University of Guelph Equity, Diversity, and Inclusion Action Plan for the Canada Research Chairs Program

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1. EQUITY, DIVERSITY, AND INCLUSION AT THE UNIVERSITY OF GUELPH

The University of Guelph recognizes that an inclusive campus and a culture of inclusion is an institutional and social imperative. Acknowledging the University's diverse population and ensuring that every member of an inclusive campus is a valued contributor is a foundational pillar of a successful post-secondary institution.

The following principles drive the University's commitment to equity, diversity, and inclusion (EDI):

- All campus community members must anticipate and encourage diverse perspectives and leverage them to drive creativity and innovation
- A culture of inclusion begins by acknowledging the diversity among us and recognizing that some members of our community experience barriers to education, employment, and full participation due to systemic factors
- A culture of inclusion is possible only if the institution continually designs, reviews, and rebuilds structures – including policies, programs, and practices – that are inclusive, equitable, and accessible to all
- A culture of inclusion necessities the involvement of the community of diverse stakeholders – faculty, staff, and students – to drive a strategic and system-wide approach to EDI

The University of Guelph defines EDI in the following ways:

Diversity is the collection of peoples with different identity characteristics, ways of knowing, and ways of being. The University recognizes that the diversity of identities on our campus is intrinsically connected to the protected grounds articulated in the Ontario Human Rights Code, including age, colour, ancestry, disability, ethnic origin, family status, gender identity or expression, marital status, race, sex, and sexual orientation. Diversity is not limited to these characteristics and may include others like ways of thinking or learning, legal status, education, or work backgrounds. Diversity is essentially about recognizing the many perspectives and lived experiences that contribute to an institution and a functioning research enterprise.

Equity is recognizing that there are individuals and groups who encounter individual, interpersonal, institutional, and systemic barriers to full participation. Equity involves identifying and removing systemic barriers and biases that impede the full participation of equity-seeking groups. The University recognizes four designated groups as a matter of law: women-identified individuals, persons with disabilities, Indigenous Peoples, and racialized persons. While the University is particularly focused on identifying and eliminating barriers for these four designated groups, the institutional understanding of equity is broader, including a recognition of the unique barriers that manifest in an intersectional form and for other marginalized groups, like the LGBTQ2IA+ community.

Systemic barriers may manifest in multiple forms within an institution, but are particularly noticeable in systems, policies, practices, and procedures that impede the full participation of

equity-seeking groups in the full range of institutional activities. These barriers may result from an EDI lens missing from processes like recruitment, selection, and retention. They may also manifest from unconscious biases, assumptions, perceptions, or stereotypes. Institutional reviews are essential to identifying the specific barriers and contributing factors.

Inclusion is ensuring that all campus community members are respected, valued, and empowered to fully participate in all functions of the institution. Each member's contributions must be supported, encouraged, and incorporated into the functioning framework of the institution.

It is imperative to note that the University recognizes that diversity does not necessarily translate into an equitable and inclusive campus. Fostering equity and inclusion requires diversity as a necessary condition, but it is not sufficient by itself. Acknowledging diverse identities is a crucial threshold step to fostering an inclusive campus, but the institution must also identify barriers to full participation that exist for equity-seeking groups and ensure, upon identifying and striving to eliminate those barriers, that equity-seeking groups experience a sincere and genuine sense of belonging in the campus community. An inclusive campus is the responsibility of all community members and is a constant work in progress. Every member on campus belongs here and their contributions are vitally important to achieving excellence in research, teaching, social interactions and learning.

2. PROCESS FOR DEVELOPING THE ACTION PLAN

To respond to the CRC Program's requirements for institutional analysis and action, the Vice-President (Research) established the CRC EDI Action Plan Working Group chaired by Karina McInnis, Associate Vice-President (Research Services). Working Group members were selected to include: representation from the FDGs; at least one current chairholder; a faculty member with expertise in workplace equity and inclusion issues; staff responsible for administering the CRC program at the University; and, University executives with responsibility for related portfolios, i.e. the Assistant Vice-President, Faculty and Academic Staff Relations (FASR) Laurie Arnott) and the Assistant Vice-President, Diversity and Human Rights (DHR) Indira Naidoo-Harris). In 2019, this Working Group was expanded and formalized as the EDI in Research Advisory Committee.

The objectives, actions, and indicators outlined in this Action Plan are based on:

- Employment Systems Reviews
    - University of Guelph Diversity Matters Census - Employment Equity Report 2015/16
    - University of Guelph Employment Equity Plan (2017-2021)
    - University of Guelph Diversity Matters Census – Employment Equity Report 2019 (not yet publicly released)
    - Review of policies related to allocation, search, and nomination of Canada Research Chairs

- Comparative Reviews
    - o University salary anomaly review
    - o Analysis of chair allocation and financial supports and teaching release
- Environmental Scans
    - o University of Guelph Inclusion Framework (2017)
    - o GenEQ Initiative
    - o Consultation with past and present chairholders

The Plan was submitted by the Working Group to the Vice-President (Research) and the Provost and Vice-President (Academic) for approval prior to submission to the CRC Program.

The Vice-President (Research) is responsible for meeting the goals and objectives of the CRC EDI Action Plan in consultation with the Provost and Vice-President (Academic). The Plan will be monitored by the EDI in Research Committee, with annual updates from the Office of Research Services.

Future iterations of the Plan will be subject to the following governance processes:

1. Review by the EDI in Research Advisory Committee (Chair, Karina McInnis, AVP Research Services)
2. Review by the Inclusive University Committee (Chair, Indira Naidoo Harris, AVP Diversity and Human Rights)
3. Approval by the Vice-President (Research) in consultation with the Provost and Vice-President (Academic)

The Governance Model and terms of reference for relevant University committees can be found in **Appendix A**.

3. EMPLOYMENT SYSTEMS REVIEW

3.1 Review of Employment Systems at the University of Guelph

3.1.1 History and Methodologies

At the University of Guelph, the review of employment policies and practices related to the CRC allocation take place in the context of its long-term commitment to the Federal Contractors Program (FCP), which began prior to the CRCP's EDI Action Plan.

A full-scale census of the workforce was conducted in 1990, and an employment equity policy and plan were established for the University. In 1999, the University of Guelph began another phase in its efforts to implement a comprehensive employment equity program. The program aimed to identify barriers to hiring, fair treatment and promotion for equity-seeking groups at the University and to devise a plan to eliminate those barriers. For the purposes of early equity plans, equity-seeking groups were those that fell within four federally defined designated groups — Indigenous Peoples, persons with disabilities, visible minorities and women — as well as those from the LGBTQ2IA+ community. All of these groups have historically been disadvantaged in employment.

In 2002, the University of Guelph undertook an employment systems review (ESR). The ESR consultation included a range of respondents from various University constituencies and involved 80 individual interviews and 13 focus groups. The approximate breakdown of those included in the consultation were as follows: 33 senior administrators, 11 Human Resources and Diversity and Human Rights (then Human Rights and Equity Office) staff, 30 faculty members, 12 representatives of employee groups; 14 members of the Employment Equity Committee and 20 staff from satellite colleges. Of these, 100 were women, eight were Indigenous Peoples, 28 were visible minorities, 16 were persons with a disability, and six were LGBTQ2IA+. Confidentiality was guaranteed to those who participated in the consultation process.

From that initial systems review, the University of Guelph put in place a specific Employment Equity Plan for each of the four designated groups. These employment equity plans were in place for the 2008-2012 period, prior to the introduction of the Diversity Matters Census in 2014, the Inclusion Framework in 2017, and the Employment Equity Goals of 2017-21.

The Diversity Matters Census was initially conducted between November 10 and December 31, 2014. A total of 2,520 employees participated which is 82% of eligible employees. This return rate exceeded the minimum expected rate of 80% as defined by the FCP. With such a high rate of return, the results provide a clear snapshot in time and a valid picture of the makeup of our community. Eligible employees include Regular Full Time, Temporary Full Time, Sessionals, and Post-Doctoral Fellows. Employment gaps are **not** based on the total number of employees but are based on the eligible number of people who completed the Census and the way they chose to self-identify.[1] This data was then compared to the 2011 Statistics Canada Census data for provinces and metropolitan areas in which the University has employees.

In the first Diversity Matters Survey report, the institution compared the number of faculty members in each designated group to the 2011 Statistics Canada data for the comparator group. The institution identified no gap for female faculty, 14 positions for Indigenous Peoples, 22 positions for visible minorities, and no gap for persons with disabilities. In 2016, the Census found a gap of 100 female faculty members, 11 Indigenous faculty members, 85 racialized faculty members, and no gap for faculty members with disabilities. By 2019, at the time of the progress update to the Employment Equity Committee, the survey data indicated an increase of 156 women-identified faculty members, 6 Indigenous-identified faculty members, and 54 racialized faculty members. The data also suggested that 30 additional faculty members now identified as having a disability. Thus, the progress report found no current gap for women-identified faculty members or persons with disabilities. However, a gap remains for racialized and Indigenous faculty members but those numbers have been reduced since the 2016 census. The Diversity Matters Census can be found in **Appendix B**.

[1] The employment gaps identified in the study are based on the 82% of employees who responded to the survey. As a result, they do not necessarily reflect the gaps that might have been identified had 100% of employees responded to the survey. In other words, the number of employees in any one equity-seeking group is calculated as a percentage of the sample that responded to the survey.

3.1.2 Findings

a. Systemic Barriers Identified

The Employment Equity Committee also undertook an analysis of qualitative data to identify systemic barriers to recruitment, selection, and advancement for equity-seeking groups on campus. The qualitative data was drawn from the Diversity Matters Census.

b. Barriers to Career Advancement

Many employees from equity-seeking groups identified biases and barriers to advancement.

