

TABLE OF CONTENTS

You may complete sections individually by selecting them from the table of contents. At the end of each section, you will be redirected to this table of content to select another section to complete or to review. Alternatively, you may complete the full report, without going back to this table of content between each section, by selecting the option "Complete Full Report".

1. Engagement with individuals from underrepresented groups

Important Note

(Once you have read the statement below, click the radio button beside it.)

Please note that the information you enter in your report is only saved when clicking on the "Save and Next" button at the bottom of the page. Using the browser navigation buttons or the "Continue Later" button at the bottom of the page **will not save** the information entered on the page. If after clicking "Save and Next" you see a "Page has errors" message in red, near the top of the page, it means that at least one field is missing information. In such an instance, the empty field will have the words "Answer is incomplete" underneath it, in red.

This report includes mandatory reporting on 1) the CRCP institutional equity, diversity and inclusion action plan (IEDIAP) and 2) the \$50,000 EDI Stipend.

Your institution must submit the report by the deadline date indicated by the program, and must cover the reporting period identified by the program.

Institutions are required to post the most up to date version of their EDI action plan on their [public accountability web pages](#).

Each year, institutions must also publicly post a copy of this report to their public accountability web pages within 7 working days after the deadline for submitting the report to TIPS. TIPS will review the report each year; in addition, the annual report(s) will be provided to the external EDI Review Committee, when it is convened every few years, to evaluate the progress made in bolstering EDI at the respective institution and to provide context for future iterations of the EDI action plan.

All sections of the form are mandatory (unless otherwise noted).

Contact information

Please complete the fields below.

Name of Institution:

University of Guelph

Contact Name:

Ailsa Kay

Position Title:

Manager, Strategic Research Programs

Institutional Email:

ailsakay@uoquelf.ca

Institutional Telephone Number:

519-824-4120

The link for the EDI progress report and EDI Stipend report:

<https://www.uouelph.ca/research/for-researchers/funding/apply/CRC/management>

Does your institution have an EDI Action Plan for the CRCP?

Yes

PART A: EDI Action Plan - Reporting on Key Objectives Analyses, Systemic Barriers, Objectives and Indicators

Date of most recent plan (e.g. latest revision of the public plan):

07/27/2020

Rating given action plan in most recent review process:

satisfies

Name of vice-president level representative responsible for ensuring the implementation of the plan:

Malcolm Campbell

In developing their action plans, institutions were required to conduct: 1) an employment systems review; 2) a comparative review; and 3) an environmental scan (see program requirements [here](#)). These assessments were required in order to identify the specific systemic barriers and/or challenges that are faced by underrepresented groups (e.g. women, persons with disabilities, Indigenous peoples and racialized minorities at the respective institution; institutions were then required to develop key S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) objectives and actions to address them.

Indicate what your institution's key EDI objectives are (up to six) as outlined in the most recent version of your action plan (either the one approved by TIPS or the one current under review by TIPS), as well as the systemic barriers/challenges identified that these objectives must address. Please note that objectives should be S.M.A.R.T. and include a measurement strategy. List the corresponding actions and indicators (as indicated in your institutional EDI action plan) for each objective, and outline: a) what progress has been made during the reporting period; b) what actions were undertaken; c) the data gathered; and d) indicators used to assess the outcomes and impacts of the actions. Please note that indicators can be both quantitative and qualitative and should be specific. Outline next steps and use the contextual information box to provide any additional information (e.g. course correction, obstacles, lessons learned, etc.) for each objective.

Key Objective 1

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 1:

Increase diversity of chairholders by 2019 1.CRC Program Equity Targets are achieved by December 2019 2.Tools for transparent and equitable recruitment and hiring are provided to all CRC search committees (for internal and external searches)

Systemic barriers -

Please provide a high-level description of the systemic barriers (e.g. summarize what the barriers are and how they were identified):

