



Trent University and Trent University Faculty
Association Joint Report on
Equity, Diversity, Inclusion and Indigeneity

November 24, 2022

Trent University and Trent University Faculty Association Joint Report on
Equity, Diversity, Inclusion and Indigeneity

On Behalf of the University:

Stephanie Williams	Vice President Human Resources (Co-Chair of Committee)
Mark Skinner	Dean of Humanities and Social Sciences
Cathy Bruce	Vice President, Research and Innovation
Linda Dsouza	Human Resources and Labour Relations Advisor

On Behalf of the Association:

Susan Wurtele	Associate Professor, Trent School of the Environment (Co-Chair of Committee)
Nael Bhanji	Assistant Professor, Department of Gender & Social Justice
Paula Sherman	Associate Professor, Chanie Wenjack School of Indigenous Studies
Marguerite Xenopoulos	Full Professor, Canada Research Chair in Global Change of Freshwater Ecosystems
Byron Stoyles	Associate Professor, Department of Philosophy
Marcus Harvey	Executive Director, TUFA

Table of Contents

Background	4
Definitions for Trent University EDI Subcommittee	6
Dimensions Charter	12
Data Collection	14
Consultation Process	16
Final Recommendations	18

Background

The joint committee on Equity, Diversity, Inclusion, and Indigenization (hereafter “the jcEDII”) was established by the Parties for the purposes set out in Appendix W of the 2019-2022 TUFA Collective Agreement: specifically, to “make recommendations to the Provost on how to advance equity, diversity, and inclusion within the faculty ranks.” The jcEDII drew on the expertise of a number of TUFA members and administrators and enjoyed considerable latitude to address its mandate.

The focus of Appendix W is on EDII issues relating to the lived experience of individual bargaining unit members and their work and well as the overall composition of the TUFA membership workforce. For these reasons, this report’s recommendations deal primarily with the following:

- a) hiring practices,
- b) potential workplace improvements,
- c) the development of supports and resources, and
- d) mentorship.

The jcEDII’s recommendations can contribute 1) to the recruitment and retention of an increasingly diverse academic workforce for the benefit of the institution and 2) to the further development of fair and inclusive employment practices that will ensure that Trent becomes a place where equity-deserving colleagues can thrive.

It is worth reviewing how we got to this point. On June 6, 2019, Trent University President Leo Groarke formally endorsed the Dimensions Charter on behalf of the University. Dimensions is a Government of Canada program intended to advance EDI initiatives in the post-secondary sector. In the Tri-Agency’s own words:

The Dimensions program is intended to publicly recognize post-secondary institutions seeking to increase equity, diversity and inclusion (EDI) in their environments and across the research ecosystem. The program objective is to foster transformational change within the research community at Canadian post-secondary institutions by identifying and eliminating obstacles and inequities. This will support equitable access to funding opportunities, increase equitable and inclusive participation, and embed EDI-related considerations in research design and practices.

Since signing the Dimensions Charter, awareness of Dimensions has increased significantly and, given the commitment of both parties to advance EDII at Trent, Appendix W was negotiated as a mechanism to ensure that Trent and TUFA proceed with this work in a thoughtful way.

The first meeting of the jcEDII was July 24, 2020, with 22 subsequent meetings through to October 26th 2022. Given its mandate, the jcEDII determined that additional resources and commitments were needed from the Provost’s office and, on April 8,

2021, the jcEDII made four interim recommendations relating directly to the work of the committee. These requests are listed below and were all operationalized with the approval of the Provost.

1. collection of demographic data through VIP, Trent's Human Resource Information system,
2. engagement of external facilitator to conduct consultation with TUFA members,
3. coordination of work with the Anti-Racism Task Force (hereafter "the Force"), and
4. inventorying of EDI practices and standards already in place at Trent.

Augmented by these further commitments, the jcEDII completed its work which included: a thorough review of EDI definitions for use at Trent, data collection practices with regard to employment equity and the demographics of the TUFA bargaining unit, best practices consistent with the Dimensions Charter already implemented at the department level, leadership models at other universities, and a facilitated consultation process with TUFA members. Each of these steps is described in much greater detail later in this report.

The jcEDII's 25 recommendations comprise the final section of this report. Some directions suggested by the committee's work and consultations have already been operationalized (revisions to the data gathering done through VIP, for example). Other directions fall outside the Provost's scope and will, therefore, be taken up by TUFA directly and/or other officers of the University charged with advancing the institutions' EDII objectives.

Definitions for Trent University EDI Subcommittee

This document provides definitions for terms related to the work of the jcEDII.

Citations included in the footnotes indicate where specific wording has been adopted from other sources.