Persons with disabilities expressed that academic cultures tend to perpetuate ableist attitudes, and some noted that they were fearful of disclosing a disability for fear of bias that might accompany future performance reviews. Racialized employees expressed concerns about fairness in the hiring process, suggesting that they experienced bias in being overlooked for promotion, difficulties in moving from contract to permanent work, and a lack of representation by diverse senior leaders. Women-identified faculty noted difficulty in securing tenure-track or senior position despite necessary performance history, skills, and education. This was driven in part by a perception that some departments continue to operate as "old boys" clubs.

c. Interpersonal Barriers

Some respondents noted that they were not able to achieve their full potential and productivity, due to microaggressions or other prejudices at work. Some respondents with disabilities identified ableist comments about leaves due to disability and questions about medical documentation. Some LGBTQ2IA+ respondents noted that they were not able to bring their "whole selves" to work. Some racialized respondents spoke to unconscious bias, microaggressions, and racist remarks due to their skin colour, or a misperception of ability based on accent or other racial/ethnic markers. Women experienced other microaggressions, especially with regard to accomplishments not being taken as seriously or having voices be diminished next to male peers.

d. Additional Barriers

Some respondents noted that family status and caregiving responsibilities were barriers to advancement, inclusion, and retention. They indicated that sharing about caregiving responsibilities might prompt exclusion or stereotyping of ability by their peers. Some respondents recalled hiring committees asking whether caregiving responsibilities would detract from their ability to perform faculty obligations.

3.1.3 Objectives Identified

In response to data from the Diversity Matters Census ((2014)), consultations through the Inclusion Framework (2017)), and previous employment systems reviews (as listed above), the institution set forth a number of employment equity goals for the 2017-21 period. These goals were articulated across a number of different categories including: Attitudes and Culture;

Recruitment, Selection, Hiring, and Retention; Promotion Systems; Training and Development; Reasonable Accommodation; and Accountability and Monitoring.

The table below includes goals of relevance to faculty hiring and CRCP program. These strategies were initiated beginning in 2017.

Organizational Area	Goals	Strategies for Achieving
Attitudes and Culture	• To strengthen the University's commitment to equity and inclusion • To enhance an inclusion mindset • To demonstrate a culture of inclusion throughout University policies and practices	• Develop educational and training opportunities for multiple audiences across campus so as to further develop inclusive skills • Incorporate EDI into the strategic planning for each academic and support unit
Recruitment, Selection, Hiring,	• To develop and implement special measures to attract and hire a workforce that is representative of equity groups • To monitor measures in place to ensure consistent implementation of recruitment, selection, hiring, and retention policies • To diversify hiring committee memberships	• Employ an outreach strategy to expand the candidate pool • Review recruitment, selection, hiring and retention policies through the Inclusion Framework • Develop a training program for inclusive hiring practices for Search and Selection Committees
Promotion Systems	• To maximize opportunities for success for those within the designated groups • To diversity faculty tenure and promotions criteria to recognize diverse achievements • To ensure equity in salaries and promotions for under-represented groups	• Develop an effective mentorship program for faculty • Review established criteria with a view to updating them to be more inclusive of underrepresented groups • Undertake a salary and promotion review of faculty
Training and Development	• To strengthen the University's commitment to equity and inclusion	• Build a new Inclusion and Diversity Training Framework for Staff, Faculty, and Students through the Office of Diversity and Human Rights, informed by

		the Culture of Inclusion Framework
Reasonable Accommodation	• To create awareness across campus that accommodation is a shared responsibility • To further support campus with the provision of reasonable accommodation	• Develop an education and awareness plan to understand roles and responsibilities for accommodation, in general, as well as to enhance visibility of the Accommodation Partnership Program document • Review process to identify potential systemic barriers and provide necessary resources to departments which are required to invest considerable funds to accommodation persons with disabilities

3.1.4 Relevance to CRC Program

The Employment Equity Committee is focused on ensuring that the institution has mechanisms in place to identify, monitor, and address barriers that exist for equity-seeking groups. In setting forth the Employment Equity goals for 2017-21, the University of Guelph recognized that systemic barriers existed for faculty joining and advancing through the institution. Addressing these barriers is of paramount importance in ensuring that EDI is embedded in the CRC program.

For each of the areas identified above, the goals and strategies to achieve those goals have direct impacts on the University's ability to recruit and select diverse candidates for CRC positions.

First, in pursuing attitudinal and cultural changes, the institution aims to shift perceptions of hiring committees and departments to view selections through an EDI lens. The institution seeks to empower all faculty members to take ownership of equity at the institution and to critically evaluate each stage of a faculty selection process.

Second, by putting in place mechanisms (such as those included in the table on page 6) to shape and monitor faculty hiring practices, the institution recognizes that generating a diverse pipeline of talent is essential to a strong research enterprise and a strong CRC program. Diversifying hiring committees, for example, is essential to addressing barriers identified by respondents such as male-dominated spaces and committees.

Third, faculty identified lack of mentorship as a systemic barrier to advancement. This is true in the CRC program as well. The Employment Equity goals seek to address this barrier by identifying potential mentors and formalizing such mentorship relationships.

Fourth, training and development is essential to addressing many of the attitudinal barriers identified by the respondents to the Diversity Matters Census. Perceptions and stereotypes related to childcare, leaves (medical or otherwise), disclosing disabilities or sexual identities, biases about race or ethnicity, or masculine work cultures, are all barriers that must be addressed through formalized training and education programs. These barriers affect the institution's ability to retain equity-seeking candidates for CRC positions.

3.2 Employment Systems Review - CRC

Informed by the broader University analyses detailed above, the Working Group analyzed the University's CRC policies and procedures to:

- Assess degree of transparency and alignment with the CRC Program's recruitment and nomination requirements.
- Identify challenges and gaps within the University's CRC policies that present barriers to the recruitment of members from the four designated groups.

3.2.1 History and Methodology

The Working Group analyzed existing policy and procedures and solicited information from those with historical knowledge of the University's administration of the program, particularly from longstanding Associate Deans (Research) and FASR staff. The Working Group compared the University's procedures (formal and informal) with the new Requirements for recruiting and nominating Canada Research Chairs and Best Practices Guide for Recruitment, Hiring, and Retention.

The Working Group identified a range of potential barriers and processes that were not in compliance with CRC Program requirements.

3.2.2 Findings

a. Allocation

Allocation of CRCs to specific colleges was determined by the VPR and Provost on a competitive basis. When a chair became available, colleges were required to propose an area of research aligned with the University's Strategic Research Plan and to demonstrate capacity and commitment for supporting the chair. In practice, many chairs were used for retention (i.e. for internal candidates) and the decision was therefore often based on the nominee. Decisions regarding allocation and nomination were not made public. These practices did not support transparency.

b. Job Postings

Prior to 2017, job postings for CRC external recruitments followed the same process outlined in the Collective Agreement and as such were all reviewed by Faculty and Academic Staff Relations (FASR) prior to posting and were required standard language encouraging applications from members of the four designated groups. However, postings were not required to include language related to the effect of leaves. As well, while there was some outreach

supported by FASR, departments did not have an array of tools to broaden the diversity of the applicant pool.

All faculty applicants, including applicants for CRCs, are encouraged to submit a confidential self-identification survey, the Applicant Tracking Questionnaire (ATQ). Once completed, this information (anonymized and aggregated) is provided to the search committee to help them ensure that members of the designated groups are considered and provided with equal opportunity (the full text of the ATQ can be found in **Appendix C**). This was considered a good practice, which prepared the University well to monitor diversity of its applicant pool.

Internal searches (chairs used for retention) were not advertised. This practice was not in compliance with new CRC requirements and was considered problematic from a transparency and equity perspective.

c. Search and Selection

External CRC searches necessarily followed the Collective Agreement which is monitored by Faculty and Academic Staff Relations (FASR). According to the Collective Agreement, a Request to Advertise (R2A) form is submitted by the Dean to FASR for the Provost's approval. The Request to Advertise form requires the search committee be listed, and "To ensure the committee is reflective of the diversity of the University, the composition of the Search committee will include one or more representative members from the equity seeking groups." All committee members were required to complete the Implicit Bias online tutorial.

Once the candidate is selected by the search committee, a Request to Negotiate (R2N) form is submitted by the Dean to FASR for Provost approval. This document is used by FASR to conduct a salary comparison to ensure fair remuneration. It includes the following:

- number of applicants from the Applicant Tracking Questionnaire Data (provided by the Office of Diversity and Human Rights);
- justification of candidate ranking; and,
- salary range and justification, including salary comparators.

This process was considered a good practice as it worked toward equitable salary and required that diversity be considered in hiring decisions. However, as few of the CRCs were externally recruited, most CRCs were selected outside of this process.

Once a candidate, external or internal, was confirmed by College (and Provost for external searches), the nominees' CV and draft nomination proposal was submitted to the CRC Validation committee. The committee reviewed the CV and proposal and advised the VPR and Provost as to the likelihood of success. While the establishment of a review committee was considered a good practice, the committee structure and mandate was considered to be problematic. The validation committee was not required to include representation from the four designated groups or an equity expert, and it often reviewed dossiers after the candidate was already hired and approved as nominee.

d. Management of allocation

Procedures for nomination had been published on the Office of Research website since 2011. In 2017, the University procedures were amended in response to the Working Group review. The University's current policies are fully detailed in the University of Guelph Policies for Management of Canada Research Chairs Allocation and summarized below in the Recruitment Policies and Procedures section of this Action Plan.

