

Laurentian University

Canada Research Chairs Equity, Diversity, and Inclusion Action Plan

Updated
November 2020
Draft Version 3.0



Université **Laurentienne**
Laurentian University



Laurentian University's Canada Research Chairs' Equity, Diversity, and Inclusion Action Plan (CRC-EDI-AP) is a working document that will continue to be updated as progress is made and ongoing consultations inform future initiatives. This plan was developed through consultation with representatives of equity-seeking groups at Laurentian University, including women, persons with disabilities, Indigenous peoples, racialized minorities, LGBTQ2S+ and Francophones. External equity, diversity, and inclusion (EDI) experts, Laurentian University's Outcome 23 Group, and the Senate Committee on Anti-racism and Discrimination were also consulted. The CRC-EDI-AP is supported with the Executive Team leadership of the Vice-President, Research and the Provost and Vice-President Academic.

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DRAFT**

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1.0 Overview

The Government of Canada and the Canada Research Chairs Program (CRCP) are committed to excellence in research and research training for the benefit of all Canadians. Achieving a more equitable, diverse and inclusive Canadian research enterprise is essential for research excellence and innovation required to respond to global challenges. In the spring of 2017, the CRC Secretariat mandated that all institutions with five or more CRCs had to develop their own equity, diversity, and inclusion action plan. Guidelines were provided by the CRCP to support the achievement of a more equitable, diverse, and inclusive research enterprise in Canada. As such, the CRCP is committed to the federal government's policies on non-discrimination and employment equity. All Canadian universities that accept funding from the federal CRCP are expected to make concerted efforts to take specific steps in support of meeting equity and diversity targets with respect to CRCs, as well as providing a supportive and inclusive workplace for all Chairholders.

The purpose of this document is to outline the plans and actions that will be undertaken at Laurentian to ensure equity, diversity and inclusion with respect to the selection, appointment and institutional support of CRCs. Employment equity includes the establishment of working conditions that are free of barriers, corrects the conditions of disadvantage in employment and the accommodation of differences for the four designated groups in Canada which include (women; Indigenous peoples; persons with disabilities; visible minorities). Laurentian's EDI action plan will strive to attract, retain and support diverse scholars from the four designated groups and members of the LGBTQ2S+ and francophone minority language community. Furthermore, the intersectional identities and the unique lived experiences of scholars from equity seeking groups will be considered.

This document represents the most recent update of Laurentian's Canada Research Chair Equity Diversity and Inclusion Action Plan, drafted November 2020. The University is committed to annually review and update the plan to ensure alignment with Laurentian's existing equity, diversity and inclusion initiatives, provisions of the Collective Agreement between Laurentian University and the Laurentian University Faculty Association, as well as with our 2018-2023 Strategic Plan, 2019-2023 Strategic Research Plan, and our 2020-2024 Academic Plan.

To develop this update (Version 3.0) of the Laurentian University's Canada Research Chairs Equity, Diversity, and Inclusion Action Plan the Vice-President Research assembled an Ad Hoc Committee on EDI in Research which included members from equity-seeking groups including women, Indigenous persons, persons with disabilities, racialized minorities, LGBTQ2S+, and Francophones. The committee had membership from current and past CRCs, graduate students, and staff from the Office of Research Services who are responsible for overseeing the day-to-day implementation of the CRC program at Laurentian. The Ad Hoc Committee on EDI in Research also consulted with members of Laurentian University's Outcome 23 working group that includes staff, students, and faculty members from equity-seeking groups drawn from departments and

programs across the University, including the Equity, Diversity, and Human Rights Office. Members of the Senate Committee on Anti-Racism and Discrimination, chaired by the President and Vice-Chancellor and Provost and Vice-President Academic, were also consulted during the development of this document. The full list of members of the committees consulted to inform the development of Version 3.0 of Laurentian's CRC EDI Action Plan can be found in Appendix A.

This document (Version 3.0) will be submitted to the CRCP Secretariat on November 30, 2020, for review and approval. Feedback from the CRC Secretariat will be incorporated into this document followed by final review and consultation with:

- Laurentian University's Research Development and Creativity Council (Senate Committee responsible for overseeing implementation of the Strategic Research Plan which includes objectives specific to Research Chairs)
- Laurentian University's Academic Planning Committee
- Laurentian University's Faculty Association
- Laurentian University's Executive Team

The plan will then be presented to the Laurentian University Board of Governors (planned for spring 2021 meeting) for final approval. Once approved, ongoing implementation of the plan will be overseen by the Office of the Vice-President Research in close collaboration with the Provost and Vice-President Academic. Plan implementation will also be supported by the Equity, Diversity, and Human Rights Office under the leadership of the Vice-President Administration. The implementation team, under the oversight of the Vice-President Research, will meet quarterly to review progress on the plan, adapt strategies as required, and monitor progress based on measurable equity, diversity and inclusion targets outlined in the plan.

For more information on the CRC EDI Action Plan: https://www.chairs-chaire.gc.ca/program-programme/equity-equite/action_plan-plan_action-eng.aspx

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2.0 About Laurentian University

Laurentian University is a **bilingual institution with a tri-cultural mandate** located in Northeastern Ontario on the traditional territories of the Atikameksheng Anishnawbek and Wahnapiatae First Nations, which are within the 1850 Robinson-Huron Treaty territory.

Established in 1960, Laurentian University recently celebrated 60 years of delivering a comprehensive university educational experience which embraces bilingualism and tricultural values. With over 7000 full-time equivalent students at the undergraduate and graduate level, Laurentian University is a destination of choice for domestic and international students.

All members of the Laurentian University community share the responsibility for providing and maintaining a healthy learning and work environment that is free from discrimination and harassment, and where collaboration, comprehension and mutual respect exist. Moreover, in its 2018-2023 Strategic Plan, Outcome 23 states, *“we will ensure that appropriate resources are in place to promote and foster inclusion, acceptance, and respect for the diversity that exists within our campus community”*. Implementation of Version 3.0 of Laurentian University’s CRC EDI Action Plan will contribute to achieving outcome 23.

2.1 History of Canada Research Chairs at Laurentian University

In 2000, the Government of Canada created a permanent program to establish 2,285 research professorships—Canada Research Chairs—in eligible degree-granting institutions across the country. The first CRC at Laurentian started in 2004, a Tier 1 Chair in Stressed Aquatic Systems. As of November 2020, Laurentian has an allocation of 10 CRCs: eight Tier 2 CRCs and two Tier 1 CRCs. This includes 6 regular Chairs and 4 special Chairs. Six Chairs are currently filled and four are currently empty. A recruitment process is completed for one with the related CRC application submitted and under review. A preferred candidate has been selected for one of the other Chair positions with the goal to submit their Chair application to the spring 2021 review. The third Chair position will be advertised externally before the end of 2021, and a renewal application has been submitted for a fourth chair. An internal call for CRC proposals is planned for early 2021 and will follow the revised allocation process (Appendix D).

The CRC program secretariat requires institutions to implement equity, diversity, and inclusion strategies to ensure it is able to meet its targets to recruit and retain CRCs from the four designated groups (women; Indigenous persons; persons with disabilities, and racialized minorities). Laurentian has been meeting its EDI targets, and while we are on track to continue to be compliant in our targets, Laurentian recognizes the need to more fully integrate EDI best practices in our CRC recruitment and hiring processes and retention practices. We are also mindful of the upcoming changes in targets for the four designated groups and believe Version 3.0 of our CRC EDI Action Plan will position us well to meet and exceed EDI targets in advance of program changes.

3.0 Action Plan Development

In development of an institutional CRC EDI Action Plan, the CRC program secretariat requires an institution to conduct an **environmental scan** to understand how they are meeting EDI targets, to undertake **consultation with scholars from equity-seeking groups**, and to conduct an **employment systems review** to examine current hiring practices for allotments and hiring of CRCs. Institutions are also encouraged to reflect on their unique geographical, linguistic and other characteristics which may pose additional challenges when working to achieve the EDI targets for CRCs.

