and stereotypes, as well as the unique and intersecting experiences of individuals, based on race or gender or disability. It has been shared with our community and has been strengthened by their comments, critiques and recommendations.

Objective 1: Ensure All Faculty and Staff Members Involved with a CRC Nomination Complete Unconscious Bias Training

All faculty and staff members involved in the CRC nomination process are required, at minimum, to complete the [online module](#) provided by the national CRC Secretariat. Both the U of T online nomination guide (see [Objective 3](#)) and the internal administrative processes for CRC nominations have been updated to communicate this requirement and to facilitate confirmation of the completion of unconscious bias training.

Beyond this minimum requirement, CRC selection committee chairs will be encouraged to participate in additional workshops on unconscious bias and recruitment best practices organized by the Division of the Vice-President and Provost. The University's expectation is that selection committee chairs will become appropriately qualified to meet the objectives of the Action Plan.

Consistent with the recommendations of the Equity and Diversity in Research and Innovation Working Group, all staff in the Division of the Vice-President, Research and Innovation, are encouraged to complete unconscious bias training. As of November 2018, close to 100% of staff members have undertaken this training.

Progress Indicators and Timelines:

- Completion of unconscious bias training by selection committee members (effective December 2017)
- 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)
- Completion of additional EDI training by staff in the Division of the Vice-President, Research and Innovation (2019)

Objective 2: Complete a Review of U of T Administrative Processes for CRCs

Formal administrative key process checkpoints at various stages of a recruitment can create opportunities to assess equity and diversity efforts and to adjust strategies, if needed. U of T's processes for CRC nominations have been reviewed and assessed through a collaborative effort by the Division of Vice-President, Research and Innovation; the Division of the Vice-President, Human Resources & Equity, and the Office of the Vice-Provost, Faculty and Academic Life, in consultation with the academic divisions and affiliated hospitals. The review consisted of self-assessment, the identification of areas for clarification and improvement and the evaluation of processes through the lens of EDI. Our approach included a visual analysis of the administrative processes, mapping out the steps for nominations and identifying the key responsibilities within the administrative portfolios, academic divisions and affiliated hospitals.

The process review was completed in 2018. Our initial review began in early 2018, shortly after the public posting of our EDI Action Plan, and was revisited following the release of the CRC Program's updated nomination requirements in September 2018.

The findings of this review were used to develop new strategies and processes for the recruitment and nomination of Chairholders, and they were also incorporated into the online nomination guide.

Progress Indicators and Timelines:

- Completion of this administrative review (initial review: spring 2018; updated review based on new CRC requirements: September 2018)
- The development of new strategies and processes based on the review findings (fall 2018)
- Ongoing reviews of these processes on an annual basis, to be conducted in consultation with the newly established [Committee on Equity and Diversity in Research and Innovation](#) (fall 2019 and thereafter)

Objective 3: Develop an Online Guide to CRC nominations

This guide has been developed following the process review described above and has been designed to ensure that academic administrators, faculty, staff and nominees are appropriately informed about the processes, requirements and supports in place at U of T.

This guide explains the process of CRC nominations at U of T and the affiliated hospitals for administrators, faculty, staff and potential nominees. The guide has been developed in consultation with the Division of the Vice-Provost, Faculty and Academic Life, and the Division of the Vice-President, Human Resources & Equity, building on resources already in place to support faculty recruitment and retention.

This guide provides selection committees with tools and support necessary to fulfill CRC requirements, ensuring consistent and transparent nomination processes across the University. The guide will also aid faculty, staff and administrators in the integration of EDI into their processes; it includes equity-, diversity- and inclusion- focused best practices for each stage of the recruitment and nomination process.

The guide has been completed and has been posted online and shared with the University community as of November 2018. Affiliated hospitals are encouraged to adapt the best practices in this guide while also developing additional content relevant to their recruitment and employment policies and practices.

Progress Indicators and Timeline:

- Completion and dissemination of the nomination guide to the University community (November 2018)

- Reviews and updates of this “living” document as needed, in consultation with the University Community and with oversight from the Committee on Equity and Diversity in Research and Innovation (ongoing)

Objective 4: Encourage CRC Applicants and Nominees to Complete the University’s Employment Equity Survey and the CRC Survey

In consultation with Division of the Vice-President, Research and Innovation, and the Divisions of the Vice-President, Human Resources & Equity, and the Vice-President and Provost, a communication strategy has been developed to promote the importance of completing these voluntary surveys, as they provide U of T with accurate data on the representation of diverse faculty members.

As noted above, the University recently [updated its Employment Equity Survey](#) for all faculty and staff members; the enhanced survey includes new language as well as new questions designed to increase the University’s understanding of the makeup of its workforce and to highlight areas where recruiting efforts could be improved. A copy of the survey is appended to this Action Plan. External applicants are asked to complete a shorter version of this survey as part of the online job application process.

In order to communicate this requirement to applicants, the Research Services Office has developed updated templates for posting and advertising CRC opportunities. The templates explain the purpose of the data collection and describe how the data will be used. Strategies and guidelines for data collection have also been communicated to the divisions and hospitals through the online nomination guide, emails and meetings of the Research Advisory Board and the Toronto Academic Health Science Network Research Committee.

As of fall 2018, all nominees receive an email reminding them to complete the CRC online self-identification form. This email explains why the CRC Program collects this data and encourages nominees to self-identify in all categories that are applicable.

