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### 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](#). Ensure to remove all numbers less than 5 prior to posting on your website in cases where your report includes the representation of individuals from underrepresented groups among your chairholders. This is a requirement of the *Privacy Act*.

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 Programs

**Institutional Email:**

ailsakay@uoguelph.ca

**Institutional Telephone Number:**

519-824-4120 ext. 58321

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 individuals from underrepresented groups (e.g. women, persons with disabilities, Indigenous Peoples and racialized minorities, LGBTQ2+ individuals) 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 currently 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 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 processes 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. A new online module, Principles of Equitable Recruitment, was developed by the University's Office of Diversity and Human Rights (DHR). This more detailed and robust module was developed with 2020 EDI stipend funding and replaces the earlier "minimizing bias" module.

Challenges encountered during the reporting period:

The University slowed its CRC recruitment during the pandemic and for that reason is now working to fill eleven vacancies. This number of concurrent recruitments is unprecedented at the University of Guelph, presenting an excellent opportunity to recruit outstanding nominees.

Next Steps (indicate specific dates/timelines):

Of these eleven searches, seven are "targeted" searches, open only to members of one or more equity-seeking groups. Three of these seven are "special calls" for retention of current University of Guelph faculty who are members of one or more equity-deserving groups. The call is deliberately broad; i.e. specific subject area is not defined. All targeted nominations will be submitted by December 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.

**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: 1. 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. 2. 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. Replaced 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. Revised internal allocation policy to ensure that EDI is included in criteria. Colleges are required to outline their request for allocation how the requested chair will contribute to advancing EDI in the University's research enterprise. iii. Added CRC Attestation form requirements to the standard Request to Negotiate Form and require Dean's sign-off. This is applied to all faculty search positions. iv. Revised processes for use of chairs for emergency recruitment so that these are more transparent v. Developed a flow chart that clearly maps steps in the nomination process and provide this to all search committees to improve transparency of internal processes.

## 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:

In 2021, the University revised its CRC procedures to improve transparency in two key areas: allocation of chairs; use of chairs for retention. Internal allocation of chairs: The decision framework has been revised. The Provost and VPR make strategic allocation decisions based on the following principles: - Equity, diversity, and inclusion (EDI) and Indigenization - Alignment with the themes and disciplines of the Strategic Research Plan - Alignment with the principles of the Strategic Research Plan - College Tri-Agency market share Further, when colleges submit proposals for allocation to the VPR and Provost, those proposals must include (a) A recruitment plan that takes into account the University's equity targets, includes an analysis of field-specific gaps in representation, and outlines an expanded outreach approach that will attract applications from targeted equity-seeking groups." (b) demonstrated commitment to enhance EDI at the University of Guelph; the proposal should address at least two of the following questions: • 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? Chairs for retention. Chairs used for retention can only be used to retain faculty who are also members of equity-seeking groups. Specifically, procedures now state "The VPR and Provost may decide to use a chair as a retention mechanism to retain world-class University of Guelph faculty who are also members of equity-seeking groups including, but not limited to the four groups designated by the Employment Equity Act (women, persons with disabilities, Indigenous Peoples, and racialized minorities). When a chair is used for retention, the search will take the form of a "Special Call" for a specific chair (NSERC, SSHRC, or CIHR)." See details at <https://www.uoguelph.ca/research/for-researchers/funding/apply/CRC/policies> . The University initiated its first "Special Calls" in November 2021. Special calls are deliberately broad; i.e. specific subject area is not defined.

## Challenges encountered during the reporting period:

Pandemic pressures continued to make it difficult to convene the EDI in Research Committee.

## Next Steps (indicate specific dates/timelines):

1. Assess effect of revised policy and procedures on perceptions of transparency and accountability by consulting with search committee chairs, ADRs, and other stakeholders 2. Adjust policies and procedures as needed, based on consultation.

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

### **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:**

1. As identified in relation to Objective 2, the University is undertaking development of a package to assist newly recruited faculty with the negotiation process. Led by Faculty and Academic Staff Relations, this is still in development. 2. Inclusion Climate Survey

**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 – resources for researchers is complete.

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

1. It was decided that an inclusion climate survey was not required as a first step toward strengthening the climate of inclusion. Instead, the University is acting to make the University more inclusive. (See Section E.) It also launched the U of G Community Census. This historic self-identification data survey was a key commitment outlined in the University's Anti-Racism Action Plan and is open to students, faculty, and staff to obtain a more robust picture of our institution's unique diversity. The data gathered will help identify gaps in representation in employment, hiring and student recruitment and inform University planning. 2. A second follow-up consultation with chairholders was presented to the Provost, Vice-President (Research), and Assistant Vice-President (Diversity and Human Rights). Recommendations and actions completed to date are provided below. Recommendation: Provide additional resources and tools to support EDI hiring and support at UofG. Action to date: CRC Search Committee chairs are now provided with several resources including, e.g., sample rubrics and evaluative frameworks, suggestions for expanding the candidate pool, guidance on selecting a committee EDI champion Recommendation: Enhance training around biases that detract from desired EDI culture and consider more elaborated training approaches to address resistance. Action to date: The newly developed faculty recruitment module addresses resistance (e.g., to targeted searches) Recommendation: Provide a dedicated resource with deep expertise in EDI to provide "on the ground" support to UofG personnel wanting to build their skills or fulfill their roles (e.g., execute the hiring process) better. Action to date: A new position was created: Indigenization, equity, diversity, and inclusion (IEDI) Advisor in Research. Once hired, the Advisor will advance integration of IEDI in research at the U of G.

## Challenges encountered during the reporting period:

No specific challenges.

## Next Steps (indicate specific dates/timelines):

Development of guidelines on salary negotiation has been under discussion as part of a larger University endeavour. As a first step, the Faculty and Academic Staff Relations Unit is conducting a salary anomaly review which will identify faculty whose salaries are anomalously low and high and review, where possible, whether designated group status are more anomalous. This may be a starting point to understand if the University's current negotiation strategy is creating inequities

## 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 4**

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

## 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):

The institution's CRC EDI action plan continues to inform actions related to the CRC program. Many of these actions are not confined to administration of the CRC program but touch on other areas of the University. The focus on strengthening faculty recruitment guidelines is just one example of this. For this reason, there is presently an excellent opportunity to weave CRC action planning into a broader institutional IEDI in Research planning exercise.

## 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,

#### 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, LGBTQ2+ 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)

During this reporting period, the Office of Research continues to engage with under-represented groups via the EDI in Research Committee. The Committee has contributed to review of action plan deliverables including, for example, review of the 2020 Employment Systems Review, the faculty recruitment module and the revised "quick resource" grant applicants' guide to EDI. It has reviewed changes to the internal procedures for promoting and supporting nominations for prestigious research honours and awards.

## **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 relevant, using the hyperlink boxes provided below (URLs should include https://). 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)

<https://www.uoguelph.ca/studentexperience/bipoccounselling>

<https://www.uoguelph.ca/diversity-human-rights/accessibility-u-g>

<https://www.uoguelph.ca/census>

<https://www.uoguelph.ca/diversity-human-rights/training/positive-space-project>

<https://indigenous.uoguelph.ca/system/files/Indigenous-Initiatives-Strategy-Summary-Report.pdf>

<https://indigenous.uoguelph.ca/pacii>

1. Creation of BIPOC Counselling office 2. Twenty-eight projects and initiatives promoting equity and inclusion at the University of Guelph were funded by the Office of Diversity and Human Rights through the \$200,000 Equity, Diversity, and Inclusion (EDI) Enhancement Fund. Some of the projects funded include student mentorship programs, an Indigenous lecture series, an accessibility-focused podcast, Black History Month celebrations and more. 3. A new Black Canadian studies minor program was created in the College of Arts, and is set to launch in fall 2022 4. The development of the U of G's Multi-Year Accessibility Plan 2022-2024. This Plan outlines progress on goals from the 2016-2021 Multi-Year Accessibility Plan and sets new goals for U of G. 5. Creation of a new, comprehensive Accessibility Landing Page. This webpage includes a list of accessibility resources, policies, services, and contact information for all accessibility-related needs at the U of G and is linked to every single U of G website. 6. The development and launch of the U of G Community Census. This historic self-identification data survey was a key commitment outlined in the University's Anti-Racism Action Plan and is open to students, faculty, and staff to obtain a more robust picture of our institution's unique diversity. The data gathered will help identify gaps in representation in employment, hiring and student recruitment and inform University planning. 7. In the 2021-2022 fiscal year (May 1, 2021 – April 30, 2022), the University's Office of Diversity and Human rights facilitated over 100 training sessions with members of the U of G community with more than 3,000 participants, a 241% increase from the previous year. 8. The University of Guelph joined 40 other Canadian institutions to sign the Scarborough National Charter on Anti-Black Racism and Black Inclusion to address anti-Black racism at Canadian post-secondary institutions and commit to building supports that foster anti-Black inclusion. The principles, actions and commitments outlined in the Scarborough Charter reflect collective recognition of the realities of anti-Black racism, encapsulate shared aspirations to address them, and provide a concrete framework for delivering on promises. 9. The creation and launch of the Positive Space Project online training module. This module provides participants with the basic understanding of LGBTQ2SIA+ identities and terms, pronouns, inclusive language, and how best to support LGBTQ2SIA+ faculty, staff, and students at the U of G. 10. The University of Guelph is committed to working towards decolonization and reconciliation with First Nations, Inuit and Métis peoples, communities and lands. The Indigenous Initiatives Strategic Task Force was established as a working body serving as a subset of the President's Advisory Committee on Indigenous Initiatives. The mandate of the Task Force was to develop an Indigenous Initiatives Strategy aimed at guiding the advancement of reconciliation and decolonization efforts at the University of Guelph. Bi-Naagwad, the Indigenous Initiatives Strategy Summary Report outlines the priority areas determined by the Working Group recommendations. The Summary and Working Group Reports were endorsed by the President's Advisory Committee on Indigenous Initiatives on January 12, 2021 and released on March 4, 2021.

<https://www.uoguelph.ca/studentexperience/bipoccounselling>

<https://www.uoguelph.ca/diversity-human-rights/accessibility-u-g>

<https://www.uoguelph.ca/census>

<https://www.uoguelph.ca/diversity-human-rights/training/positive-space-project>

<https://indigenous.uoquelfh.ca/system/files/Indigenous-Initiatives-Strategy-Summary-Report.pdf>

<https://indigenous.uoquelfh.ca/paci>

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

**This information will be sent to the Tri-agency Institutional Programs Secretariat when you click 'Submit'. You will receive a confirmation email with a copy of your completed form in HTML format once it is submitted.**

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