4. COMPARATIVE REVIEW

4.1 University Salary Anomaly Review at the University of Guelph

Stemming from findings of the GenEQ initiative (detailed below), the University performed a robust statistical analysis, taking into account a wide variety of factors including gender, age, experience, hiring date, and performance data. The results showed female faculty were being underpaid compared to their male colleagues and that the inequities were deeply systemic.

In 2017, all full-time female faculty members at the University of Guelph were provided with a raise. The university gave a $2,050 raise to each faculty member who identified as female or non-male. That represents more than 300 tenured, tenure-track and contract faculty. This recognizes that people who are doing the same job should be compensated equitably.

4.2 Comparative Review: CRCChairholders

In the fall of 2018, the University conducted a comparative review of institutional financial support provided to the University's active chairholders. This review examined whether disparities existed in salaries and teaching loads. It also examined differences across tiers and funding agencies as it was thought these may impact financial support and teaching release. The quantitative review focused only on disparities between women and men. Quantitative analysis of the salaries of each of the other three designated groups – Indigenous Peoples, persons with disabilities, and visible minorities – was conducted. While the University cannot release the data disaggregated by group because to do so would divulge confidential information the University has determined that salaries of chairholders in the other three designated groups as a whole are on par with the comparator groups.

The exercise revealed a gap in data systems; i.e., current systems do not permit tracking of actual institutional support. The data was therefore drawn from nomination/renewal forms. The University has initiated planning to address this gap.

4.2.1 Findings

a. There are more men in Tier 1 positions than women: 36% of Tier 1 Chairs are women; and 64% are men. By contrast, there are more women in Tier 2 positions than men: 53% are women and 47% are men.
b. The average annual salary of Tier 1 women is $265,572, which is lower than the average salary of Tier 1 men who earn $278,609. By contrast, the average annual salary

of Tier 2 women is $190,555 which is marginally higher than the average salary of Tier 2 men who earn $185,137.

c. The distribution of genders by funding agencies is imbalanced. The ratios of female:male chairs per funding agency are CIHR 1:3, NSERC 6:9 and SSHRC 5:2

d. All current chairholders receive a reduced teaching load. To the best of the University's knowledge, equity-seeking groups are receiving reductions in teaching loads that are comparable to those of dominant group members. However, the data is not consistent. The University is developing improvements to its data collection to address this data gap.

5. ENVIRONMENTAL SCANS

5.1 University of Guelph Inclusion Framework

5.1.1 History and Methodologies

In the 2011/12 academic year, the Institute on Governance (IOG) was invited to undertake an operational review of the University of Guelph's Human Rights and Equity Office (HREO) now called the Office of Diversity and Human Rights (DHR) within the context of its mandate, role, goals, and policies at that time. Twenty-six recommendations resulted. As part of this review process, the IOG used an on-line survey instrument to obtain insight from University of Guelph students, staff and faculty, as well as conducting in-depth interviews. In 2015/16 academic year, the Office of Student Affairs in partnership with DHR engaged with black students on campus through on-line survey and focus groups and obtained specific feedback which has been included in the document "Supporting the Needs of Black Students at the University of Guelph (2016)." As well, during the process of community consultations that was used to inform the development of the University of Guelph Strategic Framework: Our Path Forward (2016), feedback and commentary collected from students, faculty and staff on the themes of inclusion and diversity was reviewed by the core contributors[2] for use in the development of the Inclusion Framework. Collectively, these various consultations, recommendations, and comments, as well as the consideration of best practices, and the review of relevant literature, have resulted in the final version of the Inclusion Framework for the University of Guelph.

5.1.2 Findings

The Inclusion Framework identified the need for a formal governance structure for EDI across the institution. The governance structure includes:

[2] Michelle Fach, Director, Open Learning and Educational Support, Sofie Lachapelle AVP, Academic, Lynne A. Mitchell Director, International Programs, Jane Ngobia, AVP, Diversity and Human Rights
Laurie Schnarr, Director, Student Life, Linda Watt, Director, Learning and Development and Consulting Services, Cara Wehkamp, Manager, Office of Intercultural Affairs, Brenda Whiteside, AVP, Student Affairs, Marva Wisdom, External Consultant

- **The Inclusive Campus Steering Committee**, which is responsible for coordinating all inclusion goals and priorities across the University of Guelph
- **The Human Rights Advisory Group**, which advises on matters pertaining to human rights policies and procedures
- **The Employment Equity Advisory Committee**, which develops qualitative goals and seeks to enhance the representation of the four designated groups throughout the institutions
- **The Accessibility (AODA) Advisory Committee** which provides strategic directions for implementation of the requirements arising out of the AODA and its standards
- **The Academic Inclusion Advisory Committee,** reporting to the Provost, Board of Undergraduate Studies, Board of Graduate Studies, and the Senate Research Board, which is aimed at promoting, facilitating, and supporting a culture of inclusion within the curriculum, the academic landscape, and research enterprise more broadly
- **The Campus Learning for Inclusion Committee** which advises on training and programming related to EDI and coordinating these learning activities
- **The Inclusive Space Committee** which provides advice on proposed renovations and capital construction projects to ensure care has been taken to include visuals that promote diversity and inclusion
- The **EDI in Research Advisory Committee**, which is aimed at empowering faculty to apply an EDI lens across the research enterprise, build equitable and inclusive research teams, and formally establish pathways to advancement for researchers

See the terms of reference for these committees in Appendix A.

The work of these committees inform EDI at the University of Guelph. For example, the Employment Equity Committee has been responsible for implementing the Diversity Census at the University of Guelph. This resulted in the Employment Equity Goals report which identified gaps in regard to the four designated groups and set goals and accountability measures, as described above.

5.2 Advancing Gender Equity through the GenEQ Initiative

Under the guidance of the Provost and Vice-President (Academic) and the Associate Vice-President (Human Resources), the GenEQ Advisory Committee was formed to recommend programs, practices and policy changes to promote, facilitate and support women's equity and inclusivity within the University.

The GenEQ initiative is central to the University's strategy to ensure a broad institutional and intersectional lens is applied to gender equity. This group is focused on ensuring that barriers to recruitment, selection, and retention are understood and contextualized within the broader institutional framework. GenEQ ensures that senior leadership is responding effectively to systemic barriers and demonstrating accountability for ensuring that systemic barriers are addressed.

5.2.1 History and Methodologies

In October 2017, University of Guelph hired post-doctoral fellow Alexandra Rodney, an expert in the sociology of gender and work, to research the current state of gender equity at the university. The initiative uses an inclusive definition of women that encompasses cisgender women, transwomen, genderqueer women, two-spirit, non-binary, and gender non-conforming people. This was part of the University of Guelph's initiative to improve gender equity, foster an inclusive culture, identify pathways for advancement for female-identified faculty members, and support women's equity in leadership roles across the University. Removing barriers related to gender inequity contributes to the retention and promotion of excellent women on campus. As part of GenEQ, Rodney collected data on women's leadership across all groups at the University. The terms of reference for this committee are found in Appendix A.

5.3 Consultation with CRCs

5.3.1 History and Methodologies

In 2018, the Office of Research Services asked three chairholders who are members of the four designated groups and one other faculty member with expertise in qualitative research and equity issues how the University should best conduct its consultation with chairholders. These faculty identified that an anonymized survey followed by interviews or focus groups would provide the most reliable data, and they emphasized that the University should hire an external consultant for reasons of confidentiality.

In spring 2019, the University of Guelph engaged an independent consulting firm to conduct a climate study of the institution's CRC program. The report was delivered to the University in September 2019. The firm designed and implemented a charter for the review that sought to ensure the confidentiality of information received, welcomed candid perceptions, and reflected upon the content of the research without attribution. The first stage of the research involved creating a written protocol for the individual interviews and focus groups that elaborated on core questions related to supportive culture, systemic barriers, equity, and enabling success. This ensured complete coverage of critical themes while allowing participants the opportunity to discuss their lived experiences and to provide their insights in their preferred order. Interview questions focused on the experience and perceptions of Equity, Diversity and Inclusion with the program and University environment. Questions included, for example (this list is not exhaustive):

- What does equity mean to you? Or how does equity play out in your work? What about diversity and inclusion?
- On a scale from 0 (not at all treated equitably and included) to 100 (treated equitably and included all the time), where do you see yourself falling most of the time?
    - Within your department? (personal interactions peers, department head)
    - Within the university as a whole? (campus, senior leadership)
    - In your life outside work? (broader community – Guelph, other institutions)

- What do you see as the current opportunities for YOU as a CRC at the UofG with respect to equity and inclusion?

- What do you see as the current challenges for YOU at a CRC at the UofG with respect to equity and inclusion?

- Being a successful Canada Research Chair requires having access to the resources (financial, human, and otherwise) you need to do your research and other scholarly activities. This includes salary, space, research support, etc.

  o How adequate are the resource supports provided to you?

  o Are there any currently unavailable resources that you need to enable your success?

  o How do the resources made available to you compare to those available to your CRC counterparts?

- What kind of networks and supports are available to you to enable your success?

- To what extent do you feel equitable treatment and inclusion is positively supported by the UofG's policies and procedures?

Once the protocol was complete, the consultants reached out to current and past CRCs at the University of Guelph and asked for their participation. Eighty per cent of then-current CRCs identifying as racialized, with a disability, or as Indigenous participated in the interview, 55% of women-identified then-current CRCs participated in individual interviews and a focus group, and 50% of male-identified CRCs participated in individual interviews. Thirty-six per cent of past CRC chairs participated in individual interviews via email.

5.3.2 Findings

While the research team contacted a diverse group of chairholders, the report does not provide detailed findings related to race, disability, or Indigeneity for reasons of confidentiality (i.e., very low numbers of individuals). The findings of the structured interviews revealed equity concerns related to gender. The interviews revealed a number of barriers to full and equal participation in the CRC program.

a. <u>Clarity, coherence and transparency in recruitment, onboarding, and retention of CRCs</u>

The consultants' research indicated that the experience of CRCs varied considerably by department/college, discipline, and among members of identified groups.