Of paramount importance is communication of the University’s [Commitment to Confidentiality](#) for the Employment Equity Survey. This commitment and its underlying processes will be adopted for the collection of information from pools of applicants to CRC opportunities.

Progress Indicators and Timelines:

- Development of these communications (fall 2018)
- Completion of these surveys by applicants to CRC opportunities at the University of Toronto and by nominees to the CRC Program (ongoing; by December 2019)

As separate employers, the affiliated hospitals will develop appropriate mechanisms to collect information on membership in the federally designated groups that align with the University and emphasize the confidentiality of responses.

Objective 5: Develop Strategies to Recruit and Support Members of the Four Designated Groups as Chairholders

The University of Toronto seeks to meet and exceed its equity targets for the CRC program, building a research community in which all researchers can meet their full potential. Based on the employment systems review and the CRC process review described above, 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.

The U of T Guide to CRC nominations includes strategies to promote inclusive nomination practices and proactive recruitment. These strategies, designed to assist committees in developing a broad, diverse pool of applicants, were developed based on best practices in the literature and drawing from the University's [Strategies for Recruiting an Excellent and Diverse Faculty Complement](#).

In order to assess the diversity of applicant pools, nomination committee chairs and equity officers will be provided with aggregated and anonymized equity reports for the applicant pool as a whole. If the data does not indicate sufficient diversity among the applicants, the committee chair has the option to recommend re-posting the CRC opportunity to generate a broader pool of applicants. This aggregated equity report is submitted to the Vice-President, Research and Innovation, prior to institutional approval of the nomination.

The University will adopt an intersectional approach to the recruitment and retention of Chairholders from equity-seeking groups, allowing the University to better support faculty members who self-identify in more than one of the four designated groups. As a result, these strategies have been organized together in the nomination guide, rather than considered in isolation.

Recruitment and Support of Racialized Faculty

Based on recent [Employment Equity Reports](#), the number of racialized faculty members is increasing, and the University is closing the gap relative to the Canadian workforce.

The creation of a centralized fund to encourage the hiring of Black faculty members and people from under-represented groups is one initiative to increase progress toward meeting national targets. Moving forward, specific initiatives similar to [Connections and Conversations](#), an affinity group for racialized staff at U of T, will be explored.

Recruitment and Support of Persons with Disabilities

The [University of Toronto Statement of Commitment Regarding Persons with Disabilities](#) affirms that U of T will

“strive to provide support for, and facilitate the accommodation of individuals, with disabilities so that all may share the same level of access to opportunities, participate in the full range of activities that the University offers, and achieve their full potential as members of the University community. The University will work to eliminate or minimize the adverse effects of barriers, including physical, environmental, attitudinal, communication and technological barriers, that may prevent the full participation of individuals with disabilities in the University community. The University will provide the members of its community with opportunities for education and access to information regarding disability and the University's policies on disability.

As part of its commitment to equity and inclusion and the [Accessibility for Ontarians with Disabilities Act \(AODA\)](#), the University has developed [supports for recruitment](#) and [Accommodation Guidelines for Employees with Disabilities](#). These supports, as well as best practices to promote accessibility, are included in the CRC guide and will be publicized more widely to CRC search committees and academic administrators and staff. The Division of the Vice-President, Research and Innovation will continue to work with the Division of Vice-President, Human Resources & Equity, the AODA Officer, faculty members with disabilities and faculty members working in the area of disability studies to develop additional strategies to recruit and support persons with disabilities to CRCs.

Our partners in the affiliated hospitals will be encouraged to develop policies and practices that complement ongoing work on building a supportive and inclusive environment for their employees with disabilities including CRCs.

Recruitment and Support of Indigenous Faculty Members

The University recently released [recommendations from the Steering Committee for the U of T Response to the Truth and Reconciliation Commission of Canada](#). Overseeing the implementation of the Steering Committee's [numerous recommendations](#) is the newly-appointed [Director, Indigenous Initiatives](#), reporting jointly to the Vice-President and Provost and the Vice-President, Human Resources & Equity. In response to the Steering Committee's report, the Provost offered divisions [\\$2.5 million in dedicated funding to recruit new Indigenous faculty and staff members](#) across the University.

Consistent with Steering Committee's recommendations, the nomination guide also highlights that members of nomination committees should be aware of any biases that may be implicit in their review of Indigenous scholarship and that they familiarize themselves with Indigenous research methodologies and ways of knowing. Moving forward, the Division of the Vice-President, Research and Innovation, will work in consultation with the Director, Indigenous Initiatives, to develop additional strategies to recruit and support Indigenous CRCs both external to U of T and within our current faculty. The Division of the Vice-President, Research and Innovation, will also work to implement the Steering Committee's recommendation to review existing materials for hiring committees in order to ensure that the materials are sensitive to specific issues related to Indigenous peoples. These actions are also consistent with the recommendations of the Equity and Diversity in Research and Innovation Working Group to better support Indigenous researchers, as well as those who do research with Indigenous communities.

Our partners in the affiliated hospitals will be encouraged to develop policies and practices that complement ongoing work to build a supportive and inclusive environment for Indigenous CRCs and Indigenous researchers.