The systemic barriers include: a. Barriers to career advancement, e.g., effects of bias (racist, ableist, and gender) on promotion and recruitment. b. Additional barriers, e.g., including family status and caregiving responsibilities. c. Decision-making processes regarding allocation, especially for internal chairs, did not support transparency. d. Departments lacked tools to broaden the diversity of the applicant pool. Findings were based on data from: • Two Employment Systems Reviews (ESR): a. The 2019 University-wide ESR. An analysis of qualitative data drawn from the University's 2019 Diversity Matters Census was undertaken by the University's Employment Equity Committee. b. The CRC-focused ESR conducted by the CRC EDI Action Plan Working Group from 2017-18. The Working Group compared the University's CRC 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 group discovered that some practices, particularly related to job posting and use of chairs for retention, that were not supportive of equity and transparency. • Consultation with current and past CRCs. In spring 2019, the University of Guelph engaged an independent consulting firm to conduct a climate study of the institution's CRC program. 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. CRCs noted that their perception was that recruiting for diversity was primarily about waiting for diverse scholars to apply rather than actively reaching out to equity-seeking groups.

Corresponding actions undertaken to address the barriers:

As listed in the institutional EDI Action Plan, the University developed the following actions focused on the processes related to recruitment of Canada Research Chairs: i. Revised policies and procedures related to chairs used for retention (2017) ii. Using targeted recruitment to address gaps in representation (2017-ongoing) iii. Developed, piloted, and implemented hiring rubrics that support equity and reduce bias in hiring (2019-2020) iv. Provided search committee orientation to broaden outreach, reduce bias, and address fairness in evaluation v. In compliance with CRC Program requirements, incorporated explicit language on all job postings related to eligible leaves and the effects of these leaves on productivity (2017)

Data gathered and Indicator(s) - can be both qualitative and quantitative:

1. CRC Program Equity Targets are achieved by December 2019 • To monitor progress against this indicator, the University relies on data provided by the CRC program.
2. Tools for transparent and equitable recruitment and hiring are provided to all CRC search committees (for internal and external searches) • To monitor progress against this indicator, the Office of Research uses existing University hiring processed administered by Faculty and Academic Staff Relations (FASR) and the Office of Diversity and Human Rights (DHR).

Progress and/or Outcomes and Impacts made during the reporting period:

1. The University has exceeded its 2019 targets and is currently meeting the 2029 Equity Targets 2. All CRC search committees have been provided with the "Faculty Search Committee Orientation: Minimizing Bias in the Search Process" since at least 2017. However, as detailed below, this has since been recognized to be insufficient and a more robust module is in development.

Challenges encountered during the reporting period:

Although hiring slowed during the pandemic, the University was nonetheless able to retain (internally) or attract and recruit (externally) outstanding nominees. That said, some selection committees expressed the need for deeper understanding and training in EDI.

Next Steps (indicate specific dates/timelines):

In partnership with DHR, Open Learning and Educational Support (OpenEd) will develop an online module entitled "Implicit Bias in Search Process" that will be used to prepare faculty at the University of Guelph for faculty member recruitment and Canada Research Chair selection processes. The estimated start date for this work is January 2021 with a completion date of March 2021 and delivery date of April 2021. OpenEd will: • Develop an online, self-directed module (1 hour) that will be designed with content and interactive activities • Provide instructional design and development expertise to ensure that the module is designed using appropriate pedagogical best practices and that it meets quality assurance, copyright and accessibility standards • Provide learning technology design, development and support expertise including the development of multimedia, the integration of video and the effective use of tools within the learning management system DHR will: • Identify the learning needs of the target audience • Work with the OpenEd team and adhere to the module development timelines • Provide course content (including activities, assessment, multimedia storyboards, if required), and expertise to the development of the module • Coordinate the review of the content with relevant stakeholders • Facilitate the learning process/respond to participant questions throughout the module offering (as appropriate).

Was funding from the CRCP EDI stipend used for this key objective?

Yes

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective:

8000

If an amount was entered in the previous question, indicate specifically what the funds were spent on.

Funds were spent on improved EDI training for selection committees. The delivery date of this module is April 2021. It will be implemented beginning in June 2021.

EDI Stipend Impact Rating

Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this key objective:

Major impact (the EDI Stipend had a major impact on achieving progress)

Indicate in the table below any leveraged cash or in-kind contributions provided by the institution

Leveraged cash or in-kind contributions from your institution (if applicable):

	Amount \$	Source / Type (cash or in-kind)
1	3000	in-kind (DHR subject matter expertise)
2	0	incomplete

Do you have other key objectives to add?