Several interviewees expressed concern about inconsistencies in resource allocation among different departments and colleges, which was experienced as inequity. Some respondents noted that women are subject to a social norm to not negotiate, which may have perpetuated inconsistent resource allocations. Other respondents suggested that difficulties existed in recruiting highly capable colleagues if there was no guarantee of a future faculty position after the CRC term ended. Respondents suggested this was the case in some departments which may result in some external candidates declining CRC positions.

b. <u>Perceptions of Diversity Hiring and Support</u>

The research revealed a discrepancy between how male and female CRCs perceived diversity in hiring. Some male CRCs suggested that diversity targets should not be used and that appointments should be solely "merit-based." At the same time, such CRCs were supportive of diversity efforts and expressed hope that future slots would be filled by a diverse scholar.

Female CRCs indicated they felt at risk of negative perceptions and were concerned that they were perceived as "diversity hires." Several expressed experience with imposter syndrome, perhaps connected to the perception that they were hired for their contribution to diversity rather than their merit.

c. <u>Recruiting for Diversity</u>

CRCs noted that their perception was that recruiting for diversity was primarily about waiting for diverse scholars to apply rather actively reaching out to equity-seeking groups. Respondents also noted that this need for diversity extends beyond the CRC pool to include undergraduate and graduate students as well. Having a deliberate plan for diverse students to attend the University was noted as essential for faculty doing research connected to diverse communities, which is often conducted by faculty from equity-seeing groups.

5.3.3 Priorities identified by chairholders

The consultants' report was essential in shaping the objectives in the EDI Action Plan and confirming how the objectives should be implemented.

The respondents to the CRC survey indicated that outreach to diverse candidates was a systemic barrier to advancement and to fostering a sense of belonging among existing chairholders. The first objective of the Plan is to **increase diversity of chairholders**.

Many respondents noted a lack of transparency with regard to resource allocation, onboarding, and retention initiative. Thus, addressing such concerns requires a robust accountability framework. The second objective is to **increase transparency and accountability in management of the CRC program**.

Many of the barriers identified by the respondents are related to necessary attitudinal and cultural shifts. Similar to the Employment Equity goals, shifting the culture of EDI at the institution is necessary to address many of the barriers that are identified by respondents. For example, the idea that a candidate is not excellent because equity is considered in the hiring process is false; the employment equity process is about identifying barriers to full participation, not hiring a weaker candidate. In DHR's Orientation Session for search committees, members are encouraged to probe these issues and, in particular, are encouraged to think about the potential biases in traditional faculty selection metrics such as citation count or teaching evaluations. The third objective is to **improve institutional understanding of how equity and inclusion, and/or systemic bias and barriers are experienced by members of different FDGs within the University's CRC program**

The perception that diversity is a hindrance to the excellence of the research enterprise must be directly combatted through culture change, education, and policy change. The multi-year frameworks produced by the Inclusive University Governance Structure and administered by the Office of Diversity and Human Rights is principally focused on achieving such culture shift. The fourth objective, **increase awareness and integration of the benefits of diversity, inclusion, and equity toward excellence in the research enterprise**, is directly informed by the chairholder observations documented in the consultants' report.

6. OBJECTIVES, ACTIONS, AND INDICATORS

The responsibility for delivering on the actions is principally shared between the EDI in Research Advisory Committee (EDIRAC) and three offices:

- Office of Research Services (ORS), which reports to the Vice-President (Research, VPR)
- Faculty and Academic Staff Relations (FASR), which reports to the Vice-President (Academic) and Provost
- Office of Diversity and Human Rights (DHR), which reports to the President and the Vice-President (Academic) and Provost

Objective 1: Increase diversity of chairholders	
Indicators	CRC Program Equity Targets are achieved by December 2019

Actions and Timeline	Responsible
Tools for transparent and equitable recruitment and hiring are provided to all CRC search committees (for internal and external searches)	
☒**December 2017:** Revise policies and procedures related to chairs used for retention (internal selection) to ensure compliance with CRC Program requirements	ORS, FASR
☒ **December 2017-ongoing:** In accordance with the University's CRC procedures, the Provost may decide to selectively use targeted recruitment to address gaps in representation. Particularly, from December 2017 to 2019, targeted recruitment may be used to increase representation of members of visible minorities and to increase representation of women at Tier 1. At the University of Guelph, targeted recruitment means the selection committee will focus its outreach to members of one or more of the four designated groups, and job postings will identify which of the four designated groups are eligible for consideration. The selection committee will only consider applications from members of the targeted designated group(s).	Provost
☐**December 2019-December 2020:** Develop and pilot hiring rubrics that support equity and reduce bias in hiring practices **Deliverable**: Hiring rubric incorporates EDI principles	FASR
☒**December 2017-ongoing:** Provide search committee orientation to broaden outreach, reduce bias, and address fairness in evaluation **Deliverable:** Faculty Search Committee Orientation: Minimizing Bias in the Search Process	DHR
☒**December 2017-ongoing:** In compliance with CRC Program requirements, incorporate explicit language on all job postings related to eligible leaves and the effect of these leaves on productivity	FASR

Increasing the diversity of CRCs at the University of Guelph requires that CRC (and all faculty) hiring committees are provided with tools and resources for outreach and for transparent and equitable selection.

The collective agreement between the University of Guelph and the University of Guelph Faculty Association requires all Faculty Search Committee Members to complete an EDI orientation session at least once during the life of the current collective agreement. Beginning in 2019, training sessions were made available online at **Minimizing Implicit Bias in the Search Process.** Committees can also request face-to-face orientation sessions from the Office of Diversity and Human Rights. These face-to-face orientations have been delivered since 2014. Equity and diversity training is required prior to accepting a nomination to a Search Committee. This training outlines legal requirements of employment equity, examines unconscious bias and

its effect on each stage of the faculty recruitment process, examines biases that might have effect on particular equity-seeking groups (such as cultural bias that is most likely to affect racialized or Indigenous applicants), and speaks to strategies related to rubric evaluation, citation bias, promotional bias, and deliberative bias.

While the CRC Program's online training module is promoted to search committees, the Collective Agreement stipulates DHR training as a means of encouraging connections between departments and DHR and facilitating institutional monitoring and capacity-building.

In orientation sessions, committees receive guidance on outreach activities. This guidance includes but is not limited to:

- Ways to diversify and recruit members for committees
- How to define position requirements such that language that discourages female, racialized, persons with disabilities, or Indigenous applicants is eliminated
- How to access technological tools to assess potentially gendered language in the position description
- Discuss how to mitigate the application of ableist assumptions in the review of candidates with disabilities
- Discuss how to advertise the position in a wide variety of ways
- Discuss how to engage in targeted outreach and connection to potential mentors at the institution

The search committee orientation also addresses fairness in evaluation. The training orients committee members to think about "fairness" through an EDI lens. Committees are asked to consider including in their assessment criteria such as institutional service, knowledge of EDI, and capacity to embed EDI throughout a research program. Committees are also encouraged to think about innovative ways to assess research excellence, scholarly productivity, and teaching performance.

Objective 2: Increase transparency and accountability in management of the CRC Program		
Indicators	Governance structure is established	
	EDI is incorporated in all policy documents and processes for faculty recruitment and selection, including flow chart of procedures, forms for advertising and negotiation, requests for allocation	
Actions and Timeline		Responsible

☒ **August 2017:** Replace the CRC Validation Committee with the CRC Advisory Committee, which is chaired by the AVP (Research Services), has a diverse membership, representation from each College, and a mandate that includes monitoring incorporation of EDI in recruitment and selection of CRCs.	VPR
☒ **December 2017**: Revise internal allocation policy to ensure that EDI is included in criteria. Colleges will be required to outline their request for allocation how the requested chair will contribute to advancing EDI in the University's research enterprise. **Deliverable:** Revised policy	ORS, FASR
☒ **December 2018:** Add CRC Attestation form requirements to the standard Request to Negotiate Form and require Dean's sign-off. This will be applied to all faculty search positions. **Deliverable**: Revised Request to Negotiate Form (see **Appendix D**)	FASR
☒ **December 2018:** Revise processes for use of chairs for emergency recruitment so that these are more transparent. **Deliverable:** Revised policy	ORS
☒**December 2019:** To improve transparency of internal processes, develop a flow chart that clearly maps steps in the nomination process and provide this to all search committees. **Deliverable**: CRC Nomination Process Flow Chart	FASR
☒**December 2019:** Institute a governance structure for improved oversight of EDI within the CRC program and the institution's research enterprise. **Deliverable**: Governance Structure and Terms of Reference for EDI in	Provost/VPR
☒**December 2019**-**2020:** Develop recommendations related to onboarding and offboarding based on broader stakeholder input.	EDIRAC
Objective 3: Improve institutional understanding of how equity and inclusion, and/or systemic bias and barriers are experienced by members of different FDGs within the University's CRC program	
Indicators	Areas of inequity in compensation and other supports are identified (by December 2018). Trial of method for ongoing systematic data collection on experiences of inclusion is complete (by Dec. 2020)
Actions & Timeline	Responsible

☒**December 2018:** Conduct comparative review of supports for CRCs	ORS
☒**December 2019:** Engage chairholders in consultation on their experience of inclusion within the CRC program and the University	ORS
☒**December 2019-2020:** Develop a systematic method for assessing the inclusion climate within the University's research enterprise	DHR

Objective 4: Increase awareness and integration of the benefits of diversity, inclusion, and equity toward excellence in the research enterprise	
Indicators	Number of Canada Research Chairs in research areas relevant to diversity, equity, and inclusion is increased by 2019 (for a total of three).
	Number of Canada Research Chairs in interdisciplinary and non-traditional research areas is increased by 2019 (for a total of three).
	EDI in Research – training for researchers on developed
	EDI in Research – resource for researchers complete

Actions and Timeline	Responsible
☒ **December 2018- ongoing:** Develop and deliver resources and orientations for researchers to embed EDI in recruitment and research design **Deliverable**: Training sessions (see list below) and EDI in Research Quick Resource	ORS, DHR
☒**December 2018-ongoing:** Conduct information sessions on importance of EDI in building an inclusive campus **Deliverable**: Information sessions (see list below)	DHR
☒**May 2020-December 2020:** Develop communications related to EDI in research to express the importance of diversity to research excellence	Research Communications

Increasing awareness and integration of the benefits of diversity, inclusion, and equity toward excellence in the research enterprise is integral to building a culture of inclusion. Objective 3, with its associated actions, takes place in the context of an array of broader initiatives managed by the Office of Diversity and Human Rights directed to fostering a culture of inclusion. These initiatives include: the Equity, Diversity, and Inclusion Enhancement Fund; workshops, educational resources, and online modules; and information sessions. (See DHR homepage to learn more.)