Additional Strategies to Recruit and Support Women Faculty and CRCs

As noted above, the University's Gender Equity Reports demonstrate that U of T continues to make progress toward gender parity, but also show that women continue to be under-represented in some disciplines and among senior faculty. The Division of the Vice-President and Provost is committed to monitoring the representation of women in disciplines and divisions in which they are under-represented through future Gender Equity Reports and as part of [ongoing diversity initiatives](#) related to faculty.

The evaluation of career gaps, interruptions or longer career progressions due to childbearing and/or other caregiving responsibilities in the myriad of academic review processes has profound impacts on women's academic careers. Consistent with updated CRC requirements, selection committees will evaluate candidates in ways that do not exclusively consider measures, metrics and outputs that reflect the traditional career experiences of mainly male faculty.

Career development and mentorship plans outlined below will also consider the experiences of women faculty that have been collected in U of T surveys. For academic administrators, the need to move beyond mentoring towards the endorsement and support of diverse women faculty for CRC and other opportunities will be emphasized.

While U of T is meeting its institutional CRC targets for women, we have not yet reached gender parity in the program, and our Chairholders are not fully representative of the diversity of women. The objectives in the Action Plan will be implemented with attention to intersectionality to ensure we address the experiences of, and issues for, women who identify as members of multiple equity-seeking groups. The

Action Plan will be responsive not only to the challenges women face in terms of discrimination, but also to the demands arising from requests to serve on committees and as mentors to other faculty and students.

Career Development Workshops and Mentoring

The Division of the Vice-President, Research and Innovation, and the Office of the Vice-Provost, Faculty and Academic Life, in coordination with the academic divisions, will support research success for these Chairholders—and all faculty members—by continuing to develop and offer workshops for early and mid-career faculty on career/professional development and planning for future opportunities (e.g., grants, awards and honours, CRCs and other named chairs).

The Division of the Vice-President, Research and Innovation, offers over 130 information sessions each year on topics such as applications for research funding, the development of research partnerships, research translation or commercialization, research ethics and environmental health and safety. The Vice-Provost, Faculty and Academic Life, offers a number of career development [workshops](#), including sessions on setting up a lab, securing promotion and tenure, and managing one's digital footprint.

The Vice-Provost, Faculty & Academic Life, will work with the Division of the Vice-President, Research and Innovation, to develop workshops for academic administrators in order to aid University academic leaders in building an inclusive and supportive environment for their faculty members; these efforts will include providing information on best practices to support new and diverse faculty. Strategies for mid-career faculty will also be emphasized, as [research](#) shows this group is often under-mentored.

The University's institutional membership in the **National Center for Faculty Development & Diversity** will be communicated to all CRCs as part of their nomination acceptance process. The [University's institutional membership](#) in the Center enables faculty members to access a range of professional development and mentorship resources and tools, many of which are targeted to diverse faculty. Participation rates are high and feedback from participating faculty indicates that this is a useful and valued resource.

Strong mentorship programs already exist at the divisional level, including the following:

- The **University of Toronto Scarborough** has created Mentoring Excellence and Diversity (MEAD), a grassroots group aimed at providing mentorship opportunities and education about barriers to career progress for early and mid-career faculty in sciences.
- The **Department of Medicine** established the [Mentorship, Equity and Diversity portfolio](#) in November 2015 to support the recruitment and retention of excellent faculty through mentorship, to increase faculty diversity and to ensure a safe and professional work environment. These efforts are supported by the Department's recent development of a scholarly approach to understanding this issue through data gathering and knowledge synthesis on interventions to promote gender equity.

The University will support and encourage the development of similar mentorship activities across the academic divisions and the three campuses.

Current and past U of T and hospital CRCs will be encouraged to communicate with the Division of the Vice-President, Research and Innovation, regarding ideas for additional supports or programs.

Progress Indicators and Timelines:

- The development of strategies and the inclusion of these strategies in the nomination guide (fall 2018)

- Increased recruitment of members of the four designated groups to Chairholder opportunities across the University (ongoing; by December 2019)
- The generation of applicant pools that are diverse (ongoing; by fall 2018)
- 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 (ongoing; by December 2019)

Objective 6: Continue to Build a Supportive and Inclusive Culture for All U of T Faculty Members by Leveraging Current Initiatives at U of T to Foster EDI Across the University

Our strategies to recruit and retain a diverse cohort of Canada Research Chairs align with broader equity, diversity and inclusion initiatives at the University of Toronto. The Division of the Vice-President, Research and Innovation, will work in close partnership with our eighteen academic divisions and nine affiliated hospitals to implement the Action Plan and to encourage divisional and hospital leaders to initiate local plans to enhance equity, diversity and inclusion. The Division of the Vice-President, Research and Innovation, plans to recognize divisions and departments that are purposively working towards the goals of the Action Plan and the University's ongoing commitment to equity, diversity, inclusion and excellence. Their initiatives and successes will be posted on this site to encourage others.