Yes

Key Objective 2

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 2:

Increase transparency and accountability in management of the CRC Program

Systemic barriers -

Please provide a high-level description of the systemic barriers (e.g. summarize what the barriers are and how they were identified):

a. Allocation and nomination processes did not support transparency. b. Perceived lack of transparency in the University's CRC decision-making processes with regard to resource allocation, onboarding, and retention. Findings were based on data from: • The CRC-focused Employment Systems Review (ES)R conducted by the CRC EDI Action Plan Working Group (2017-18): The Working Group found that the University's existing validation committee—which served to review all potential nominations for their ability to meet CRC Program expectations—was not required to include diverse representation or an equity expert, and it often reviewed dossiers after the candidate was already hired and approved as nominee. • Consultation with current and past CRCs (2019): 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

Corresponding actions undertaken to address the barriers:

i. 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. ii. 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. iii. 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. iv. Revise processes for use of chairs for emergency recruitment so that these are more transparent. v. 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.

Data gathered and Indicator(s) - can be both qualitative and quantitative:

1. Governance structure is established 2. 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

Progress and/or Outcomes and Impacts made during the reporting period:

1. The governance structure for approval of the EDI Action Plan was established in 2019. A CRC EDI Working Group was established and active from 2019 to 2020 and succeeded by the EDI in Research Committee in late 2020. 2. 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. i. As of 2020, requirements for requests for allocation now explicitly require colleges to demonstrate commitment to enhancing EDI. Specifically, requests for allocation must explain how the Department and College will support faculty members from under-represented groups. Requests must also address at least two of the following: • What opportunities does a CRC position in this research area create for bringing Indigenous knowledges, critical race, feminist, queer or other perspectives to the research and curricula of relevant departments/schools? • How will this CRC position contribute to EDI-related scholarship and/or build institutional capacity for GBA+ approaches to research, teaching, and policy? • What opportunities does a CRC in this research area create for inter-disciplinary research? ii. Since 2019, the CRC Attestation form requirements are now part of the standard Request to Negotiate Form and require Dean's sign-off. iii. Since the 2018 revision of the University CRC procedures, processes for use of chairs for emergency recruitment are more transparent. iv. A flow chart that clearly maps steps in the nomination process is available on the University's CRC webpage (since 2019).

Challenges encountered during the reporting period:

Pandemic pressures on workload made it difficult to convene the EDI in Research Committee. The Committee's work was therefore slowed.

Next Steps (indicate specific dates/timelines):

The following steps are based on the 2019 consultation with chairholders and are the recommendations of the EDI in Research Committee. 1. Continue to review internal allocation approach to improve transparency by interviewing decision-makers involved in the recruitment and nomination process to ask for their input (Jan 2021 – June 2021) 2. Monitor requests for emergency retention (ongoing) 3. Form a working group on negotiation to develop broad guidelines or framework for fair negotiation 4. Develop a standard welcome package or process specific to CRCs (Jan 2022-Apr 2022)

Was funding from the CRCP EDI stipend used for this key objective?

No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

Key Objective 3

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key 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

Systemic barriers -

Please provide a high-level description of the systemic barriers (e.g. summarize what the barriers are and how they were identified):

a. Interpersonal barriers, e.g., micro-aggressions and exclusions. b. Difference in resource allocation (e.g., start-up packages) at hiring and/or differences in onboarding Findings were based on data from: • University-Wide Employment Systems Review: Some respondents noted that they were not able to achieve their full potential and productivity, due to microaggressions or other prejudices at work. • Environmental Scans: The Inclusion Framework and the GenEQ Initiative documented and address barriers to inclusion, including interpersonal barriers, at the University of Guelph. • Consultation with CRCs: 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. • Comparative salary review: 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. Findings indicate that salaries of men Tier 1 Chairs are higher than salaries of women Tier 1 Chairs. Salaries of chairholders in the other three designated groups as a whole are on par with the comparator groups.