Equity, Diversity, and Inclusion Enhancement Fund

The University of Guelph is firmly committed to an inclusive campus that respects the diversity and unique character of every member within our University community. Fostering a culture of inclusion begins with acknowledging and celebrating the diversity among us and recognizing that, due to systemic factors, some members of our community experience barriers to education, employment, and full participation in the University community. The Equity, Diversity and Inclusion Enhancement Fund aims to encourage and build a strong culture of inclusion and equity on campus through a number of ongoing projects and activities in all sectors.

This fund provides opportunities for members of the community (staff, faculty and students) to submit proposals that aim to enhance inclusion on campus. Proposals can be creative activities, educational projects or events, curriculum initiatives or space design changes intended to better welcome or support members of our community who traditionally have been marginalized.

This is a new initiative that will be part of a new strategic framework within the Office of Diversity and Human Rights. Up to $200,000 will be provided annually for this initiative.

Training and Education

The Office of Diversity and Human Rights has been consistently involved with training for faculty, students, and staff on a number of EDI topics, including:

- Faculty search committee orientation
- Inclusive spaces and inclusive language
- Responding to microaggressions
- Building capacity for allyship
- Breaking down misperceptions and stereotypes
- Accommodations
- Stigma
- Human rights violations and complaints
- Disability and ableism

In the coming months, the Office of Diversity and Human Rights will be releasing a revised training framework for all faculty and staff that will guide all institutional stakeholders through scaffolded training plans aimed at embedding EDI throughout the academic and research enterprise. These upcoming trainings include:

- Online modules relating to EDI, unconscious bias, and human rights
- Inclusive teaching and curriculum
- Embedding EDI within research teams, research design, and research outcomes
- Embedding EDI in institutional decision-making, including faculty searches, tenure and promotion, and programmatic reviews

These training sessions will be instrumental in bringing about positive change across the campus.

Information Sessions

The DHR has been providing a number of information sessions to provide insight into EDI practices and demonstrating how and why implementing these practices into academics, recruitment, and research systems can lead to success for everyone. These information sessions aim to facilitate culture change at the University and demonstrate to equity-seeking candidates – both internal and external – that they belong at the University of Guelph.

In many cases, these sessions led to requests for more in-depth, customized training for groups on campus to further apply EDI practices to their respective departments, organization, class, college, and beyond.

These information sessions included but were not limited to:

- **Council of Academic Chairs:** referenced how EDI practices in the classroom cannot only improve engagement, but can establish a foundation for equity-seeking students to feel a sense of belonging and success
- **Office of Research Services EDI Session with NSERC:** Spoke about the necessity for EDI to remain competitive in research, innovation, and business
- **Mental Health in Graduate Students:** referenced the correlation between mental well-being and EDI
- **Ontario Agricultural College Capstone Class:** Demonstrated the need for EDI in agricultural problem solving as it relates to food security and climate change
- **Graduate Social Policy Class:** Referenced the importance of developing social policy through an EDI lens
- **College Partner Info Session:** Spoke to Admission representatives from Ontario Colleges and Universities on the importance of EDI in recruitment practices
- **Presidential Search Committee:** Offered training to the Presidential Search Committee on the importance of EDI in not only the hiring process, but in building an inclusive campus culture as a whole.

7. RECRUITMENT POLICIES AND PROCEDURES

The revised University of Guelph Policies for Management of Canada Research Chairs Allocation outline open and transparent allocation, nomination and recruitment processes. Key components are summarized below.

7.1 Safeguards to ensure open and transparent recruitment

The CRC recruitment policy includes safeguards at three points in the recruitment and nomination process to ensure open and transparent recruitment:

a. Advertise: The search committee will submit to FASR the standard Request to Advertise. Ads will include the date of posting, and will use inclusive, unbiased, and ungendered language, and will encourage applicants to identify strengths and experiences in increasing diversity in curriculum and/or their institutional environment. They will additionally acknowledge the potential impact that career interruptions can have on a candidate's record of research achievement and encourage applicants to explain in their application the impact

that career interruptions may have had on their record of research achievement. Tier 2 CRC advertisements must refer to the Tier 2 justification process, in accordance with CRC program expectations. Both FASR and the ORS will review CRC position advertisements to ensure that they meet the CRC Program requirements for advertisements/ job postings.

b. Selection: Upon conclusion of the search, the CRC search committee will make a final recommendation to the Dean accompanied by a full Request to Negotiate (as set out in the Guidelines on Faculty Recruitment) that must include a rationale when a member of an equity-seeking group is unsuccessful. This rationale should be approved by the committee member with equity expertise. As per the collective agreement, the Dean will send the Request to Negotiate to FASR for salary comparison and to the Provost and VPA and the VPR for approval to nominate.

c. Nomination: The VPR will send the recommendation and Request to Negotiate from the search committee to the CRC Advisory Committee for feedback in accordance with the Committee's terms of reference. The Provost and VPA and the VPR will consider CRC Advisory Committee feedback before approving a candidate for nomination to the CRC. the Provost & VPA and the VPR may return the proposal to the originating department or school for reconsideration or halt the selection process if they are not prepared to accept the recommendation for nomination,

7.2 Management of allocation and process for allocating chairs

The Provost and VPA and the VPR, in consultation with the Dean(s), make the decision to allocate a vacant CRC to a college and a general area of research to advance the University's Strategic Research Plan (SRP). The Provost and VPA and the VPR will solicit proposals (1-3 pages) from the Deans for CRC allocations, within 12 months of the targeted nomination date. Criteria for evaluation of allocation proposals are detailed in the University's CRC policy.

Once a CRC is allocated to a college, the recruitment process will meet recruitment requirements outlined in the Collective Agreement and the Canada Research Chairs Program's Requirements for recruiting and nominating Canada Research Chairs, as detailed in the University of Guelph Policies for Management of Canada Research Chairs Allocation.

7.3 Corridor of flexibility

The Provost and VPA and the VPR may decide to use the corridor of flexibility to enable the University to meet its equity targets (e.g., by splitting a Tier 1 Chair into two Tier 2 Chairs), or to build capacity in a strategic research area (e.g., by converting from one Tri-agency to another).

7.4 Renewal criteria

The Provost and VPA and the VPR will decide whether to commence the renewal process or to instead fill the CRC through the recruitment and nomination process.

The CRC Advisory Committee will review requests for CRC renewals and provide the Provost and VPA and the VPR with feedback in accordance with the Committee's terms of reference.

When determining whether to approve a request for renewal, the Provost and VPA and the VPR will review requests for CRC renewals, taking into account the following considerations:

a) performance of the CRC in the previous term, based on the draft CRC performance report;
b) importance of the CRC renewal to the nominating unit's and college's research goals;
c) support available to the CRC from the unit and the college;
d) alignment of the proposed renewal with the University's strategic directions and University of Guelph's Strategic Research Plan;
e) budget implications for the college, should it not be approved for renewal;
f) contribution to fulfilling the CRC Program equity, diversity and inclusion targets for the University; and
g) an Equity, Diversity and Inclusion (EDI) plan and measures for the entire proposed Chair program, i.e., in the conduct of the research, the recruitment of graduate students and others.

For the request to be approved for a renewal nomination, the following conditions must be met:

a) satisfactorily meet the criteria listed above;
b) satisfactorily fit with University of Guelph's Strategic Research Plan; and
c) receive recommendation by the CRC Advisory Committee.

If the request for renewal does not meet these conditions, it will be treated as a vacancy for consideration as a new allocation.

7.5 Advancement

The University will not advance individuals from a Tier 2 chair to a Tier 1 chair.

7.6 Loss due to re-allocation

In the case where the institution loses a chair due to the re-allocation process, the Provost and VPA and the VPR will decide which chair(s) will be phased-out. Criteria for such decisions include timing (where possible, chairs nearest their ends of term will be selected for phase-out) and consideration of EDI targets. The VPR will communicate decisions to Deans.

7.7 Determining level of support and safeguards to protect members of FDG

As per the collective agreement, the Dean will send the Request to Negotiate to the FASR for review of requested salary against comparators, equity and data from the Applicant Tracking Questionnaire, and Labour Market Impact Assessment (if required). This review ensures that individuals from the FDGs are not disadvantaged in negotiations related to the level of salary and benefits.