There is already significant action underway that aligns with U of T's Action Plan, including the following:

Equity and Diversity in Research and Innovation Working Group: Constituted in June 2017 and reporting to the Vice-President, Research and Innovation, this faculty working group advised on new requirements for equity action plans for some federal research programs (including this one). It also provided guidance on strategies to foster a culture of equity, diversity and inclusion within U of T's research and innovation activities, including internal funding programs, research awards and honours, researcher recruitment and retention, research funding and innovation and entrepreneurship. In May 2018, the Working Group [released its report](#), which contains 49 recommendations to advance EDI within the research community. These recommendations call for the Division of the Vice-President, Research and Innovation, to provide leadership in ensuring consistent EDI practices; to develop EDI education materials and resources relevant to research and innovation; to facilitate the collection and use of equity data; to promote community partnerships in research involving under-represented groups; and to communicate key recommendations to other senior portfolios at the University. The Vice-President, Research and Innovation, has accepted these recommendations, and the Division will engage with other offices to implement these recommended actions. Consistent with these recommendations, the Division is in the process of creating a standing Committee on Equity and Diversity in Research and Innovation, which will advise the Vice-President on EDI matters going forward.

Anti-Racism and Cultural Diversity Office: The University's Anti-Racism and Cultural Diversity Office is mandated to offer programs and services to faculty, students and staff across the University's three campuses. The Office works in collaboration with the University's various Equity Offices and partners to promote campuses that are free of discrimination and harassment based on race, ancestry, place of origin, colour, ethnic origin, citizenship and/or creed.

Sexual and Gender Diversity Office: This Office develops partnerships to build supportive working and learning environments. The Office provides innovative education, programming, resources and advocacy on sexual and gender diversity for students, staff and faculty members across U of T's three campuses, including monthly discussions for queer and trans students of colour, events for LGBTQ2+ international students and access to both on- and off-campus resources.

First Nations House and Aboriginal Student Services: These organizations offer culturally supportive services to Aboriginal undergraduate and graduate students on all three campuses in order to promote their academic success and their personal growth and leadership. This support includes opportunities to meet with Elders and Traditional Teachers. First Nations House also provides opportunities for all U of T students to engage with Aboriginal communities.

Accessibility for Ontarians with Disabilities Act (AODA) Office: This Office promotes accessible spaces and communications on U of T's three campuses, and engages in outreach and training activities across the University, including the mandatory AODA training required for all employees. The AODA Office provides faculty members and staff with training in Accessible Customer Service and resources on accessible teaching and communications, and it has developed recruitment and accommodation supports for applicants and employees with disabilities.

Unconscious Bias Workshops: The Office of the Vice-President and Provost hosts twice-yearly workshops on unconscious bias for University and divisional leaders, as well as Chairs of, and assessors to, appointments, tenure and promotion committees.

TIDE program: A cohort of engaged faculty members has come together to establish TIDE, the Toronto Initiative for Diversity and Excellence. This group is working to ensure that trained faculty facilitators are available to attend faculty and academic unit meetings to facilitate discussion of unconscious bias. Representatives from a cohort of twenty-five faculty members are available to meet with any type of faculty group or committee seeking guidance on bias and how it may impact their work.

Dedicated central funds for the hiring of new faculty from under-represented groups: The Vice-President and Provost has offered academic divisions dedicated funding for the hiring of new faculty members from under-represented groups. Thirty new faculty members were hired under this initiative in 2015–16 and 2016–17. In 2017–18, significant additional funding has been offered to divisions for the hiring of new Black and Indigenous faculty members, who remain the least represented groups within the Canadian academy.

Institutional Strategic Research Plan: The University has finalized its new [Institutional Strategic Research Plan](#), which specifically identifies “fostering equity, diversity and inclusion” as one of five Strategic Objectives to support and advance the U of T community's leadership in research and innovation. Specific actions to work towards this objective will be developed by the Equity and Diversity in Research and Innovation Working Group.

Provostial Advisor on Women in Science, Technology, Engineering and Math (STEM): Cristina Amon, Dean of the Faculty of Applied Science and Engineering, was appointed to this role in July 2017 and is sharing the Faculty's strategies to increase the number of women faculty and students by encouraging similar initiatives in other STEM areas of the University.

Provostial Advisor on Access Programs: Ann Lopez, Associate Professor, Teaching Stream in the Department of Leadership, Higher and Adult Education at the Ontario Institute for Studies in Education, was appointed to this role in April 2017. Professor Lopez will advise the Vice-President and Provost on ways that U of T can better coordinate and build on our suite of unique pipeline, access, outreach and bridging programs to support our commitment to student success, and to enhance the ability of students from diverse backgrounds to attend the University of Toronto.

Black Faculty Initiatives: The Vice-President and Provost has dedicated central funds towards the recruitment of new Black faculty members across all three campuses and created several Black Faculty

Working Groups, which have focused on issues including Black faculty recruitment and retention and Black student recruitment and success.

Current initiatives led by the University's academic divisions include the following:

- The **Ontario Institute for Studies in Education (OISE)** has developed its [newest Academic Plan](#), which includes a commitment to Indigenization and to equity, diversity and accessibility.
- The **Faculty of Medicine** has made [inclusion and diversity](#) a key priority and is implementing a number of initiatives to increase the number of under-represented students; create a supportive environment for faculty, staff and students; and better understand the challenges to full participation in the Faculty faced by under-represented groups. The Faculty has also recently appointed Professor Lisa Robinson, who previously served as the Faculty's Chief Diversity Officer, as the new Associate Dean, Inclusion and Diversity.
- The **Faculty of Kinesiology and Physical Education** has created a [Task Force on Race and Indigeneity](#) to encourage the Faculty community to continue to reflect, examine, critique and take action on race and Indigeneity as it works to realize its vision and values. The task force will make recommendations regarding curricular and co-curricular programs at the Faculty, and will continue to build on previous initiatives including the Hurdle to Success series, which explored the nexus of race-education-sport as part of the 2015 Pan and ParaPan Am Games legacy.
- The **Factor-Inwentash Faculty of Social Work** sets annual equity objectives. Recent goals include to provide support to students, faculty, administrative staff and sessional instructors on diversity and equity issues; to continue to examine equity processes and practices to identify strengths and gaps; and to support the Faculty in implementing diversity and equity strategies.
- The **Faculty of Applied Science and Engineering** has recently created the new position of Director of Diversity, Inclusivity and Professionalism. The Director works to ensure that every member of the Engineering community is able to work in an inclusive environment. Working with senior academic and administrative leaders, the Director will develop and implement initiatives to support diversity and inclusion for faculty, staff and students, as well as coordinate professional development initiatives.