Corresponding actions undertaken to address the barriers:

Initiated development of a systematic method for assessing the inclusion climate within the University's research enterprise

Data gathered and Indicator(s) - can be both qualitative and quantitative:

One potential method for ongoing systematic data collection on experiences of inclusion was presented to the CRC EDI Action Plan Working Group (Dec. 2020)

Progress and/or Outcomes and Impacts made during the reporting period:

i. A second follow-up consultation with chairholders was initiated during this reporting period using EDI Stipend funds (Oct. 2020), with an expected delivery date of April 2021. The report will identify barriers to participation experienced by faculty from equity-deserving groups with particular focus on those with intersectional identities. ii. A survey measuring University of Guelph Faculty's Well-Being and Ill-Being during COVID-19 was developed and implemented. Findings have consequences relevant to gender equity. (2020) iii. A Workplace Diversity Climate Scale was presented to the CRC EDI Action Plan Working Group (2019). This 16-item measure assesses the degree to which there is a positive diversity climate in an organization. Diversity climate is defined as individuals' perceptions of the degree to which, in the organization: (a) the valuing and social inclusion of historically marginalized employees is promoted by organizational members' attitudes, behaviours, and informal routines; (b) the numerical representation and social inclusion of historically marginalized employees are an organizational priority as reflected through organizational and top leadership values, and policies and practices; (c) the elimination of discrimination against historically marginalized groups is an organizational priority as reflected through organizational and top leadership values, and policies. iv. The Office of Diversity and Human Rights and Institutional Research and Planning are developing campus-wide student, faculty, and staff self-ID surveys to gain a more complete picture of the U of G's diversity and will present the data in a disaggregated and intersectional way. The survey will also include questions to measure inclusion climate.

Next Steps (indicate specific dates/timelines):

The second follow-up consultation with chairholders (due April 2021) will be presented to the Provost, Vice-President (Research), and Assistant Vice-President (Diversity and Human Rights). The report recommendations are expected to lead to new policy changes and tools for decision-makers.

Was funding from the CRCP EDI stipend used for this key objective?

Yes

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective:

25000

If an amount was entered in the previous question, indicate specifically what the funds were spent on.

The same consulting group that conducted the initial 2019 climate survey of chairholders was contracted to speak with chairholders and decision-makers associated with the allocation and recruitment processes. The deliverable is a report that: - Documents insights from interviewees on the ways that policies, practices and attitudes, adversely affect equity-seeking groups; - Identifies specific opportunities for policy and procedures improvement; and, - Suggests (based on interviews) how these improvements could be accomplished

EDI Stipend Impact Rating

Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this key objective:

Major impact (the EDI Stipend had a major impact on achieving progress)

Key Objective 4

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 4:

Increase awareness and integration of the benefits of diversity, inclusion, and equity toward excellence in the research enterprise.

Systemic barriers -

Please provide a high-level description of the systemic barriers (e.g. summarize what the barriers are and how they were identified):

Barriers include: - Negative perceptions of diversity targets - Lack of awareness that research excellence is strengthened by diversity. Findings were based on data gathered from: Consultation with CRCs (2019) 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." 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. 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.

Corresponding actions undertaken to address the barriers:

1. Developed and delivered resources for researchers to embed EDI in recruitment and research design. The Office of Research Services has developed a tip-sheet for faculty that addresses EDI in research design and team composition. DHR offers training sessions to all staff and students of the University. These are detailed in "Other EDI Initiatives" below. 2. Conducted information sessions on importance of EDI in building an inclusive campus. DHR's offerings are detailed in the Institutional Action Plan. (See DHR homepage to learn more). 3. Developed communications related to EDI in research to express the importance of diversity to research excellence. The Office of Research has embedded EDI in all University of Guelph internal funding programs and internal adjudication of institutional applications.

Data gathered and Indicator(s) - can be both qualitative and quantitative:

Indicators 1. Number of Canada Research Chairs in research areas relevant to diversity, equity, and inclusion is increased by 2019. 2. Number of Canada Research Chairs in interdisciplinary and non-traditional research areas is increased by 2019 (for a total of three). 3. EDI in Research – training for researchers is developed 4. EDI in Research – resource for researchers is complete An introductory resource for researchers was completed in 2019 and made available online to University of Guelph researchers.

Progress and/or Outcomes and Impacts made during the reporting period:

1. Number of Canada Research Chairs in research areas relevant to diversity, equity, and inclusion is increased by 2019 (for a total of three). Achieved in 2019: i. Indigenous Relationships ii. Gender, Justice and Development iii. Care, Gender and Relationships iv. Ethics and Global Social Change 2. Number of Canada Research Chairs in interdisciplinary and non-traditional research areas is increased by 2019 (for a total of three). By 2020, we had reached our goal. We anticipate increasing to five by 2022. i. Indigenous Relationships ii. One Health iii. Care, Gender and Relationships 3. EDI in Research – training for researchers is developed. Dec. 2019 to present (ongoing). The Office of Diversity and Human Rights (DHR) is developing training on embedding EDI within research teams, research design, and research outcomes 4. EDI in Research – resource for researchers. A basic introductory resource was developed in 2019. It is available to University of Guelph staff. The Office of Research recognizes the need for additional resources to complement the training offered by DHR.