Accessibility: The degree to which physical, pedagogical, professional, and administrative structures enable the full, meaningful, and equitable engagement of all people.¹

Accommodation: The implementation of changes to support the full participation of each person in a community, institution, or organization by identifying and addressing barriers to access and to opportunities for success.² Accommodation can be provided individually (to meet the needs of specific individuals) and/or systematically (to make the community, institution, or organization or more accessible).³

Barrier: An obstacle that hinders or prevents some individuals from access to, or participation in, an event, service, program, community, organization, or institution. Structural or organizational barriers include policies, practices, and processes that systematically hinder or prevent some individuals from underrepresented groups from receiving equal access to and/or participation within employment, services, or programs.⁴ Barriers can also be attitudinal (leading to discrimination), informational, technological, and physical.⁵

Bias: An unreasoned weighting in favour of or against something, person, or group including preferences for a particular group based on social identity such as race, gender, class, ability, or sexual orientation⁶. The effects of bias can accumulate over the course of a career, “influencing movement both into and along the academic pipeline,

¹ Derived from www.ualberta.ca/equity-diversity-inclusivity/about/strategic-plan-for-edi/our-edi-principles.html The original statement focused on the engagement of all members of the community rather than of all people; the wider scope reflects that addressing EDII involves considering people who may not yet be included within specific communities.

² Derived from www.ualberta.ca/equity-diversity-inclusivity/about/strategic-plan-for-edi/our-edi-principles.html

³ As recognized at <https://secretariat-policies.info.yorku.ca/policies/accommodation-in-employment-for-persons-with-disabilities/>

⁴ Adapted from <https://www.sshrc-crsh.gc.ca/funding-financement/nfrf-fnfr/edi-eng.aspx#1d>

⁵ This list of five types of barriers (including structural or organizational barriers in addition to the four identified in this sentence) follows the list presented with the Accessibility for Ontarians with Disabilities Act (AODA). See, <https://www.aoda.ca/disability-barriers/>.

⁶ Adapted from the account of unconscious bias in *The Equity Myth: Racialization and Indigeneity at Canadian Universities* (2017).

especially at crucial moments such as hiring, tenure, and promotion processes, as well as advancements to mid-level or senior administrative roles”.⁷

Implicit Bias: Unreported bias. Implicit biases include biases a person is, or persons are, unwilling and/or unable to report.

Unconscious Bias: Bias about which a person is, or persons are, unaware. Unconscious biases include “hidden, unintentional preferences... originating in the unconscious mind”.⁸

Disability: An impairment or functional limitation that hinders a person’s full and equal participation in society or in a specific institution or organization. What counts as a disability is a factor of a person’s attributes in relation to specific social, structural, or institutional policies, standards, and practices. Disabilities can be permanent or episodic.

Persons with disabilities: Persons with a long-term or recurring impairment or functional limitation who consider themselves to be disadvantaged by reason of that impairment or functional limitation, or who believe that others (such as an employer or potential employer) are likely to consider them to be disadvantaged by reason of that impairment or functional limitation. This includes individuals with limitations that have been accommodated.⁹

Discrimination: Any form of unequal treatment based on one or more prohibited grounds, whether imposing extra burdens or denying benefits. It may be intentional or unintentional. Discrimination may take obvious forms or it may occur in very subtle ways. It is not discrimination or a contravention of Trent’s Discrimination and Harassment Policy (Appendix C of the TUFA Collective Agreement) to plan, advertise, adopt or implement a program that has as its objective the amelioration of conditions of disadvantaged individuals or groups identified by the protected grounds.¹⁰

Systemic Discrimination: Where patterns of behaviour, policies or practices which are part of an organization’s structure unintentionally create or perpetuate disadvantage for a group of persons who are identified by a prohibited ground of discrimination.¹¹

⁷ *The Equity Myth: Racialization and Indigeneity at Canadian Universities* (2017).

⁸ Derived from *The Equity Myth: Racialization and Indigeneity at Canadian Universities* (2017).

⁹ This definition is derived from the Employment Equity Act. <https://laws-lois.justice.gc.ca/eng/acts/E-5.401/section-3.html>

¹⁰ Definition from C of TUFA Collective Agreement (hereafter “Appendix C”, 7.1. The prohibited grounds in that Appendix track those identified in the Ontario Human Rights Code.

¹¹ See Appendix C, 7.3.