As noted above, the University will also administer the next iteration of the Speaking Up Survey (currently under development) in 2019. New questions specific to inclusion are being developed for this updated survey, allowing the University to better understand employees' sense of inclusion and to develop strategies in response.

Progress Indicators and Timelines:

- Adoption and implementation of the recommendations of the Working Group on Equity and Diversity in Research and Innovation (2019–2020)
- The results of the updated Speaking Up Survey, especially those pertaining to inclusion (2019)
- Promotion of divisional initiatives on the website of the Division of the Vice-President, Research and Innovation (2019)

2. MANAGEMENT OF CANADA RESEARCH CHAIR ALLOCATIONS

Allocation of CRCs at U of T and Affiliated Hospitals

The Vice-President, Research and Innovation, in consultation with the Vice-President and Provost, is responsible for managing the University's allocation of CRCs, including the distribution of Chairs (by Tier and Council) across hospitals and academic divisions, informed by a formula similar to that used by the CRC program (three-year rolling average of tri-council research funding). Strategic considerations, including faculty complement planning to advance key areas of research, are also taken into consideration.

Academic leaders within the hospitals and divisions follow a similar process to determine the departments/research areas in which a CRC would best advance research priorities. Divisions are encouraged to recognize units that are excelling in efforts to increase diversity in their faculty and Chairholders.

The University recognizes that the proportion of Chairs by Council and Tier should be roughly maintained, and has always sought to stay as close as possible to its original allocation. The Research Services Office monitors divisional and overall use of "flex moves" within U of T, and seeks to guide the University's allocation back toward its original Council and Tier count as part of a national effort to honour the intended distribution of Chairs across Councils and Tiers. Requests from hospitals and divisions to alter the Council or Tier of any Chair must be approved by the Vice-President Research and Innovation who considers where the University sits in relation to its original allocation, how close the hospital/division is to its original allocation, and the case for altering the nature of the Chair.

Advancement, Renewals and Phase-out of Chairs

In general, assuming that the level of performance in research is maintained, the University allows renewal of all CRCs. For some time, U of T has normally limited Tier 1 Chairs to [one renewal](#), for a maximum tenure of fourteen years, an approach recently reinforced by a change in the CRC program guidelines.

The University of Toronto does not have an established mechanism for advancement of Tier 2 CRCs to Tier 1 CRCs. We clarify at the outset of every Tier 2 nomination that there is no automatic advancement to a Tier 1. Advancements occur rarely and only in cases in which there is a confluence of a deserving Tier 2 Chairholder, an available Tier 1 Chair and alignment with the strategic research priorities of the academic division or hospital.

The University of Toronto's process to determine which Chairholders will relinquish their award in the case of a reduction to the institutional allocation is a difficult process that includes consultation between the Vice-President, Research and Innovation, and the head of the academic division or hospital in which the Chairholder resides. Factors taken into consideration include the research performance of the academic division or hospital, the end date of existing Chair awards and the potential impact on the Chairholder and the academic division or hospital. The University has also been able to carefully manage phase-outs through the use of re-allocations and flex moves.

Institutional Support for Chairholders

The University of Toronto's process for determining the level of support to a Chairholder takes into account the resources provided to other faculty in similar disciplines. Divisions and departments work together to determine the optimal resources required for the Chairholder to successfully undertake their

research program within their discipline. Consultation with the Division of the Provost and Vice-President occurs, as well as discussions with departments/divisions where the nominee may have a cross appointment.

As we have stated on many occasions, a CRC at U of T is not automatically entitled to teaching release. The University holds firmly to the view that teaching and research are fundamentally related and that our students need and deserve direct access to world-class faculty.

The conditions of employment at the University/hospital are negotiated at the time of appointment and follow the [policies](#) of each institution. All CRC nominees are required to sign an acceptance letter that outlines the institutional support provided to Chairholders. This letter has been reviewed as part of U of T's Action Plan.

In addition, the University's [Strategies for Recruiting an Excellent and Diverse Faculty Complement](#) include information on mitigating the effects of unconscious bias in negotiation.

The new Institutional Attestation Form, introduced by the CRC Program in September 2018, requires a senior administration to attest to the relative level of institutional support offered to each Chairholder. As part of the institutional approval of each nomination, the University has asked relevant divisional leaders to confirm that this level of support is comparable to that offered to other Chairholders in their division.