7.8 Measures to ensure career leaves do not disadvantage applicants

The Dean reviews the search process, the short-list, and the recommendation detailed in the Request to Negotiate. If satisfied, the Dean will sign a form attesting that the committee has met employment equity requirements, including recognition that leaves can contribute to a career slowdown.

8. TRAINING AND DEVELOPMENT ACTIVITIES

All members of search committees are required to complete training in recognizing bias. This may be provided via the Tri-agency Institutional Programs Secretariat [unconscious bias training module]or via the University of Guelph Office [Minimizing Implicit Bias in the Search Process]training module. Chairs of search committees must contact DHR to confirm that each of the search committee members has completed the online training before they begin any committee work. DHR tracks online completion through Qualtrics and can confirm participation to search committee chairs.

9. COLLECTION OF EQUITY AND DIVERSITY DATA

The University of Guelph is committed to correct the conditions of disadvantage in employment experienced by women, Indigenous Peoples, persons with disabilities and members of visible minorities/Visible Minorities. The University recognizes that there are additional communities who may experience barriers in employment.

All faculty applicants are invited to self-identify within their applications or through an [Applicant Tracking Questionnaire](Appendix C). The [faculty recruitment page], which lists open CRC positions, encourages individuals to self-identify as a member of the FDG:

"At the University of Guelph, fostering a [culture of inclusion]is an institutional imperative. The University invites and encourages applications from all qualified individuals, including from groups that are traditionally underrepresented in employment, who may contribute to further diversification of our Institution. **We encourage members of equity- and diversity-seeking groups to self-identify within their letter of intent in their application or through the** Applicant Tracking Questionnaire. The University of Guelph acknowledges the potential impact that career interruptions can have on a candidate's record of research achievement and encourages applicants to explain in their application the impact that career interruptions may have had on their record of research achievement."

DHR collects and protects data on the four designated groups (both applicants to CRC positions and successful candidates) by administering this confidential questionnaire.

The University of Guelph is incorporating the CRC program requirement that the university collect data on all applicants. Applicants to a CRC position will be required to complete the survey. Because we legally cannot require applicants to self-identify, the ATQ will advise

applicants that disclosures are voluntary, and they can choose "Prefer not to disclose" for each self-identification group.

10.MONITORING

The University is committed to providing a supportive and inclusive workplace for all students, staff, and faculty, including CRC chairholders. It has established Equity and Inclusion Procedures, which support the University's Human Rights Policies and Procedures. These policies and procedures are overseen and monitored by the Office of Diversity and Human Rights (DHR).

DHR receives and addresses human rights complaints from staff, students, and faculty, including chairholders. DHR follows an alternate dispute resolution process to resolve most concerns. Formal complaints are reported to the Assistant Vice-President, Diversity and Human Rights.

DHR monitors the University's diversity climate by administering the confidential Diversity Matters Census. All of the information collected is kept confidential in the Office of Diversity and Human Rights (DHR) and completely separate from employee personnel files. The survey provides the University information needed "to set realistic and achievable diversity and inclusion goals."

Appendix A: Governance and Terms of Reference for Committees

Governance of EDI Committees
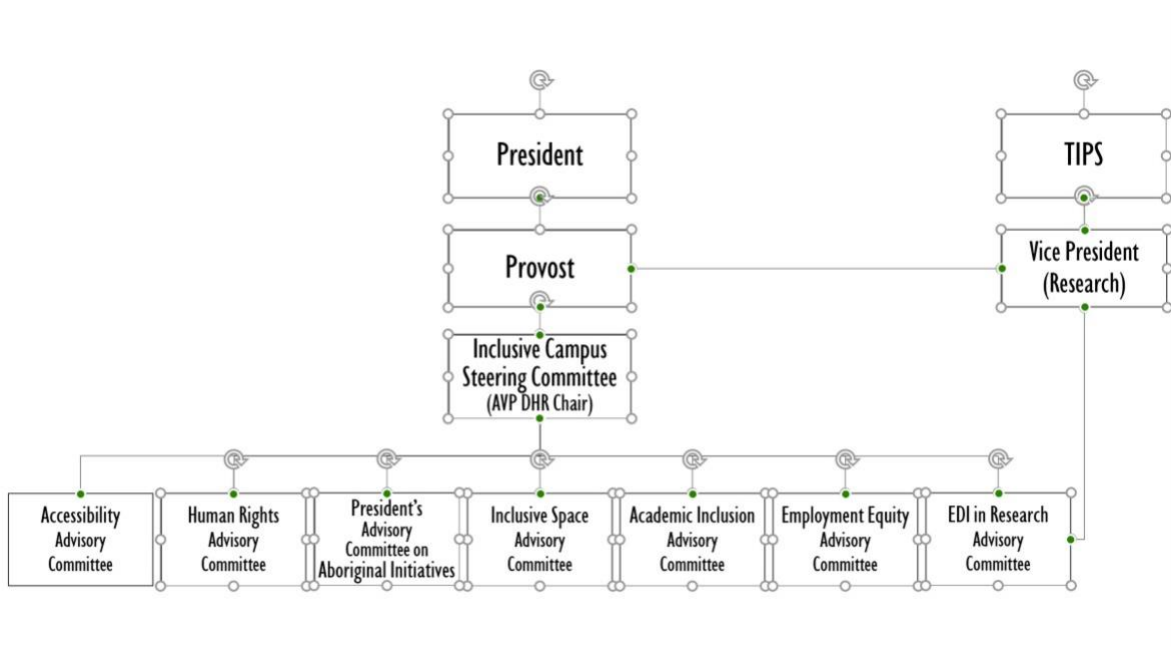
Inclusive Campus Steering Committee

Mandate

The Inclusive Campus Steering Committee is an advisory committee to the AVP Diversity and Human Rights. In keeping with the University's strategic priorities, the Committee is responsible for coordinating all inclusion goals and priorities across the University of Guelph campuses as identified by equity serving committees i.e. Human Rights Advisory Group, Accessibility, Employment Equity and Academic Inclusion Committees

- Serves as an umbrella body to coordinate inclusion and equity goals and initiatives across the University with a goal of fostering a culture of inclusion at the University;
- Reviews research, policies, programs and initiatives of other educational institutions and organizations with a view to determining how the University of Guelph can enhance its policies, programs and services to foster a culture of inclusion;
- Considers new initiatives to enhance inclusion on campus and encourage broad participation within the community;
- Encourages forums for discussion, reflection and learning on issues of inclusion, equity and community-building and, in keeping with the spirit of the University, create spaces for respectful debate on important social issues;
- Responds to the recommendations of the Truth and Reconciliation Commission;

- Communicates the work of inclusion committees to University of Guelph community and beyond.

Membership

- Two students
- One representative from each of Guelph Humber and Ridgetown
- Chair Accessibility Advisory Committee, or designate
- Chair Employment Equity Committee, or designate
- Chair Human Rights Advisory Group or designate
- Chair Academic Inclusion Committee or designate
- Chair, Research EDI Advisory Committee
- Representative from the President's Advisory Committee on Aboriginal Initiatives
- AVP, Diversity and Human Rights, (Ex Officio)
- AVP Human Resources, or designate
- AVP Faculty and Academic Staff Relations, or designate
- AVP (Research Services)

A maximum of two individuals may be co-opted to permit the inclusion of members who have expertise to offer to the committee but who may not be representatives of any grouping associated with the committee. Names will be discussed and put forward by the committee co-chairs for approval.

EDI in Research Advisory Committee

Mandate

The Research Inclusion Committee is an advisory committee reporting to the Office of the Vice-President, Research. Its aim is to empower faculty to apply an EDI lens across the research enterprise, build equitable and inclusive research teams, and formally establish pathways to advancement for researchers. As such, the committee will advise the VPR on strategies to address systemic barriers that hinder full participation in the research enterprise by members of underrepresented or disadvantaged groups. These groups include, but are 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.

- Review, oversee and advise on the development of research policies and procedures that meet funding agency EDI requirements and align with the University's collective agreements, employment equity plans, and other University EDI initiatives.

- Advise and make recommendations for the development and implementation of EDI tools and resources to promote and support EDI in research project management and research design.

- Advise on resourcing the administration and implementation of the university's commitment to the Dimensions Charter.

- Via its participation in the University Inclusion Committee, inform the University's EDI data collection, analysis, and action planning as relevant to the research enterprise.

- Report on activities to the central University Inclusion Committee and to the Provost and the Vice-President Research.

- Monitor the CRC EDI Action Plan and advise for course correction, as needed.

Membership

- Associate Vice-President Research Services (Chair)
- Assistant Vice-President Graduate Studies
- Assistant Vice-President Diversity and Human Rights
- Assistant Vice-President Faculty and Academic Staff Relations
- Faculty representatives including, but not limited to, members of under-represented groups

Human Rights Advisory Group (HRAG)

Mandate

This committee is advisory to the AVP, Diversity and Human Rights on matters pertaining to this Policy and its Procedures. The mandate of HRAG will be to advise the AVP (DHR) on the following:

- Use of Human Rights Policy and its Procedures;
- Proposed changes to the Policy;
- Preparation of the annual report to the President, including analysis of statistical information about use of this Policy;
- Timing and process for a formal review of this Policy;
- Recommendation of the appointment of human rights resource persons, facilitators, and fact-finders under Section 3 of the Procedures Document by action through a subcommittee of HRAG.

Membership

- Two representatives from each employee group,
- Two undergraduate and two graduate students,
- Up to three representatives from the senior executive of the University and the AVP (DHR) who will also chair HRAG.

- Apart from the AVP (DHR), members of HRAG will be nominated annually by the appropriate constituency group.

Employment Equity Advisory Committee

Mandate

In consultation with the University community, this committee and sub-groups develop qualitative goals, to help enhance representation of the four designated groups (Women, Indigenous Peoples, Persons with Disabilities, and Racialized Persons) throughout the institution.

The Committee strives to:

- Eliminate the effects of systemic barriers on those seeking employment or employed within the University.
- Ensure the designated groups (women, persons with disabilities, racialized persons, and Indigenous Peoples) are represented.
- Allow all employees to develop professionally without discrimination or barriers from policies, procedures, and practices.

Membership

Nominations for membership are especially encouraged from:

- Members of the designated groups: women, persons with disabilities, visible minorities, and Indigenous persons.
- People with expertise in equity and involvement in hiring practices.

Accessibility (AODA) Advisory Committee

Mandate

The Steering Committee provides strategic directions for implementation of the requirements arising out of the AODA and its standards. This includes setting expectations for working groups, ensuring University compliance, and overseeing government reporting. The committee will guide funding and evaluation and make decisions regarding any systemic investments within the context of the AODA implementation.

Specific Duties and Responsibilities

- Review and approve an annual plan of action for AODA implementation issues which will include the assignment of duties to individuals, units or committees.

- Oversee the communication strategy whereby information on disability issues is continuously gathered, assessed and acted upon, and the University community advised of measures already in place.
- Review and recommend funding for systemic initiatives or implementation.
- Oversee the completion of required government reports.
- Meet at least once per semester and more frequently if deemed necessary.

Membership

- CIO and Chief Librarian or designate
- Associate Vice-President Human Resources or designate
- Associate Vice-President DHR
- Assistant Vice-President Financial and Services or designate
- Associate Vice-President Student Services or designate
- Associate Vice-President Academic or designate
- Associate Vice-President FASR or designate
- Associate Vice-President Communications or designate
- Accessibility Officer
- Additional members can be added as necessary during the process.

President's Advisory Council on Aboriginal Initiatives

Mandate

The University of Guelph has established the President's Advisory Committee on Aboriginal Initiatives (PACAI) to identify, develop, and advance strategic institutional priorities that will:

- promote greater awareness and recognition of the Indigenous Peoples of Canada, and foster reconciliation within our institution and the broader community;
- improve access to and support the participation of Indigenous Peoples in post-secondary education, including undergraduate and graduate academic programs, and the workforce (staff and faculty);
- enrich the curriculum and pedagogy through greater inclusion of Indigenous cultures, knowledges, languages and worldviews within academic programs;
- further innovative research based on ethical and reciprocal relationships;
- foster and sustain relationships for meaningful engagement between the University and Indigenous communities; and
- help to identify and secure funding to support Indigenous learners, and institutional initiatives that promote greater engagement of Indigenous cultures, knowledges, languages and worldviews and work towards reconciliation.

Membership

For the purposes of this committee, the term Aboriginal is used as a collective name for the Aboriginal Peoples of Canada and their descendants including First Nations (Status and non-Status), Inuit and Métis. Attention should be paid to ensure there is diverse representation from First Nations, Métis and Inuit persons, and Indigenous communities/organizations with working Memorandums of Understanding across the committee and all ad-hoc committees.

- President, or designate
- Provost and Vice-President (Academic)
- Associate Vice-President (Research)
- Associate Vice-President (Student Affairs)
- Associate Dean, Academic (1)
- First Nations, Métis or Inuit Faculty (2)
- Special Advisor to the Provost on Indigenous Initiatives
- Students (2): one undergraduate and one graduate student appointed by the Aboriginal Student Association.
- Indigenous Community (3): In consultation with the Indigenous Student Centre

Committee Supports

The following individuals will support the needs of the committee, as required:

- Associate Vice-President (Academic)
- Assistant Vice-President (Graduate Studies)
- Assistant Vice-President (Institutional Analysis and Research)
- Registrar
- Indigenous Liaison
- Indigenous Student Advisor
- Coordinator, Indigenous Programs

Meetings: The committee will normally meet two times annually. The committee will form ad-hoc committees as required.

Academic Inclusion Advisory Committee

Mandate

The Academic Inclusion Committee (AIC) is an advisory committee reporting to the Office of the Provost and recommending to the Board of Undergraduate Studies (BUGS), the Board of Graduate Studies (BGS), and the Senate Research Board. Its aims are to promote, facilitate and support a culture of inclusion within the curriculum, in the academic landscape and research enterprise more broadly.

- Promote the understanding of principles, goals and benefits of educational equity as stated in Senate's Educational Equity Statement (1998);
- Review and, when necessary, recommend revisions to existing policies and procedures to foster inclusive teaching, learning and research environments across campuses;
- Recommend new policies and procedures to support academic inclusion as needed;
- Review and recommend the development of resources and training opportunities to support faculty, staff, GTAs and students in creating inclusive teaching, learning and research environments;
- Review and recommend measures and resources to improve recruitment and retention of traditionally underrepresented students;
- Encourage research informing the development and implementation of inclusive academic practices;
- Be responsive to the recommendations of the Truth and Reconciliation Commission;
- Report annually to BUGS, BGS, the Senate Research Board, and the Provost on the work of the committee.

Membership

- AVP Academic (Co-chair)
- AVP Graduate studies (Co-chair)
- AVP Research Services or designate
- AVP Diversity and Human Rights or designate
- Director, Academic Programs and Policies or designate
- Guelph-Humber representative
- Ridgetown representative
- Five faculty (where possible representative of a cross section of Colleges)
- Two undergraduate students
- One graduate student

*Elected members will be recommended by the Provost from a nomination process.

Inclusive Space Advisory Committee
Mandate
Reporting to the Inclusive Campus Steering Committee, this Committee is responsible for providing advice on proposed renovations and capital construction projects to ensure care has been taken to include visuals that help to promote diversity and inclusion.

- solicits ideas from the university community on possible projects that could make physical space more inclusive;
- makes recommendations for priorities for the inclusive space fund;
- provides information on emerging standards and best practice; and

- reports annually on progress made to enhance the goal of a barrier free campus

Membership
Representatives will be appointed from each of the following units:
- Physical Resources
- Diversity and Human Rights
- Student Housing Services
- Office of Intercultural Affairs
- Undergraduate Student (appointed by CSA)
- Graduate Student (appointed by the GSA)
- Residence Student (appointed by Interhall)
- Member from Landscape Architect Group

Meetings Normally the committee will meet three times a year, twice in the fall and once in the winter semester. Additional meetings can be called as needed.

The following two committees operate outside of the formal governance structure for equity, diversity and inclusion activity at the University; however, are included here for reference and completeness.

Campus Learning for Inclusion Committee (CLIC)
Mandate
The Campus Learning for Inclusion will work towards using the Inclusion Framework to bring Coordinate Inclusion, Diversity, and Equity

Training
- Advise the Office of Diversity and Human Rights on a revised framework for inclusion, diversity, and equity training on campus.
- Develop strategies for a coordinated approach to training that takes place on campus.
- Implement an evaluation metric for assessing current levels of knowledge, skills, and competence throughout campus.
- Identify opportunities for programming centered on inclusion and diversity for students and build a strategic and coordinated approach to delivering these programs on campus.
- Respond to ongoing and emergent needs from our community related to diversity and inclusivity as identified by the Campus Learning for Inclusion Committee and the Inclusive Campus Committee.

Membership
The membership of the CLIC seeks to bring together a variety of perspectives, interests, and expertise on campus to inform the Committee's work. It is the responsibility of the Senior Training Officer, Diversity and Human Rights to reach out to campus partners to ensure diversity of representation and expertise.

- Two students appointed by CSA and GSA respectively (one-year renewable term)
- Peer Inclusion Educator (one-year renewable term)
- The Manager or a designate from the Office of Intercultural Affairs
- The Director for the Centre for International Programs (or a designate)
- The Director, Learning and Development and Consulting Services (or a designate)
- Associate Director of Educational Development, Open Learning and Educational Support (or a designate)
- Cultural Diversity Advisor (Student Life)
- Up to three Faculty Representatives with expertise in the area
- Other members co-opted for their expertise

Co-Chairs - Appointed by the AVP of Diversity and Human Rights, the Co-Chairs of this committee will be at an AVP level for a period of three years renewable.

GenEQ Advisory Committee
Mandate
- Develop and monitor the implementation of a gender equity action plan.
- Review and, when necessary, recommend revisions to new and existing University policies, practices and procedures to foster equity and inclusivity across all campuses.
- Celebrate gender-based research and encourage research informing the development and implementation of gender-inclusive academic practices.
- Identify goals and expected outcomes that allow the university to accelerate progress towards gender equity, particularly in leadership roles.
- Oversee and coordinate working groups.
- Encourage and facilitate forums for discussion, reflection and learning on women's equity and community-building.
- Communicate with the broader University community on progress towards identified goals.
- Communicate the work of the Group to the University of Guelph community and beyond
- Report annually to the Provost and Vice President Academic and Associate Vice-President Human Resources on the work of the group.

Membership
This committee has equal representation of students, staff and faculty in order to ensure that the group is focused on the gender issues facing a broad range of people on campus.

Reporting to the Provost and Vice-President (Academic) and the Vice-President (Human Resources).

Appendix B: Diversity Matters Census

Gender

How do you identify yourself?
• Man
• Woman
• I do not identify with any of the above
• Prefer not to answer

Sexual Orientation

Do you self-identify as a person who is Lesbian, Gay, Bisexual, Two-spirited, Questioning,

Asexual, Queer or any other non-heterosexual identity?
• Yes
• No
• Prefer not to answer

Disability

A person with a disability means a person who has a long-term or recurring physical, mental, sensory, psychiatric or learning disability and who (a) considers themselves to be disadvantaged in employment by reason of that disability or (b) believes that an employer or potential employer is likely to consider them to be disadvantaged in employment by reason of that disability.

Based on the description:

Are you a Person with a Disability?
• Yes
• No
• Prefer not to answer

Indigenous Peoples

The Canadian Constitution recognizes three groups of Indigenous Peoples: First Nations (also referred to as Indian), Métis or Inuit. A First Nations person refers to status and non-status Indian person in Canada.

Based on the description:

Are you an Indigenous Peoples?
- Yes
- No
- Prefer not to answer

Visible Minority / Racialized Person

A member of a Visible Minority/Racialized Person in Canada means a person other than an Indigenous Peoples as defined above, who self-identifies as non-Caucasian in racial origin regardless of the place of birthplace or citizenship.

Based on the description:

Are you a Visible Minority / Racialized Person?
- Yes
- No
- Prefer not to answer

Comments

Please provide additional comments you may have on your experiences with diversity and inclusion at the University of Guelph.

Appendix C: Applicant Tracking Questionnaire

At the time of application, the applicants are provided with the following message:

" Dear_____,

Re: Applicant Tracking Questionnaire

The University of Guelph is committed to employment equity and, as a federal contractor, also participates in the Federal Contractors Program. The University's Employment Equity Program includes special measures to achieve diversity among its faculty and staff. As a special measure, applicants are being asked to voluntarily provide their name and their designated group status (Women, Indigenous Peoples, Persons with Disabilities or Members of Visible Minorities/Racialized People). In addition to these groups, the University of Guelph added sexual orientation and gender identity for consistency with the Federal Government's collection of statistics for this group and because of the inclusion of these groups to the Ontario Human Rights Code.

The names of those persons who choose to identify will be provided in confidence to the chair of the search committee. The search committee will then use this information to determine if qualified designated group members have been included among the short listed candidates. If you choose to complete the questionnaire you may do so by providing your name or you may do so anonymously. This information is being collected by the Office of Diversity and Human Rights in support of the University's employment equity program and to evaluate the effectiveness of recruitment strategies. If you choose to complete the Applicant Tracking questionnaire, you will need the following information (the department should provide that to you). Also, we would appreciate a response at your earliest convenience.

Position Title/Rank:

Position Number:

Name of Department:

Name of College:

Discipline:

Posting Date:

The following are the questions that are asked on the ATQ:

Questionnaire for Faculty Applicants

Note: You can belong to more than one designated group.

Gender

For the purpose of applicant tracking, women are a designated group. However, we acknowledge not everyone identifies as a Man or a Woman. How do you identify yourself?

Sexual Orientation

Do you self-identify

as a person who is Lesbian, Gay, Bisexual, Twospirited,

Questioning, Asexual, Queer or any other non-heterosexual

identity?

Disability

For the purpose of applicant tracking, a Person with a Disability means a person who has a

Long-term or recurring physical, mental, sensory, psychiatric or learning disability and who

    a. considers herself/himself to be disadvantaged in employment by reason of that disability or

    b. believes that an employer or potential employer is likely to consider him/her to be disadvantaged in employment by reason of that disability, and includes a person whose functional limitations owing to his/her disability has been or previously has been accommodated in his/her current job or workplace.

Based on the description:

- Are you a Person with a Disability?
- Indigenous Peoples

For the purpose of applicant tracking, the Canadian Constitution recognizes three groups of **Indigenous Peoples**: First Nations (also referred to as Indian), Métis or Inuit. A First Nations Person refers to Status and Non Status Indian Person in Canada.

Based on the description:

Are you an Indigenous Peoples?

<u>Racialized Person:</u>

For the purpose of applicant tracking, a Racialized Person in Canada means a person other than an Indigenous Peoplesas defined above, who self identifies as non-Caucasian in racial origin regardless of the place of birthplace or citizenship.

Based on the description:

Are you a Racialized Person?

Comments

If you have additional comments, please use the text area below.

Appendix D: Request to Negotiate Form

REQUEST TO NEGOTIATE &
APPROVAL TO APPOINT

Date:

Position #:

College:

Dept. # & Name:

College/Dept. Contact:

Full Position Title:

To be completed if negotiation fails and a subsequent Request to Negotiate is submitted.

Resubmission: **Resubmission Date:**

Summary of Search Process

**Was the search process consistent with that described in the Request to
Recruit/Advertise?**

**Was the search committee membership the same as in the approved
Request to Advertise?**

If applicable, please provide details:

Total number of applicants   _____

     _____ Male

     _____ Female

     _____ Unable to Determine

Total number interviewed   _____

     _____ Male

     _____ Female

     _____ Unable to Determine

Number of Applicants from Applicant Tracking Data: (Contact Diversity & Human Rights)

     _____ LGBT+

     _____ Women

     _____ Indigenous Peoples

     _____ Persons with Disabilities

     _____ Members of Visible Minorities

The Dean has reviewed the Search Process as outlined in this document and attests that the following requirements have been met in the Search Process:

- fairly considered the impact of leaves on a potential candidate's record when assessing research outputs;
- considered that leaves can contribute to a career slowdown as individuals transition to being on leave and transition back to work (e.g. pregnancy can, in some cases where there may be complications, impact a woman's productivity prior to being on official maternity leave);
- ensured that the assessment process does not undervalue scholarship or research that is non-traditional or unconventional, based in Indigenous ways of knowing, outside the mainstream of the discipline, or focused on issues of gender, race or minority status;
- ensured that the need for workplace accommodations does not negatively impact a candidate's assessment;
- reviewed the final hiring decision to ensure that unconscious bias did not negatively impact the decision-making progress and that it is aligned with the institution's equity, diversity and inclusion action plan;
- have some representation from underrepresented populations, including a minimum of one individual from one of four designated groups;
- have received training regarding the potential negative impacts that unconscious bias can have on assessment and decision-making processes, and on the career paths of individuals from the four designated groups;
- aware of the institution's commitment and strategy for meeting (or sustaining) its equity and diversity targets and gaps.

DEAN

Name: _____ Signature: _____

Date: _____

Comments:

```



```

Recommended Candidate

Full Name:	
CV attached?	☐
Draft Appointment Letter Attached?	☐
Rank:	
Appointment Type:	
% Workload:	
Proposed DOE (T/R/S):	
Proposed Start Date:	
Termination Date (if applicable):	
Salary Range & Justification, including salary comparators (attach documentation, if necessary):	
Start-up Funds:	
External Email Address:	
Gender:	
Highest Degree/Year/Institution:	
Other Degrees/Year(s)/Institution(s):	
Legally eligible to work in Canada?	

Provide justification for recommended candidate:

If approved by the Provost and the recommended candidate declines, a subsequent Request to Negotiate is required.

If recommended candidate is an international academic:

- Provide justification as to why no Canadian or Permanent resident is appointable.
- If the international candidate declines, a Canadian candidate from this pool cannot be considered.

If approved by the Provost, a '**Hiring a Foreign Academic Checklist'** form will be required.

Other Candidate(s) Deemed Appointable

Identify and justify in order of preference other recommended and appointable candidate(s). Copy and paste table as necessary and attach CVs for all interviewed candidates.

Name: _____   **CV attached?** ☐

Legally eligible to work in Canada? _____

Justification:

Name: _____   **CV attached?** ☐

Legally eligible to work in Canada? _____

Justification:

Other Short-listed Candidates Deemed Not Appointable

If any, please identify and justify other **not** appointable candidate(s). Copy and paste table as necessary and attach CVs for all interviewed candidates.

Name: _____   **CV attached?** ☐

Legally eligible to work in Canada? _____

Justification:

Name: _____ **CV attached?** ☐

Legally eligible to work in Canada? _____

Justification:

```
[                                                                    ]
```

Approvals to Negotiate & Appoint

Please send completed Request to Negotiate & Appoint form to k.mccaughan@exec.uoguelph.ca for approval.

Note: Provost approval to appoint assumes that negotiated terms as indicated in the Offer of Appointment Letter are consistent with this information. If not, or if the recommended candidate declines, a subsequent request to negotiate is required.

DEAN

Name: _____ Signature: _____

Date: _____

Comments:

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[                                                                    ]
```

PROVOST

Name: Charlotte Yates _____ Signature: _____

Date: _____

Comments:

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[                                                                    ]
```

Additional Approvals for Recruiting Canada Research Chairs

OFFICE VICE PRESIDENT RESEARCH ONLY

TO BE COMPLETED BY CRC ADVISORY COMMITTEE

The University of Guelph CRC Advisory Committee has reviewed the Search Process as outlined in the Request to Negotiate & Approval To Appoint, that recommends <Insert Candidates Name>, submitted by <Insert Chairs Name> and attests that the Search Process has met the CRC requirements for recruiting and nominating CRCs:

- The university uses best practices to protect the privacy and personal information of all applicants (e.g. self-identification data, information related to leaves);
- The advisory committee includes an equity and diversity officer (or a committee member / institutional official identified as the equity, diversity and inclusion champion);
- The recruitment and CRC advisory committees have received training regarding the potential negative impacts that unconscious bias can have on assessment and decision-making processes, and on the career paths of individuals from the four designated groups;
- The recruitment and CRC advisory are aware of the institution's commitment and strategy for meeting (or sustaining) its equity and diversity targets and any gaps;
- The recruitment committee followed all CRC requirements in its search process (as attested by the Dean).

Name: _____ Signature: _____ Date: _____

Name: _____ Signature: _____ Date: _____

Name: _____ Signature: _____ Date: _____

Name: _____ Signature: _____ Date: _____

Name: _____ Signature: _____ Date: _____

Name: _____ Signature: _____ Date: _____

Name: _____ Signature: _____ Date: _____

Name: _____ Signature: _____ Date: _____

Name: _____ Signature: _____ Date: _____