Challenges encountered during the reporting period:

The pandemic slowed development of additional EDI in research resources and development of a more robust communication plan as the staff within the Office of Research and DHR who would have been involved in development of these were working at full capacity—often on pandemic-related projects. Some staff also faced additional pandemic-related care responsibilities.

Next Steps (indicate specific dates/timelines):

a. Develop a robust communications plan to express the centrality of EDI to research excellence (Aug 2021-Dec. 2021) b. Continue to develop more robust training and resources to help researchers embed EDI in research teams, design, and outcomes.

Was funding from the CRCP EDI stipend used for this key objective?

No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

Key Objective 5

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

Key Objective 6

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

Challenges and Opportunities

Other than what has been outlined in the section above, outline any challenges and opportunities or successes regarding the implementation of the EDI action plan, as well as best practices that have been discovered to date. If COVID-19 has had an impact on the implementation of the institution's action plan, please outline how below. How has or will the institution address these challenges and opportunities? (limit: 5100 characters):

As identified in the section above, COVID-19 has slowed progress as staff and leadership from the units charged with implementing actions have been stretched by new, pandemic-related work. It has been challenging to convene committees and to complete new activities--such as training development and the inclusion climate survey. That said, as outlined below in "Other EDI Initiatives," the Office of Diversity and Human Rights has developed important new resources that will directly support achievement of the CRC Action Plan Objectives.

Reporting on EDI Stipend objectives not accounted for in Part A

Instructions:

- Institutions with EDI Action Plans, use this section to report on EDI Stipend objectives that are not accounted for in Section A.
- Institutions without EDI Action Plans, use this section to report on EDI Stipend objectives.

Objectives associated with your institution's EDI Stipend application

Table C1. Provide information on the objectives associated with your institution's EDI Stipend application, including the funding and timelines, for the reporting period.

EDI Stipend Objective 1

Additional Objectives (if applicable)

Table C1. Provide information on the objectives associated with your institution's EDI Stipend application, including the funding and timelines, for the reporting period.

EDI Stipend Objective 2

EDI Stipend Objective 3

EDI Stipend Objective 4

EDI Stipend Objective 5

EDI Stipend Objective 6

Part D: Engagement with individuals from underrepresented groups

Outline how the institution has engaged with underrepresented groups: e.g. racialized minorities, Indigenous peoples, persons with disabilities, women, LGBTQ+ individuals, during the implementation of the action plan (during the reporting period), including how they have been involved in identifying and implementing any course corrections/adjustments, if applicable. For example, how was feedback gathered on whether the measures being implemented are resulting in a more inclusive research environment for chairholders of underrepresented groups? How has intersectionality been considered in developing and implementing the plan (if applicable)? Have new gaps been identified? How will members of underrepresented groups continue to be engaged? (limit: 10 200 characters)

With the EDI Stipend, the University contracted an external consulting group to speak with chairholders with intersectional identities to identify barriers to participation in CRC program. The consultants were asked to collect chairholder input on the existing Action Plan and recommendations of the EDI in Research Committee. The interview protocol included questions such as, for example: • What do you see as the specific benefits of successfully acting on this recommendation (or action)? • What potential obstacles do you see to successfully acting on this recommendation? • To what extent will acting on this recommendation make a positive change that supports EDI for Guelph CRCs? As noted above, the deliverable is a report that: • Documents insights from interviewees on the ways that policies, practices and attitudes, adversely affect equity-seeking groups; • Identifies specific opportunities for policy and procedures improvement; and, • Suggests (based on interviews) how these improvements could be accomplished. This activity was delayed by the pandemic, so the interviews took place after the reporting period.