Institutional Support for Academic Administrators involved in CRC Nominations

Proactive faculty recruitment practices have been a regular part of professional development workshops and [resources](#) for academic administrators and search committee members at U of T for over a decade. Our community is regularly reminded of these resources and is encouraged to recognize that scholars with non-standard career paths may nonetheless be as productive—and make similarly excellent contributions—as those whose career paths have been less complex. These materials have been integrated into the online guide for CRC nominations referenced in our Action Plan objectives.

As noted above, the TIDE program of the Division of the Vice-President and Provost provides training and development related to unconscious bias for academic administrators and Provostial assessors on search committees. These sessions are available to faculty involved in CRC recruitment and nomination processes.

Openness and Transparency

Following the review of our CRC administrative processes, the University has developed a number of measures to ensure that nomination processes are open and transparent:

- The nomination guide, described above, provides members of the University community with concrete guidance on administering CRC nomination processes that are transparent, adhere to updated CRC Program requirements and follow best practices. The use of this guide will ensure that nomination processes are consistent across the University.
- U of T has developed a new internal administrative form to be filled out by academic divisions that wish to retain a recently vacated Chair. Divisions must present a rationale for limiting the pool to internal candidates (as opposed to external recruitment); describe the proposed research area for the Chair (keeping in mind that wider fields result in more diverse applicant pools); and confirm that they are aware of new EDI requirements. This form increases transparency and oversight by senior

administration and helps the University better speak to the new CRC requirement to consider equity targets in the allocation of Chairs.

- Nomination committee chairs and equity officers are provided with aggregated and anonymized equity reports for the applicant pool as a whole. If the data do not indicate sufficient diversity among the applicants, the committee chair has the option to recommend re-posting the CRC opportunity to generate a broader pool of applicants. This aggregated equity report is submitted to the Division of the Vice-President, Research and Innovation, prior to institutional approval of the nomination.
- Consistent with the recommendation of the Working Group on Equity and Diversity in Research and Innovation, the University is in the process of establishing a standing Committee on Equity and Diversity in Research and Innovation, which will provide counsel and direction to the Vice-President, Research and Innovation, on matters related to EDI across the University's research and innovation activities. In addition to other funding programs, the Committee will advise on the CRC program. This Committee will comprise a diverse membership, including individuals from the four designated groups and other equity-seeking groups, and will include representatives from various disciplines and from the University's three campuses and network of affiliated hospitals.
- Also consistent with the Working Group's recommendations, the Division of the Vice-President, Research and Innovation, has created and staffed the Research Equity and Diversity Strategist position, demonstrating a commitment of resources to EDI. The Strategist acts as liaison with divisions and hospitals regarding EDI requirements and best practices, including those particular to the CRC Program. The Strategist screens all divisional CRC job postings for biased/gendered language and ensures that postings fulfill all equity requirements. The Strategist also works with the Office of the Vice-Provost, Faculty and Academic Life, to provide guidance materials to equity officers for selection committees.

3. COLLECTION OF EQUITY AND DIVERSITY DATA

Employment equity data: All U of T employees are encouraged to complete the voluntary, confidential [Employment Equity Survey](#), housed in the University's secure HR Information System (ESS). Access to data is limited to designated staff. Aggregated data on faculty will be provided by Human Resources & Equity to determine potential applicant pools for internal CRC nomination competitions.

External applicant pool data: All externally posted tenure-stream searches managed through the [online application process](#) (which may also encompass CRC nominations) include information about the voluntary Diversity Survey and encourage its completion. Aggregated data on applicant pools is provided to the search committee chair after the posting closes.

Internal applicant pool data: The University collects applicant pool data for internal CRC competitions through its Employment Equity Survey and collects applicant data for external candidates through the Diversity Survey that is accessed through the online employment application system. These steps were introduced to fulfill the CRC Program requirement to collect self-identification data from all applicants while also streamlining the process and minimizing the number of times that applicants are requested to complete equity surveys. Rather than develop an additional, program-specific survey, the University opted to leverage an existing survey.

Following consultation with the Division of the Vice-President, Human Resources & Equity; the Office of the Vice-Provost, Faculty and Academic Life; and the Freedom of Information and Privacy Protection

Office, the Division of the Vice-President, Research and Innovation, has developed a mechanism to report aggregated data from the Employment Equity Survey.

These anonymized and aggregated reports are provided to the chairs of CRC selection committees, allowing them to assess the diversity of the applicant pool. Strategies for data collection have been guided by the CRC Program's best practices.

In implementing this data collection strategy, the University has taken steps to

- limit the number of people who can view this information;
- ensure privacy and confidentiality; and
- communicate widely the purpose of the data collection, how the information will be used and our commitment to privacy.

As separate employers, the affiliated hospitals will each have different mechanisms to collect applicant pool and employee equity and diversity data. As part of the Action Plan, the University will work in collaboration with the hospitals to align processes wherever possible. Please consult [each hospitals' CRC website for additional information](#).

Successful CRC candidate data: Following the CRC Program's move to the collection of self-identification data via an online form, we undertook a review of internal processes to ensure that all nominees submit the required self-identification form by the nomination deadline. As of fall 2018, the Research Services Office sends all nominees a tailored email reminding them to complete the CRC online self-identification form. This email explains why the CRC Program collects this data and encourages nominees to self-identify in all applicable categories.

