



INSTITUTIONAL REPORT - CANADA RESEARCH CHAIRS PROGRAM

2. IMPACT ON RESEARCH CAPACITY

One of the CRCP's key objectives is to contribute to fostering research capacity. Strengthening research capacity and clusters in strategic areas of research provides institutions with the ability to seek and receive other funding, therefore maximizing their ability to develop clusters of research excellence. Maximizing research capacity, in turn, generates social, economic and cultural benefits for Canada and Canadians.

2. a) Indicate which aspects of your institution's research capacity were significantly strengthened by the CRCP funding and the related CFI infrastructure support, during the reporting period. Select all that apply.

(Checkboxes, multiple choices possible)

- ☒ X The ability of the institution to attract highly qualified personnel (HQP) – including undergraduate, master's and doctoral students, postdoctoral fellows, technicians, research assistants and other HQP
- ☒ X The ability of the institution to fund HQP
- ☒ X The ability of the institution to train HQP
- ☒ X The ability to increase the number of research collaborations at the institution
- ☒ X The ability to create international partnerships
- ☒ X The ability to develop clusters of research excellence or areas of research strength according to the institution's CRCP Strategic Research Plan
- ☒ X The opportunities to conduct research at the institution
- ☒ X The overall quality of the research conducted at the institution
- ☒ X The institution's capacity to produce new research knowledge
- ☒ X The use of research results at the institution

3. EQUITY, DIVERSITY, AND INCLUSION

Research demonstrates that achieving an equitable, diverse, and inclusive work environment leads to increased excellence, innovation, and impact. A diversity of experiences, perspectives and voices is fundamental to achieving excellent research.

3. a.) Key institutional actions in support of EDI in the CRCP



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Share up to three key EDI actions related to the CRCP that were undertaken by the institution during the reporting period as well as their impact.

Key EDI action #1

- Describe the key action that was undertaken.

(Maximum 1500 characters)

The University continues to target all available Chairholder opportunities to members of one or more designated groups, ensuring that this information is clearly stated in all postings. This approach enables the institution to ensure both that our Chairholder cohort reflects the diversity of our university community and that we are progressively meeting our Chairholder equity targets towards December 2029. The University engages closely with academic divisions and affiliated hospitals to develop strategies to ensure that each division or hospital is achieving its proportional share of our collective institutional targets. This approach is supported by the collection of confidential self-identification data during the application process and following the nomination or renewal results; this data is used to verify eligibility for targeted opportunities and to monitor Chairholder representation by Tier for each hospital and division given that essential record-level data is not available from the Program.

- Did this action relate to an objective named in your CRCP EDI Action Plan?

- ☐ Yes. Briefly describe the related objective.

(Maximum 500 characters)

This action aligns with Objective 5: Develop Strategies to Recruit & Support Members of the Four Designated Groups as Chairholders

- ☐ No

- Describe outcomes and impacts this action supported during the reporting period.

(Maximum 1500 characters)

This approach continues to increase the diversity of our Chairholder cohort. As of the end of this reporting period, the University will meet or exceed its December 2025 interim targets, is on track to meet its December 2027 targets, and has an achievable strategy to meet its December 2029 population-level targets.



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- Describe any challenges encountered in undertaking this action, and any mitigation strategies that were employed.

(Maximum 1500 characters)

As noted above, the use of targeted postings and the development of division- or hospital-specific strategies requires the collection of self-identification data. This data collection requires the use of institutional resources, including appropriate data governance to ensure confidentiality, and creates the possibility of survey fatigue among our applicants and Chairholders. In addition, we note that there are ongoing discrepancies between the data we collect at the institutional level and the aggregated data provided to us by the CRC Program, meaning that some individuals are responding to each survey in different ways. In order to reduce the duplication of efforts and ensure that we have accurate data that allows us to understand representation across each of our divisions and hospitals, we would like to reiterate our request that the Program explore options to provide a very small number of designated users at each institution with access to record-level self-identification data collected by the Program.

- Was funding from the CRCP Stipend for Equity, Diversity and Inclusion used for this action?
 - ☐ Yes
 - ☐ No



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Select if you want to enter **Key EDI action #2**. [If selected, a set of questions identical to those for key action #1 is shown]

(Maximum 1500 characters)

TIDE (Toronto Initiative for Diversity & Excellence), a grassroots faculty organization committed to advancing EDI across the institution, led two CRC-specific EDI initiatives: (1) a virtual EDI workshop for current Chairholders and (2) a mixed methods study of current Chairholders' EDI needs and challenges.

The CRC workshop was attended by 48 current Chairholders and focused on EDI in research teams. To inform workshop design and delivery, an anonymous survey was distributed to attendees in advance to identify areas where additional supports are needed. Based on the survey responses, the workshop focused on both inclusive recruitment and research group climate.

Current Chairholders and key research administration staff were invited to participate in surveys and interviews to gather information on knowledge and understandings of diversity and inclusion, barriers around inclusive recruitment and inclusive research teams, and supports needed to implement item 39a of the 2019 Addendum. There were 98 survey responses (84 Chairholders, 14 staff), and 13 interviews were conducted with Chairholders.

- Describe the key action that was undertaken.
- Did this action relate to an objective named in your CRCP EDI Action Plan?

☐ Yes. Briefly describe the related objective.

(Maximum 500 characters)

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

☐ No

- Describe outcomes and impacts this action supported during the reporting period.



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(Maximum 1500 characters)

CRC Workshop: The workshop provided participants with practical approaches to implement inclusive recruitment practices and to foster inclusive research teams and environments.

CRC Mixed Methods Study: The surveys and interviews indicated areas where faculty feel they need additional supports and resources in supporting and implementing EDI, including in inclusive recruitment practices, fostering an inclusive research group climate, creating values statements, and assessing non-traditional research impacts. Findings were shared with VPRI and will be used by both TIDE and VPRI future the development of resources and supports related to EDI.

- Describe any challenges encountered in undertaking this action, and any mitigation strategies that were employed.

(Maximum 1500 characters)

The mixed methods study in particular was framed around the anticipated implementation of item 39a of the 2019 Addendum (“require all nominees to include information regarding EDI training strategies in their nomination package”). To date this requirement has not been added to the supporting documents for nominations/renewals, leading to some confusion or uncertainty about this expectation.

- Was funding from the CRCP Stipend for Equity, Diversity and Inclusion used for this action?
☐ Yes
☐ No

[If the above check-box is selected, a check-box for a third Key EDI action is shown]

- ☐ Select if you want to enter **Key EDI action #3**. [If selected, a set of questions identical to those for key action #1 or 2 is shown]

- Describe the key action that was undertaken.



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(Maximum 1500 characters)

The University's Centre for Research & Innovation (CRIS) support delivered EDI and Indigenous research capacity building to researchers and research administration staff:

CRIS facilitated training for cohorts of faculty and research administration staff on respectful, reciprocal, and culturally safe engagements with Indigenous scholars and Indigenous community members. Participants completed courses in The Fundamentals of OCAP® (provided through the First Nations Information Governance Centre) and/or the San'yas Anti-Racism Indigenous Cultural Safety Training Program – Ontario.

The cohort-based learning model included weekly "book-club" style meetings that provided opportunities for discussion with and learning from peers, and enabled participants to reflect on key takeaways and the application of course content to their own work in research/research administration.

The University also provided the first of three workshops fostering EDI in research teams on the topic of Navigating Caregiving as a Researcher in Academia. Designed for researchers who are caregivers or work with staff, students, or trainees who identify as caregivers, the session offered practical strategies for balancing caregiving responsibilities with professional demands. It also provided insights into advocating for oneself and others while maintaining personal well-being in the face of academic pressures.

- Did this action relate to an objective named in your CRCP EDI Action Plan?

☐ Yes. Briefly describe the related objective.

(Maximum 500 characters)

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

☐ No

- Describe outcomes and impacts this action supported during the reporting period.



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(Maximum 1500 characters)

These initiatives enabled expanded programming in the area of Leadership and Personal Effectiveness, which supports the development of research leaders through training in the principles, strategies, and techniques required to lead research teams and initiatives in an inclusive and effective manner.

Delivery of these programs was provided in a peer-to-peer format, offering opportunities for participants to share approaches that are both practical and contextualized, and adding accountability for participants to complete course work.

During the reporting period, an initial cohort of 12 participants completed the OCAP® series, 22 participants completed the Indigenous cultural safety series, and 20 participants enrolled in the caregiving workshop.

Evaluation of these programs demonstrated achievement of our learning objectives. For example:

100% of respondents agreed that the programming helped them to enhance their learning while building new, and strengthening existing connections with peers at the University, and also supported accountability to complete the program (OCAP® evaluation)

San'ya's training participants stated that "The structured meetings held me accountable to complete the course in a timely manner, and the discussions allowed me to better understand the various perspectives and ideas on the course content" and "The responsibility to complete [weekly assignment] encouraged reconciliation and reflection; this really encouraged personal engagement."

- Describe any challenges encountered in undertaking this action, and any mitigation strategies that were employed.

(Maximum 1500 characters)

One challenge that arose was that the part-time staff member hired to complete this work left the position early to take up a full-time continuing role. The continuity of the program was enabled by redeploying other University team members to complete the projects, although delivery of workshop timing was delayed.

- Was funding from the CRCP Stipend for Equity, Diversity and Inclusion used for this action?



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☐ Yes

☐ No

3. b) CRCP Stipend for Equity, Diversity and Inclusion

Rate the importance the CRCP Stipend for Equity, Diversity and Inclusion has had on your institution in making progress in implementing measures to address systemic barriers:

[One selection possible]

☐ Not important

☐ Somewhat important

☐ Important

☐ Very important

☐ Do not know

☐ Not applicable

3. c) Other EDI initiatives

Provide an example of an EDI initiative underway at the institution – that is broader than those tied to the CRCP that is expected to address systemic barriers and foster an equitable, diverse and inclusive research environment.



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For example, are there projects underway that underscore the importance of EDI to research excellence? Is there additional training being offered to the faculty at large? Are there initiatives to improve the campus climate? Please provide hyperlinks where relevant in the box below. URLs should include <https://>. Note that collecting this information is a requirement of the 2019 Addendum to the 2006 Canadian Human Rights Settlement Agreement (clause 39.e) and provides context for the work the institution is doing in addressing barriers for the CRCP.

(Maximum 2000 characters)

The Division of the Vice-President, Research and Innovation, developed new online guides for EDI in research. These guides are curated lists of resources, including both internal University resources and resources from external sponsors and organizations, designed to support researchers in embedding EDI considerations in their research practices and processes. There are three guides available: EDI in Research Team Composition; EDI in Research Environments and Team Cultures; and EDI in Research Design. VPRI also developed an updated handbook on embedding EDI considerations in research teams and training, sharing examples of best practices that researchers can adopt when developing EDI plans for their teams.

The University's Institutional Equity Office (IEO) continues to deliver EDI education through training sessions, workshops, and events to build capacity on anti-racism and EDI principles, tools, and strategies to create an inclusive research, learning, and work environment. These workshops are available to faculty as well as staff and students. New EDI education delivered during the reporting period included sessions on addressing race-based discrimination in the workplace, strategies for a gender-inclusive institution, and accessibility in leadership.

In alignment with provincial legislation, the University is developing an updated multi-year accessibility plan to create accessible and inclusive environments where all members of the University community can participate fully. During the reporting period, the University established a Consultation Committee comprising faculty, staff, students, and librarians, and invited members of the University community to participate in the consultation process and share their insights on accessibility priorities, barriers, and suggestions for improvement. This consultation approach will ensure that the accessibility plan is informed by those with lived experience.

4. STRATEGIC USE OF RESOURCES

One of the CRCP's expected results is to make the best possible use of research resources through institutional strategic planning.