Diversity: The realization of variety among individuals within a group or organization reflecting differences in people’s lived experiences and perspectives. These differences may include race, ethnicity, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical disability, mental disability, sex, gender identity or expression, sexual orientation, age, class, and/or socio-economic situations.¹²

Employment Equity: “Employment equity encourages the establishment of working conditions that are free of barriers, corrects the conditions of disadvantage in employment and promotes the principle that employment equity requires special measures and the accommodation of differences.”¹³

All employment equity requirements are based on Canada’s *Employment Equity Act*: “The purpose of this *Act* is to achieve equality in the workplace so that no person shall be denied employment opportunities or benefits for reasons unrelated to ability and, in the fulfilment of that goal, to correct the conditions of disadvantage in employment experienced by women, Aboriginal peoples, persons with disabilities and members of visible minorities by giving effect to the principle that employment equity means more than treating persons in the same way but also requires special measures and the accommodation of differences.”¹⁴

For certain programs such as the Canada Research Chair program, there are four federally designated groups to ensure the program benefits from equity, diversity and inclusion. The four federally designated groups are women, persons with disabilities, Indigenous peoples, and members of visible minorities.

Equality: Treating, and providing to, every individual the same as every other individual in relation to access to participation, representation, assessment, and/or outcomes.

Equity: Addressing undeserved advantages and disadvantages to allow each person the same opportunities for access to participation, representation, and success as every other person.

Equity-seeking or Equity-deserving groups: Groups of people that experience barriers to equal access, opportunities, and resources due to disadvantage and discrimination and actively seek social justice and reparation¹⁵ including marginalized groups that are disproportionately excluded from full participation in society or in an

¹² Derived from <https://equity.ubc.ca/resources/equity-inclusion-glossary-of-terms/>

¹³ Adopted from: <https://www.canada.ca/en/employment-social-development/programs/employment-equity.html>

¹⁴ *Employment Equity Act* 1995, c. 44, s. 22017, c. 26, s. 19(E).

¹⁵ From: <https://equity.ubc.ca/resources/equity-inclusion-glossary-of-terms/>

organization or institution. Such groups include but are not limited to women, Indigenous peoples, persons with disabilities, persons who identify as lesbian, gay, bisexual, trans, queer, or 2-spirited, and racialized persons.¹⁶

Harassment: A course of vexatious comment or conduct that is based on a protected ground and that is known, or ought to be known, to be unwelcome. A single egregious incident may constitute harassment.¹⁷

Sexual Harassment: A form of harassment involving comment or conduct of a sexual nature that is known, or ought to be known, to be unwelcome where:

- submission to such comment / conduct is made either explicitly or implicitly a term or condition of an individual's employment, academic status, or academic accreditation; or
- submission to or rejection of such conduct by an individual is used as the basis for employment, or for academic performance, status or accreditation decisions affecting such individual; or
- such conduct interferes with an individual's work or academic performance; or
- such conduct creates an intimidating, hostile or offensive working or academic environment.

Sexual harassment can include but is not limited to: sexual assault or threats of a sexual nature; unwelcome sexual advances, invitations or requests; demands for sexual favours; innuendos, taunting or degrading words about a person's body, appearance or gender/sexual orientation; leering; sexually derogatory or offensive remarks about an individual; inquiries or comments about a person's sex life; and displays of degrading or offensive sexual material including sexual jokes.¹⁸

Hegemony: The situation of (undue) authority, dominance, or rule of one person or group (the *hegemon*) over others.

Inclusion: The creation of an environment where everyone feels welcome, valued, and respected, focusing on groups that remain underrepresented within a community, organization, or institution. It is a commitment to an active, intentional, and continuous process to address differences in power and privilege. An inclusive organization is one

¹⁶ Adapted from <https://www.caut.ca/about-us/caut-policy/lists/caut-policy-statements/policy-statement-on-equity>

¹⁷ Definition from Appendix C, 7.4.

¹⁸ Definition from Appendix C, 7.5.

in which every person has opportunities to participate in, and contribute to, the successes of the organization.¹⁹

Indigenous Peoples: Refers to First Nations, Métis and Inuit people, either collectively or separately, and is a preferred term in international usage, e.g., the ‘U.N. Declaration on the Rights of Indigenous Peoples.’

Indigenization: The process of bringing Indigenous peoples, cultures, traditions, knowledge, and ways of knowing into all facets of a community or organization such as university governance, planning, programming, research activity, and recruitment.²⁰ This requires recognition of, and respect for, Indigenous knowledges as valid ways of understanding the world.²¹

Institutional or Systemic Racism: Normalized practices and policies within an organization that disadvantage members of certain racial groups. Institutional or systemic racism can exist even in the absence of racist individuals. Systemic/institutional racism can manifest itself both overtly and covertly through a denial of opportunity that is embedded in institutional processes and institutional cultures. This can relate the denial of opportunities to enter the academy, progress through the ranks, and/or equitable evaluation of merit.

Intersectionality: A focus on the simultaneous overlapping of multiple forms of oppression and privilege reflecting how race, class, gender, sexuality and nationality are mutually influencing systems of power.

Marginalization: A social process by which individuals or groups are (intentionally or unintentionally) distanced from access to power and resources and constructed as insignificant, peripheral, or less valuable/privileged to a community or “mainstream” society. Examples of marginalized groups include, but are not limited to, groups excluded due to race, religion, political or cultural group, age, gender, or financial status. The extent to which extent such populations are marginalized is context specific and reliant on the cultural organization of the social site in question.²²

Microaggressions: Subtle, ordinary, micro-level perpetuations of everyday oppression that contribute to the broader institutional culture of a specific form of bias.

Oppression: The unjust treatment or exercise of power and control by some (privileged or dominant) group or groups of people over other (oppressed or

¹⁹ Adapted from <https://research.utoronto.ca/equity-diversity-inclusion/equity-diversity-inclusion> and incorporating elements from <https://equity.ubc.ca/resources/equity-inclusion-glossary-of-terms/>.

²⁰ Derived from the definition provided in Council of Ontario Universities’ report: “Deepening our relationship: Partnering with Aboriginal Communities to Strengthen Ontario Campuses” as at <https://ontariosuniversities.ca/wp-content/uploads/2017/08/Deepening-Our-Relationship-Report.pdf>

²¹ Adapted from the document entitled “Vision for Trent University”

²² Derived from <https://equity.ubc.ca/resources/equity-inclusion-glossary-of-terms/>

subordinate) group or groups of people resulting from and maintained by social, systemic, and/or institutional values (including prejudice), policies, and practices. Oppression is manifest in the exploitation, marginalization, powerlessness, dominance over, and/or violence towards members of the subordinate group. Oppression can be overt or covert.

Power: A capacity to do something or act in a particular way which can include the capacity to direct or influence the actions, beliefs, or conduct of others. Within a community, organization, or institution, power is the capacity to control norms, policies, practices, and values in ways that affect what is possible, and what counts as success, for people within the community, organization, or institution.

The exercise of power can be overt or covert and does not require awareness of its existence or influence.

Privilege: A favoured state, earned or unearned, that can work to systematically overpower or disempower certain groups.²³

Racialization: The social construction of race as real, different, and unequal in ways that matter to economic, political and social life²⁴. This inequality refers not only to social attitudes towards non-dominant ethnic and racial groups but also to social structures, legal authorities, and institutional controls which oppress, exclude, limit and discriminate against such individuals and groups.

Racism: The belief that perceived physical racial differences are linked to significant cultural and social differences and that these innate hierarchical differences can be measured and judged; the practice of subordinating races believed to be inferior²⁵.

Tokenism: The practice of making only a perfunctory or symbolic effort to recruit a small number of people from underrepresented, equity-seeking groups in order to give the appearance of equality within a group (e.g. within a workforce).²⁶

Visible Minorities: Persons in Canada, other than Indigenous peoples, who are socially perceived as non-White.²⁷

²³ Adapted from “White Privilege: Unpacking the Invisible Knapsack” (McIntosh 1989)

²⁴ Derived from <http://www.ohrc.on.ca/en/paying-price-human-cost-racial-profiling>

²⁵ Adapted from “Race and Racisms: A Critical Approach” (Golash-Boza, 2015)

²⁶ Adapted from Oxford English Dictionary and *The Equity Myth* (2017).

²⁷ Derived from the *Employment Equity Act* (<https://laws-lois.justice.gc.ca/eng/acts/E-5.401/section-3.html>) and from *The Equity Myth: Racialization and Indigeneity at Canadian Universities* (2017).

Dimensions Charter

The *Dimensions Charter* is a Tri-Council initiative aimed at promoting equitable, inclusive and unbiased systems and practices in the Canadian post-secondary research community. Trent became a signatory to the Charter in June 2019. The jcEDII initiated a Dimensions Charter Working Group to consider the extent to which Trent met the eight principles (see “Dimensions” document in Appendix) of the Charter and to make recommendations where improvements are necessary.

To accomplish its remit, the working group initiated an inventory of existing EDI-focused work at Trent. Deans, Chairs and Directors were asked to provide details on activities in their department/unit that promote the EDI principles contained in the Charter. In particular, they were asked to report on:

- whether there was a departmental (or unit-specific) EDI committee;
- the extent to which they had engaged in an EDI-focused revision of curriculum;
- the existence of formal mentoring for faculty or students from equity-deserving groups;
- work undertaken to revise or reflect on recruitment and hiring practices; scholarships;
- other work being done to create an environment of inclusion (e.g., free of bias, harassment, and discrimination); and
- development and/or use of EDI tools, training/professional learning (e.g., unconscious bias), support, and resources.

Approximately half of the departments/units at Trent responded to the inventory either in writing or through a one-to-one interview with the Chair of the department/unit. From the inventory exercise, the working group compiled a summary of responses to inform the jcEDII’s final report.

Based on the responses received, and its own reflections on the eight principles of the Charter, the working group offered the following recommendations to the jcEDII. These have been considered and are now reflected in the jcEDII’s final recommendations:

1. Create an EDI Best Practices Summary from the Dimensions Charter Inventory and other resources for wider sharing with Chairs, Deans, Directors and Senior Management as a support tool, and maintain up-to-date resources, information and tools available in a central location.

2. Link the Equity Survey Tool (in VIP) to accessing the annual performance review of faculty, and for non-permanent faculty - develop another suitable mechanism to encourage survey tool completion.
3. Enable greater disaggregated data analysis for intersectionality, rank, and representation from the four federally designated groups through the VIP system.
4. That a locally developed Indigenous Research Engagement toolkit be developed for Trent University researchers in consultation and with direction from Trent's Indigenous community partners.
5. Develop strategies for greater uptake of EDI training for personnel committees that leverages the good practices of Canada Research Chair processes.

Data Collection

Trent University is a signatory of the Dimensions Charter. Principle #3 of the Charter states:

Institutions require qualitative and quantitative data to measure, monitor, understand and publicly report on challenges and progress made. The analysis of the data should inform a comprehensive, in-depth, intersectional understanding of the contexts, manifestations and experiences that result from inequities, underrepresentation and exclusion among all post-secondary community members.

The data collected by Trent's Centre for Human Rights, Equity and Accessibility (CHREA) is dated and/or insufficient to advance the University's EDII goals or to meet the requirements of the Dimensions Charter. For this reason, the jcEDII made the interim recommendation that the University collect demographic data through VIP (Human Resources Information System) to allow for the establishment of baseline data regarding the representation of equity-deserving groups in TUFA's membership. The jcEDII recommended that this data collection commence as soon as possible.

The data collection working group updated the survey created by CHREA to ensure sufficient advancement in Trent University's EDII goals.

The Department of Human Resources launched the updated Employment Equity Survey in VIP on April 30, 2021. All employees were encouraged to complete the survey as the collection of baseline data will help advance Trent's ongoing equity, diversity and inclusion efforts. The survey was accessible to all employees at Trent University. The jcEDII determined that further communication was needed to improve completion rates. The Department of Human Resources created a poster and offered a prize to encourage employees to complete the survey.

Results of VIP Survey as of February 2022:

Percentage Completed by Union

Union	# Completed - Active Employees	Count of Total - Active Employees	% of Active Employees
CUPE 1	146	342	43%
CUPE 2	142	433	33%
Exempt Administrative Professional Staff	54	63	86%
Exempt Management, SR. mgmt & exec	107	141	76%
OPSEU	347	466	74%
Research	36	63	57%
Student / Other	308	675	46%
TUFA	196	298	66%
Grand Total	1336	2483	54%

Visible Minority

Visible Minority						
Union	I choose not to answer	No	Yes	% of Yes of Total Yes	% of Yes of Total Completed	% of Yes of Active Employees
CUPE 1	2	76	18	10%	19%	5%
CUPE 2	1	64	25	14%	28%	6%
Exempt Administrative Professional Staff		21	10	6%	32%	16%
Exempt Management, SR. Mgmt & Exec		65	10	6%	13%	2%
OPSEU	6	188	26	15%	12%	6%
Research	1	22	4	2%	15%	6%
Student / Other	2	139	61	35%	30%	9%
TUFA	4	99	21	12%	17%	7%
Grand Total	17	674	175	100%	20%	7%

Person with a Disability

Person with a Disability						
Union	I choose not to answer	No	Yes	% of Yes of Total Yes	% of Yes of Total Completed	% of Yes of Active Employees
CUPE 1	4	71	21	20%	22%	6%
CUPE 2	5	74	12	11%	13%	3%
Exempt Administrative Professional Staff	1	27	3	3%	10%	5%
Exempt Management, SR. Mgmt & Exec	1	70	6	6%	8%	1%
OPSEU	8	198	14	13%	6%	3%
Research	2	22	3	3%	11%	5%
Student / Other	10	160	35	33%	17%	5%
TUFA	7	107	13	12%	10%	4%
Grand Total	38	729	107	100%	12%	4%

Indigenous Person

Indigenous Person						
Union	I choose not to answer	No	Yes	% of Yes of Total Yes	% of Yes of Total Completed	% of Yes of Active Employees
CUPE 1	1	94	1	2.8%	1.0%	0.3%
CUPE 2	2	87	2	5.6%	2.2%	0.5%
Exempt Administrative Professional Staff	2	27	2	5.6%	6.5%	3.2%
Exempt Management, SR. Mgmt & Exec	2	72	2	5.6%	2.6%	0.4%
OPSEU	4	209	7	19.4%	3.2%	1.5%
Research	1	25	1	2.8%	3.7%	1.6%
Student / Other	2	190	14	38.9%	6.8%	2.1%
TUFA	1	119	7	19.4%	5.5%	2.3%
Grand Total	15	823	36	100%	4.12%	1.45%

Sexual Orientation

Sexual Orientation											
Row Labels	Asexual	Bisexual	Gay	I choose not to answer	Other	Heterosexual	Lesbian	Pansexual	Queer	None of these options	Questioning or unsure
CUPE 1	5	10	1	9		65		3	4		2
CUPE 2	3	12	4	7		62	4	1	5		2
Exempt Administrative Professional Staff	1	1		3		24		2	2		
Exempt Management, SR. Mgmt & Exec	2	2	2	5	1	64				1	1
OPSEU	8	8	9	15		158	3	5	8	7	2
Research	1	1		3		20			2		
Student / Other	8	31	4	14	1	119	8	11	17	2	1
TUFA	2	6	6	8	1	102	3		3	3	
Grand Total	28	71	26	64	3	614	18	22	41	13	8

Gender Identity

Gender Identity								
Row Labels	Man	Woman	Genderqueer	Non-Binary	Trans	Two-Spirit	None of these options	I choose not to answer
CUPE 1	32	58	1	3				1
CUPE 2	37	55	1	6				
Exempt Administrative Professional Staff	8	22		1	2			
Exempt Management, SR. Mgmt & Exec	22	51						1
OPSEU	64	154	2	2	1	1		1
Research	7	17		1	1			1
Student / Other	54	143	3	11	8	4		2
TUFA	61	63	2	2	1			1
Grand Total	285	563	9	26	13	5		5

Note: Executives, Exempt Management and Exempt Senior Management have been combined due to low numbers.

Consultation Process

The jcEDII made an interim recommendation to the Provost (April 2021) for the University to engage a third-party facilitator to conduct a preliminary consultation with TUFA members in accordance with the tasks outlined in Appendix W. The committee identified Senomi Solutions Inc. as the appropriate third-party facilitator to conduct this.

The consultation was focused according to the jcEDII's mandate to "make recommendations to the Provost on how to advance equity, diversity, and inclusion within the faculty ranks" and will reflect the following directions for the committee to consider:

- a. a review of recruitment and hiring practices;
- b. workplace improvements that contribute to an environment of inclusion as well as one free of bias, harassment and discrimination;
- c. recommendations for the development of tools, training, support and resources to help all members achieve EDI goals; and
- d. mentorship initiatives to eliminate inequities and obstacles faced by members. The purpose of the consultation was to provide the TUFA membership opportunities to provide input into the development of recommendations for advancing EDI at Trent.

Scope of the Work for the Third-Party Facilitator:

Senomi Solutions Inc. met with the jcEDII to discuss the scope and intent of the committee's work. Representatives from Senomi also met with the Provost to gain a better understanding of the institutional context for their work. In consultation with the jcEDII, Senomi compiled a list of biases and systemic barriers that must be addressed to advance EDII at Trent. This list was used to prompt discussion and feedback from the TUFA membership during the consultation process.

The TUFA membership was invited to engage with Senomi personnel to talk about their experiences as a faculty member or librarian at Trent University and to provide any input they may have for how the university leadership can build and maintain an equitable and inclusive culture. Senomi conducted the consultation using the following components:

1. Anonymous Online Survey (Launched November 21, 2021 and closed January 2022)

Members were invited to complete an anonymous confidential questionnaire about their EDII-related experiences at Trent University. The survey closed on January 31st, 2022 and a total of 87 TUFA members responded from an available pool of 296.

2. In-person Engagement Group Session

These were offered to TUFA members as general sessions and as affinity group sessions. The focus of these sessions was to explore how the university leadership at Trent can build an equitable and inclusive workplace. Participating members attended a virtual Zoom focus group session (2 sessions were offered) or an in-person session (4 sessions were offered). One of the in-person focus groups was only open to Indigenous TUFA members. These focus groups were not well attended, with only four members attending in total. Many factors may have contributed to this, specifically that it was held in December 2021, close to the end of term and/or that it was during a week of exams when institutions were on the brink of restricting in-person activities for reasons related to the COVID-19 pandemic.

3. One-on-one Interview Session (Virtual)

Members were also provided the option of contacting the consultants directly to request a confidential one-on-one virtual Zoom session interview. Senomi hosted one-on-one virtual sessions for 17 members.

Senomi shared information collected in the consultation process with all members of the jcEDII in a summary report which does not identify individual members.

Final Recommendations

The jcEDII's recommendations have been divided into 4 sections, each of which is intended to foster an inclusive environment free of bias, harassment and discrimination.

A. LEADERSHIP:

1. Demonstrate institutional leadership by assigning responsibility and accountability for the promotion of EDII at Trent to a new senior administrative position. The person holding this position will be tasked with ensuring that EDII is foregrounded in the university's vision and operations. This position should be posted externally, and require the incumbent to have lived experience.

The person holding this position will provide leadership in coordinating EDII initiatives across the University's functions (i.e. not exclusively academic), and will identify and address systemic barriers experienced by members of under-represented or disadvantaged groups including, but not limited to, women, Indigenous Peoples (First Nations, Inuit, and Métis), persons with disabilities, members of visible minority/racialized groups, and members of LGBTQ2+ communities. Further, they will provide measurable solutions to advance the university's goal to improve access and opportunities for these people, including improvements to policies and institutional structures to address discrimination and harassment.

2. Demonstrate commitment to EDII by ensuring, through the budget process, that additional resources are available for the implementation of EDII initiatives, including the implementation of initiatives arising from these recommendations. EDII considerations should be proactively included in multi-year budgeting, recognizing that this allows for more strategic and effective recruitment, hiring and retention.
3. Promote EDII through the implementation of expanded training and education for all members and administrators. This includes training and education to foster equitable, inclusive working environments and address biases and micro-aggressions, including when teaching, in meetings, decision-making, etc.
4. University leadership position descriptions shall include a requirement for knowledge of, and a commitment to, the University's principals of EDII.

5. Create an EDII and decolonization best practices summary based on the Dimensions Charter Inventory and other resources to be shared with Chairs, Deans, Directors and Senior Management as a support tool, and maintain centrally located and updated EDII resources, information and tools.

B. ACCOUNTABILITY:

6. Identify and adopt specific, actionable, and measurable goals for realizing a diverse complement of faculty, librarians and academic administrators at Trent.
7. Following guidance provided in the Dimensions Charter, maintain qualitative and quantitative data allowing for “comprehensive, in-depth, intersectional understanding of the contexts, manifestations and experiences that result from inequities, underrepresentation and exclusion” among members of the Trent Community. Develop a list of metrics against which Trent’s progress toward EDII goals can be measured. Quantitative data should be updated and made available in summary form to the University community annually. Qualitative data should be collected regularly and no less than every 5 years.
8. Recruitment, hiring, demographic, career progress and retention data should be collected and analyzed to evaluate the representation of equity-deserving groups across the university and within each division, to assess success in meeting specified EDII goals, and to improve the policies and procedures governing recruitment and hiring. To facilitate this, demographic data tied to hiring processes should be done centrally.
9. Encourage each academic unit (program, department, and school) to develop and share plans to normalize EDII in relation to: curriculum development, faculty complement, and requests for additional staff and/or faculty positions within the unit.
10. Identify and adopt specific, actionable, and measurable goals for realizing a diverse faculty and librarian complement at all ranks and across all academic divisions. Though these might be expressed as minima, Trent’s goals should be aspirational to reflect a commitment to EDII that goes beyond compliance with whatever minimum standards are identified.
11. Develop and execute an action plan to implement recommendations from this report. Review and adjust the action plan annually.

C. RECRUITMENT & HIRING:

- 12.** Adopt greater transparency in the allocation of staffing resources and in the processes for recruitment and hiring for all faculty, librarian and administrative positions.
- 13.** Implement active recruitment and hiring strategies to accelerate the diversification of the faculty and librarian complement at all ranks and across all academic divisions. These actions could include strategic advertising, preferred or targeted equity hires, cluster hires, international searches, and/or endowed chairs. The strategies should emphasize positions with permanency/tenure rather than limited term appointments and should include a proportionate number of Associate and Full Professors to diversify the faculty complement across experience cohorts.
- 14.** Enhance knowledge of EDII best practices and relevant law amongst those who lead others in University personnel and related processes. Such individuals include personnel in:
 - a. Human Resources
 - b. Dean's offices
 - c. Academic departments
 - d. Research Office
- 15.** Develop and normalize the implementation of policies and procedures to minimize the impact of bias in recruitment and hiring initiatives as it relates to under-represented or disadvantaged groups. Areas of particular concern include the language used in job postings, as well as the criteria and processes, and mechanisms used for assessing candidates. Attention should also be paid to over-reliance on 'prestigious' journals and the need to appreciate traditional and indigenous knowledge and practices. A regular schedule for review of these policies and procedures should be established.

Consideration should be made of the inclusion of an Elder (or Knowledge Holder) to serve on personnel and other committees whose work involves assessing research and service related to Indigenous knowledge and communities.

- 16.** Update and regularize training for personnel involved in the assessment of candidates for hiring, merit, permanency/tenure, and promotion, including the Committee on Academic Personnel as well as those serving on committees that are likely to address EDII issues in relation to academic work, including the Research Ethics Board, in a manner consistent with emerging best EDII practices and updated policies at Trent. This training should focus on the provision of specific practices to minimize the negative impacts of bias.

D. WORKPLACE IMPROVEMENTS: MENTORSHIP, RETENTION, AND SUPPORT

- 17.** Formalize more inclusive criteria for merit, reappointment, tenure/permanency, and promotion. Among other things, we need greater recognition of: different methods of conducting research, teaching, and service; of different knowledge systems/traditions, including Indigenous Knowledge; of non-degree credentials; and of a wider range of research outcomes (beyond traditional notions of 'dissemination' or 'knowledge transfer') including knowledge creation and impactful community engagement in addition to recognition of the value of research that does not result in measurable outcomes.

Recognize and celebrate EDII work being done. Formalize recognition of service tied to EDII representation, supervision, and mentorship. Provide opportunities for reporting and recognizing this kind of service in the APR process, and in assessments related to hiring, merit, permanency/tenure, and promotion through the ranks. Recognize this kind of service as part of the workload of members engaged in it and provide mechanisms for managing this work. Mechanisms for managing this work can include release from other more typical service and/or from teaching, as appropriate.

- 18.** Implement mechanisms for preventing, identifying and removing racist, xenophobic, sexist, or otherwise discriminatory comments about faculty on Student Experience of Teaching Surveys and any other material that is used in the processes of assessing faculty. Rethink the ways in which student surveys might be obtained so that biases or retributions do not unjustly harm the professional lives of racialized and Indigenous members.
- 19.** Develop and implement retention strategies that provide sustainable teaching and research supports to faculty and librarians from under-represented or disadvantaged groups, including, those in limited term, or precarious, positions.
- 20.** Review University complaint processes to ensure they are accessible and confidential, and are expanded to allow EDII-related complaints. Provide culturally sensitive support from EDII experts that is consistent with the human rights, and the discrimination and harassment complaints processes, but where necessary can remain separate from the regular, hierarchical reporting structures within the University. This would include allowing informal and formal complaints, and access to external mediators/investigators.

- 21.** Develop expanded mentorship and support for early career faculty and librarians. Mentorship and support should help to address challenges encountered by those from under-represented or disadvantaged groups, and by faculty and librarians engaged in research that expands or moves beyond traditionally recognized forms of academic work. Such mentorship could be augmented by teaching release, start-up funds, as well as other research and teaching support.
- 22.** Provide support for new hires (and their families, if/as applicable) moving to Peterborough or the Durham region that includes efforts to identify and address barriers to successful integration within the community, especially those experienced by members of under-represented or disadvantaged groups. This support can be coordinated with others in the communities in which Trent is situated. Examples could include finding places of worship, housing, doctors, childcare, transit, and community.
- 23.** Develop Indigenous research engagement and teaching toolkits for Trent University faculty and librarians in consultation with Trent's Indigenous community partners.
- 24.** Ensure the opportunity for confidential exit interviews for members of under-represented and disadvantaged groups who vacate positions at Trent. Interviews should be initiated by the EDII office, with an opportunity to also speak with someone from TUFA, HR, the EDII Office, or the Dean. (Note: a process to ensure the EDII office is made aware of individuals leaving the University will need to be developed.).
- 25.** Provide and promote educational opportunities for all TUFA members to help them embed EDII in their pedagogical work and thereby to foster a safer, more inclusive, working environment for colleagues and students from under-represented or disadvantaged groups at Trent.

The committee would like to thank the following for their assistance:

Mark Dockstator

Charmaine Eddy

Tara Harrington

Faith Mwesigye

Michael McIntosh

Kirsten Woodend