4. RETENTION AND INCLUSIVITY

Providing a supportive and inclusive workplace at U of T: Through our equity programs, services and offices, the University of Toronto is working to remove a range of barriers and to support our community members in fulfilling their academic, research and employment goals. Our [equity offices](#) form the core of our efforts to translate policy into practice and culture, provide support and create and grow engaged communities of thought and action on our campuses. As noted above, [divisions are undertaking initiatives](#) to foster an inclusive environment for their faculty, staff and students. We will continue to collect and promote these projects to both recognize these efforts and encourage others to adopt similar initiatives. In addition, the next iteration of the Speaking Up Engagement Survey, to be launched in 2019, will allow the University to better assess the extent to which we are creating an inclusive environment.

Concerns and complaints from faculty members can be directed to the Equity Offices or to the Provost's Office, as the complainant feels is appropriate. The University has established a culture in which the complainant can contact the resource or office where they are most comfortable; the issue will be escalated as necessary. While all complaints are kept confidential, the Division of the Vice-President, Human Resources & Equity, tracks patterns of complaints and is attentive to systemic issues. For example, the Equity Offices roundtable offers staff from those offices opportunities for the discussion of broader issues, reporting findings to the Vice-President, Human Resources & Equity.

The U of T [Guideline for Employees on Concerns & Complaints Regarding Prohibited Discrimination & Discriminatory Harassment \(Discrimination Guideline\)](#) defines prohibited discrimination and discriminatory harassment, as these terms are used in the Ontario Human Rights Code. This document outlines resources and steps for dealing with concerns or complaints. This Guideline is complemented by the University's [Human Resources Guideline on Civil Conduct \(Civility Guideline\)](#), which is designed to deal

with allegations of workplace harassment that are not based upon prohibited grounds laid out in the Ontario Human Rights Code. The Guideline on Civil Conduct describes what constitutes civil and uncivil conduct (defining workplace harassment and providing examples of uncivil conduct) and sets out a framework for how employees should proceed if they have a concern or complaint.

The [Memorandum of Agreement](#) between the Governing Council of the University of Toronto and the University of Toronto Faculty Association also outlines the grievance process by which faculty members can bring forward complaints, as well as a timeline for resolution.

Members of the U of T community may also bring complaints to the [Office of the Ombudsperson](#), which assists the University in protecting the rights of students, faculty and staff. Matters brought to this Office are confidential, and complaints are handled in a fair and impartial manner.

Policies or procedures and supports in place that enable the retention of members of the federally designated groups: Retentions are handled on a case-by-case basis and equity considerations are an important part of our institutional approach to CRC retentions, when these arise. Retention of CRCs has not emerged as an area of concern at U of T, given that since 2011, only ten Chairholders (~4% of our CRC community) have resigned. The Division of the Vice-President, Research and Innovation, continues to monitor CRC terminations and the cause in each case.

U of T policies that govern the staffing of faculty members, including CRCs: Faculty members, including CRCs, are bound by University policies, including those listed below that emphasize an equitable and inclusive research environment:

- [Policy and Procedures on Academic Appointments](#)
- [University of Toronto Workload Policy and Procedures for Faculty and Librarians](#)
- [Policy and Procedures Governing Promotions](#)
- [Policy and Procedures Governing Promotions in the Teaching Stream](#)
- [Policy on Ethical Conduct in Research](#)
- [Policy on Research Involving Human Subjects](#)
- [Statement on Freedom of Speech](#)
- [Employment Equity Policy](#)

University of Toronto Employment Equity Survey



UNIVERSITY OF
TORONTO

Private & Confidential

The University of Toronto recognizes that our teaching, scholarship and other activities take place in the context of a highly diverse society. The University values this diversity as it contributes to the diversification of ideas and perspectives and thereby enriches our scholarship, teaching and other activities. Therefore, the University aims to have librarians, teaching, and administrative staffs that mirror the diversity of the pool of potentially qualified applicants for those positions.¹

In order to assess its progress toward its diversity goals, and to be able to develop initiatives to improve in areas where it is not meeting its goals, the University needs to collect data from its community from time to time.

The data collected in the Employment Equity Survey will be held confidentially, separate from all other employment data. It will only be reported upon in aggregate and it will be aggregated in a way that ensures no individual can be identified.

If you do not wish to respond to the survey, please indicate on the first page that you choose not to participate by ticking the box at the top. This will allow the University to include you in the response rate to the survey even if you did not choose to provide any information.

You are welcome to update your information and complete a new survey at any time.

Please write your personnel number on the survey, and return your completed survey in a sealed envelope to your HR Divisional Office.

If you have any questions or concerns about the Employment Equity Survey, please contact hrendequity@utoronto.ca.

Thank you for assisting the University in achieving its diversity goals.

¹University of Toronto Governing Council Statement on Equity, Diversity, and Excellence, December 14, 2006



I choose not to answer this survey

Membership in Designated Groups

1. Gender and Gender Identity

The options identified below are based on the terminology used by the Ontario Human Rights Commission in the [Policy on Discrimination and Harassment Because of Sexual Orientation](#) and the [Policy on Preventing Discrimination Because of Gender Identity and Gender Expression](#).

Do you self-identify as (choose all that apply):

- Woman
- Man
- Trans²
- Two-Spirit
- Another gender identity (Please specify) _____
- I choose not to answer

² *Trans refers to a person who identifies with a gender other than the one assigned to them at birth, or to a person whose gender identity and gender expression differs from stereotypical masculine and feminine norms. It is also used as an umbrella term for those who identify as transgender, transsexual, trans, gender variant, gender non-conforming, genderqueer, or an analogous term.*

2. Sexual Orientation

The options identified below are based on the terminology used by the Ontario Human Rights Commission in the [Policy on Discrimination and Harassment Because of Sexual Orientation](#) and the [Policy on Preventing Discrimination Because of Gender Identity and Gender Expression](#).