PART E: Efforts to Address Systemic Barriers More Broadly within the Institution

Briefly outline other EDI initiatives underway at the institution (that are broader than those tied to the CRCP) that are expected to address systemic barriers and foster an equitable, diverse and inclusive research environment. For example, are there projects underway that underscore the importance of EDI to research excellence? Is there additional training being offered to the faculty at large? Are there initiatives to improve the campus climate? Please provide hyperlinks where possible. Note that collecting this information from institutions is a requirement of the 2019 Addendum to the 2006 Canadian Human Rights Settlement Agreement and provides context for the work the institution is doing in addressing barriers for the CRCP. (limit: 4080 characters)

The University launched important and timely EDI initiatives during this reporting period including: 1. The University's first Anti-Racism Action Plan. The Plan includes initiatives related to: Education, training, and engagement; Data collection, reporting, and employment equity; Supports for the U of G Community. <https://www.uoquelfh.ca/diversity-human-rights/university-queph-anti-racism-action-plan> 2. Fostering a Sense of Belonging in Times of Crisis and Challenge: An Equity, Diversity, and Inclusion (EDI) Handbook for Individuals and Organizations During COVID-19. The handbook offers suggestions and tips on how to focus on equity, diversity, and inclusion so we can support one another during the difficult days ahead. <https://www.uoquelfh.ca/diversity-human-rights/covid-19-resources> 3. A new online training module, Principles of Belonging: Anti-Oppression and Anti-Racism. This module is mandatory for new, incoming students and available to all students, faculty, and staff. It introduces core principles that can be used to foster more inclusive spaces and create a culture of belonging for all campus community members. The Office of Diversity and Human Rights (DHR) and Open Learning and Educational Support (OpenEd) have expanded the module platform and the online training is now available and has been shared with Canadian university partners, community organizations and corporations. DHR & OpenED have also created an updated and revitalized version of the module which is now available to the general public as a distance learning offering. <https://www.uoquelfh.ca/diversity-human-rights/educational-resources-training/principles-belonging-anti-oppression-anti-racism> 4. The Office of Diversity and Human Rights facilitated over 71 anti-racism and anti-bias training sessions with more than 2,500 participants. Training sessions included the Board of Governors, Council of Academic Chairs, University Leadership Team, Dean's Council, Residence Staff, Athletics, Office of the Registrar, new faculty, Ontario Agriculture College, Ontario Veterinary College, Presidential Search Committee, unions, the School of Engineering and more. 5. The training module for Tenure and Promotion Committees was updated to ensure that the unequal effects of the pandemic are taken into consideration in promotion and tenure review. 6. Development of an anti-racism and anti-oppression online resource library. The resources are organized in four main categories: - Resources to Build and Improve Capacity for Allyship and Anti-Racist Practice - Resources specifically intended for BIPOC - Organizations advancing anti-racism in Guelph and surrounding areas - Resources to support you and provide further guidance. 7. Financial Support for BIPOC Students: One of the initiatives highlighted in the University's anti-racism action plan is to create new scholarships, bursaries and travel grants that are awarded specifically to BIPOC students. In February 2020, the U of G announced 10 undergraduate entrance awards, 11 undergraduate in-course awards, and six graduate awards to support students from BIPOC communities. 8. Indigenous Initiatives Strategy: The U of G launched an Indigenous Initiatives Strategy in winter 2021. The strategy provides an overview of the current state of Indigenous actions on campus and a way forward in the areas of governance, Indigenous student support, pedagogy and curriculum, research and scholarship and campus environment. <https://indigenous.uoquelfh.ca/strategy> 9. The Research Leadership Chairs (RLC) Program, an internal University award, was redesigned in response to recognized gender disparities. <https://www.uoquelfh.ca/research/for-researchers/university-research-awards/research-leadership-chairs> 10. The University has embedded EDI in the implementation of its Honours and Awards Strategy. This includes establishing an Advisory Committee – Major Awards to oversee and be responsible for transparent and equitable nomination processes. <https://www.uoquelfh.ca/research/for-researchers/honours-awards>

Before submitting your report, please ensure that your responses are complete. You will not be able to edit the information after it is submitted.

I have reviewed my responses and I am ready to submit my report.

A reminder that institutions are required to post a copy of this report (as submitted) on their public accountability and transparency web pages within 7 working days of the deadline for submitting the report to TIPS.

This information will be sent to the Tri-agency Institutional Programs Secretariat when you click 'Submit.'

Jointly administered by:

