Canada Research Chairs — Chaires de recherche du Canada

INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION ACTION PLAN: PROGRESS REPORT

Institution:

Contact name and information:

Instructions

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

Equity, Diversity and Inclusion Recognition

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

Yes:_____ No:_____

PART A: Equity and Diversity Targets and Gaps
A.1) Provide the current targets and gaps for your institution in the table below (using the target-setting tool).

Designated group	Target (percentage)	Target (actual number)	Representation (actual number)	Gap(actual number)
Women	30	2	Withheld	Withheld
Indigenous peoples	1	0	Withheld	Withheld
Persons with disabilities	4	0	Withheld	Withheld
Visible minorities	15	1	Withheld	Withheld

Number of currently active chairs: 7_____

Number of empty chairs: 3_____

Number of chairs currently under peer review: 0_____

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

Trent University has 3 Chair positions which are currently being allocated to host departments/research centres. Active searches will be launched in January 2019. Following the reallocation exercise, flexible moves have been used to create a NSERC Tier I (which was previously lost) in order to recruit members from the designated groups who have not previously had the opportunity to apply for a Tier I CRC in Aquatic Sciences. The remaining two Chairs are SSHRC Tier II Chairs. As part of the allocations process, those wishing to host a Chair had to speak to the role that EDI played in the development of the Chair proposal as well as plans to address EDI as part of the recruitment process.

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

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

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

In consultation with the Dean's Office and the Trent University Faculty Association, it was determined that the appointment of Chairs at the University should align with the Collective Agreement. A review of departmental hiring practices revealed that hiring committees were not consistently comprised of members of the FDG's. Rather, committees only required equity with respect to faculty rank (Full Professor/Associate Professor). To address this, a Memorandum of Understanding was drafted specific to the recruitment of Chairs. Committees must be representative of the FDG's as much as possible and there are mandatory training and educational requirements required of all individuals participating in Chair hiring processes. All committees are made aware of gaps in targets and are encouraged to move toward addressing these gaps.

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

> The comparative review found few inconsistencies with respect to Chair compensation and supports. This is the result of practices implemented following an internal review of Chair positions some years ago. As a standard practice, all Tier I Chairs receive the same allocation from the award funding as do Tier II Chairs. NSERC Tier II Chairs receive a slightly higher amount of funding than SSHRC Tier II Chairs noting the difference in the costs of conducting the research. All Chairs receive a consistent reduction in teaching and committee services.
>
> In terms of salary, the collectively negotiated salary grid is used consistently for all faculty appointments to ensure that there is equity across the FDG's as well as disciplines.
>
> All Chairs have access to graduate and undergraduate students as well as the various funding models in place to support students (GTA's/International Fee Waivers/Dean's Scholarships).
>
> All Chairs have access to Trent University's CFI envelope and are actively supported in submitting infrastructure proposals. In addition, Chairs all have Professional Expense Fund allocations through the Dean's Office and all have access to internal grant funds.

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

> The environmental scan looked at the university community but also took into account regional demographics. While the number of female faculty is increasing, representation from the other FDG's was not showing growth. It is important to note that the number of tenure-track positions available has been on the decline rather than incline. The limited availability of positions impacts the recruitment of Chairs who have partners who are academics in particular. As a small institution, we are also somewhat restricted by the academic programs offered and the fact that not all disciplines offer graduate programs. In terms of our regional footprint, our community currently has experienced an increased unemployment rate which also presents a recruitment challenge. To address some of these challenges, the EDI Action Plan encourages departments and centres to propose Chairs and research areas that are not statistically representative of members of the FDG's.

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

> In developing the plan consultations took place with the Department of Human Resources, the Office of Equity and Human Rights, the Trent University Faculty Association (including equity representatives), the Office of the Dean (responsible for faculty hiring), and the Office of the Institutional Analyst, the Research Policy Committee, and the President/Vice-Presidents Executive Group. Annual reports from Chairs were also reviewed as well as feedback received from exit

feedback from Chairs who terminated awards early. The Equity Officer was a consultant throughout the drafting of the plan and remains an active participant in and advisor to the recruitment process.

PART C: Objectives, Indicators and Actions

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

Key Objective 1:
Addressing the existing gaps in Trent University's equity targets.
Corresponding actions:
Current unfilled chairs have been allocated to fields of research that are highly populated with members of the FGDS.
Indicator(s):
All Gaps filled by October 2019.
Progress:
On November 12, 2018, Trent University issued an Internal call to host a chair. Received proposals were reviewed by an equitable allocations committee whose recommendations are currently under review by Trent University's President/Vice-Presidents Group.
Next steps:
An external call for applicants will be issued shortly.
Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):
We are pleased that departments and centres now understand the importance of the EDI Action Plan in recruitment. An obstacle is the limited number of vacant chairs available to address gaps.

Key Objective 2:
Improving Chair Equity Data and its Collection Methods.
Corresponding actions:
Mandated the inclusion of a completed Self-identification Form in all applications for available chair positions.
Indicator(s):
Increased availability and quality of accurate data on applicants from the FDGs.
Progress:
A self-identification form was developed by the Office of Research and Innovation and Centre for Human Rights, Equity and Accessibility, in response to the needs of the CRC Action Plan.

Next steps:
On subsequent calls for applications, Trent University will require a completed self-identification form to be included within submitted application packages.

Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):
The better informed statistics generated from this practice will ensure that Trent University will not only be successful in sustaining the diversity of its established chairs, but that its recruitment efforts are successful in reaching a wide reaching and diverse applicant pool.

Key Objective 3:
All individuals involved in the CRC Process will have training on Equity, Diversity, Inclusion, and Unconscious Bias.

Corresponding actions:
All members of a CRC Search/Hiring Committee and the CRC Allocations committee are required to undertake training from Trent's Centre for Human Rights on equity, diversity, inclusion and unconscious bias.

Indicator(s):
All members of a CRC Search/Hiring committee have completed the training.

Progress:
The Centre for Human Rights, Equity and Accessibility have a developed comprehensive training program on equity, diversity, inclusion and unconscious bias.

Next steps:
Consultation with the members of the Trent community in order to make sure that the training program is effective, current, and gapless.

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

Key Objective 4:
Proposals to host a CRC are required to include a statement on Equity, Diversity, and Inclusion.

Corresponding actions:
In order for a departments bid to host a chair to be considered, it must include a meaningful statement specific to Equity, Diversity and Inclusion.

Indicator(s):

All Departments who are allocated an available chair have included an Equity statement within their bid to host.
Progress:
In the most recent internal call for proposals, Departments, Research Centres, and other potential Chair hosts were required to included a statement to show that Equity, Diversity and Inclusion were considered in the development of their proposal.
Next steps:
Encourage further consideration of Equity, Diversity and Inclusion within Hosting proposals including, but not limited to, the development of a host department Equity, Diversity and Inclusion Action Plans.
Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):

Key Objective 5:
A Renewal/Exit interview will be undertaken to provide chairholders' an opportunity to discuss their experiences with Equity at Trent University.
Corresponding actions:
When a chairholder is eligible to renewed, or when they have reached the end of their tenure as a CRC, the Office of Research, in conjunction with the Centre for the Human Rights and the Dean's Office, will provide the chairholder an opportunity to discuss their experiences during their previous term as a CRC.
Indicator(s):
Chairholders are offered an opportunity to take part in an exit interview.
Progress:
Chairholders are offered an opportunity to provide comments to the Office of Research, the Centre for Human Rights, and the Dean's Office
Next steps:
Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):
The renewal and exit surveys provide Trent University with information that directly influences the institutions effectiveness to addressing identified equity barriers. Furthermore, it provides the University with valuable data as to why FDG members are leaving the University.

Key Objective 6:
Postings will be widely advertised to international and national job boards, professional societies, and associations of designated groups.
Corresponding actions:
Advertisement for available chair positions are widely circulated to a broad audience.
Indicator(s):
The University receives an increase in the number of applications received from members of the FDGs.
Progress:
The Office of Research and Innovation has developed a comprehensive list of networks, job boards, and professional societies that it sends it CRC advertisements too.
Next steps:
The Office of Research intends to further increase its list of potential recipients.
Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):

PART D: Challenges and Opportunities

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

We have also noticed that the EDI framework sees multiple options available to a limited number of scholars in specific areas of study. We have experienced an increase in "failed" searches as we are competing with larger institutions or those in major metropolitan areas.

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

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

It is important to note that institutions can only address their gaps once chair positions become available (i.e., when their current chairholders' terms end). However, it is expected that institutions will manage their chair allocations carefully in order to meet their equity and diversity targets, which includes choosing not to renew Tier 2 or Tier 1 chairholders as necessary. Institutions must have action plans posted on their websites as of December 15, 2017. They must also email a copy of their action plan by email to the program at edi-edi@chairs-chaires.gc.ca. If an institution fails to meet these requirements by the deadlines stipulated, **the program will withhold peer review and payments for nominations submitted to the fall 2017 intake cycle, and to future cycles as necessary, until the requirements are fulfilled**.

Institutions must inform the Tri-agency Institutional Programs Secretariat when they revise or update their action plans by emailing edi-edi@chairs-chaires.gc.ca.

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

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

1) Equity, Diversity and Inclusion Objectives and Measurement Strategies

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

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

2) Management of Canada Research Chair Allocations

Provide a description of:

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

can have adverse, unintended and negative impacts on the overall success/career of individuals, especially those from the FDGs).

3) Collection of Equity and Diversity Data

Provide a description of:

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

4) Retention and Inclusivity

Provide a description of:

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