Do you self-identify as (choose all that apply):

- Gay
- Lesbian
- Straight/Heterosexual
- Bisexual
- Queer
- Two-Spirit
- Another identity / term (Please specify) _____



I choose not to answer

3. Persons with Disabilities

Based on the definitions from the [Federal Contractors Program](#), “persons with disabilities” are persons who have a long-term or recurring physical, mental, sensory, psychiatric or learning impairment(s) AND

- A) who consider themselves to be disadvantaged in employment by reason of that impairment, **OR**
- B) believe that an employer or potential employer is likely to consider them to be disadvantaged in employment by reason of that impairment.

This also includes persons with disabilities who have been accommodated in their current job or workplace.

Some examples of disabilities are noted below. Please note that these definitions follow medical definitions of disability.

- *Acquired brain injury*
- *ADHD*
- *Autism spectrum disorder*
- *Chronic health disability (e.g. Crohn’s disease, hemophilia, epilepsy, asthma, diabetes, HIV/AIDS, cancer, etc.)*
- *Co-ordination/dexterity disability (e.g. arthritis, cerebral palsy, cystic fibrosis, multiple sclerosis)*
- *Deaf, deafened, hard of hearing*
- *Learning disability*
- *Mental health disability (e.g. schizophrenia, chronic depression, anxiety disorder, bipolar disorder, etc.)*
- *Mobility disability (e.g. amputations, paraplegia, reliance on walker/ scooter/ or mobility aid due to disability)*
- *Speech impairment (e.g. aphasia, stuttering, cluttering, etc.)*
- *Vision loss or impairment/legally blind (not correctable by glasses or contact lenses)*

Do you self-identify as a person with a disability?

Yes

No

I choose not to answer

If yes, please indicate the type(s) of disability you have:



Visible Non-Visible³ Both I choose not to answer

³"invisible disability," or non-visible is a term commonly used to describe a disability which is non-evident or not readily apparent to others

4. Indigenous/Aboriginal People of North America

Based on the definitions from the [Federal Contractors Program](#), an "Indigenous/Aboriginal person" is First Nations (status, non-status, treaty or non-treaty), Métis, Inuit, or Native American (US).

Do you self-identify as an Indigenous/Aboriginal person of North America?

Yes No I choose not to answer

If yes, please identify which of the following best applies to you (you may choose more than one box at a time). If you also identify with another racial or ethnic group, please specify in Question 6:

First Nations Métis Inuit Native American/North American Indian (US)

5. Racialized Persons/Persons of Colour

We are aware that many individuals no longer use the term "visible minorities", and instead self-identify as "people of colour" or "racialized persons". For the purposes of employment equity, members of such groups in Canada are persons, other than Indigenous/Aboriginal People (defined above), who are non-Caucasian in race or non-white in colour, regardless of place of birth or citizenship.

Do you self-identify as a "Person of Colour", or "Racialized Person"?

Yes No I choose not to answer

6. Race and Ethnicity

This self-identification is **not** intended as an indication of one's place of origin, citizenship, language or culture and recognizes that there are differences both between and among subgroups of persons of colour.

If you identified as Indigenous/Aboriginal in Question 3, please use this question to identify any other race or ethnicity groups with which you identify.



The options below originated from the categories used for collection of data and statistical purposes by the [Federal Contractors Program](#).

Please check all that apply.

What racial and ethnic origins do you identify with (choose all that apply)?

- I choose not to answer
- Asian
 - Asian Caribbean (e.g. Guyanese, Trinidadian)
 - East Asian (e.g. Chinese, Japanese, Korean)
 - European (e.g. British, French, Spanish, Portuguese)
 - South Asian (e.g. Indian, Pakistani, Sri Lankan)
 - South East Asian (e.g. Malaysian, Filipino, Vietnamese)
 - Another (please specify) _____
- Black
 - African (e.g. Ghanaian, Kenyan, Somali)
 - Caribbean (e.g. Barbadian, Jamaican, Grenadian)
 - European (e.g. British, French, Spanish, Portuguese)
 - North American (e.g. Canadian, American)
 - South and Central American (e.g. Brazilian, Panamanian)
 - Another (please specify) _____
- Latin/Hispanic
 - Caribbean (e.g. Cuban, Haitian)
 - Central American (e.g. Mexican, Honduran)
 - European (e.g. Spanish, Portuguese)
 - South American (e.g. Brazilian, Argentinian)
 - Another (please specify) _____
- Middle Eastern
 - North African (e.g. Libyan, Moroccan)
 - Middle Eastern (e.g. Syrian, Lebanese)
 - West Asia (e.g. Iran, Afghani)
 - Another (please specify) _____
- White
 - European (e.g. British, French, Polish, Russian)
 - North American (e.g. Canadian)
 - South American (e.g. Argentinian, Chilean)
 - Another (please specify) _____
- Mixed Race

If we have not identified a category with which you identify, please indicate which racial or ethnic origins you identify with below:



- Another (please specify) _____
- Another (please specify) _____
- Another (please specify) _____