3.1 Gaps with Version 1.0 & Version 2.0 of the CRC-EDI Action Plan

Following a first review of our Action Plan by the CRCP, a working group was formed to assist the Office of Research Services (ORS), Human Resources and Organizational Development (HROD), the Office of Equity, Diversity and Human Rights (EDHRO) and the Office of the Provost and Vice-President, Academic in revising the plan to address reviewers' comments and concerns. This group was formed following a call for members sent to all faculty, as well as reaching out more directly to members of the Laurentian community with EDI knowledge (lived and academic) and members of committees with EDI-related goals. The working group had representation from women, persons with disabilities, Indigenous peoples and members of visible minorities. Canada Research Chairs were also represented. Unfortunately, a "partially satisfies" score was obtained for Version 2.0.

To assist with the development of Version 3.0 of the CRC EDI Action Plan, an Ad Hoc Committee on EDI in Research was formed and members of the Outcome 23 Working Group were consulted, along with the Senate Committee on Anti-Racism and Discrimination (Appendix A). All committees include members from equity-seeking groups, including women, persons with disabilities, Indigenous peoples, racialized minorities, LGBTQ2S+ and Francophones.

- Several gaps were identified by the CRCP in Version 2.0 of the action plan. The score sheet can be viewed in Appendix F, with areas for improvement summarized below: limited evidence that the required analyses (environmental scan; comparative review; employment systems review) had been undertaken; therefore, the committee was unable to determine the effectiveness of the proposed objectives and measures
- limited evidence of engagement with members of the four designated groups requirement for Indigenous peoples to be able to self-identify as First Nations, Inuit or Métis

3.2 Environmental Scan

In 2019, Laurentian performed a survey of the current CRCs to learn more about any potential barriers to their research programs (Appendix H). This provided us with a good overview of issues specific to CRCs; however, given the small number of CRCs at Laurentian University, in 2020, **a survey was sent to all faculty members**. The survey allowed respondents to self-identify as a member of one of the four designated groups and enabled other areas of intersectionality to also be identified (note: the self-identification questions were drawn from the CRC self-identification form; Appendix B). The faculty-wide self-identification survey also contained two open-ended questions; one of the barriers faced at Laurentian in relation to their research program and EDI, and a second on strategies that Laurentian could implement to address the barriers (Appendix B). The survey had a response rate of approximately 30%, with 11% of respondents identified as Indigenous (respondents could further identify as First Nations, Métis or Inuit), 16% identified as a visible minority, 8% identified as a person with a disability and 52% identified as women.

The feedback received through the survey has been verbally reported back to the following committee/groups in order to gain additional insight and discuss resulting actions (outlined in Section 4.0 below):

- The Vice-President Research Ad Hoc Committee on EDI in Research in consultation with an external expert on EDI who provided additional expertise on interpretation of the findings and strategies to address the barriers and biases
- Outcome 23 Group: tasked with overseeing that appropriate resources are in place to promote and foster inclusion, acceptance, and respect for the diversity that exists within our campus community
- Senate Committee on Anti-Racism and Discrimination
- Maamwizing Indigenous Research Institute
- Office of the Associate Vice-President for Human Resources and Organizational Development
- Equity, Diversity, and Human Rights Office

Additional consultation sessions are also scheduled with the University's Executive Team in December 2020. A final written report is also being completed. The goal is to broadly distribute the final written report in English and French to the Laurentian community in early 2021.

A high-level **summary of challenges reported through the faculty self-identification survey**, and through consultation with the groups listed above, faced by scholars from equity-seeking groups were identified:

Research Chairs Program

- Several persons indicated the internal process for allocating CRCs favours the Faculty of Science Engineering and Architecture

Promotion Process

- Several respondents reported there are no accommodations to reflect delays in scholarship due to disability, maternity leaves or caregiving duties
- Several respondents felt administrative work taken on by members of FDGs are not recognized or valued in the same way as that of others
- Women reported concerns with the use of student evaluations in the promotion process

Work Loads

- Several members from the FDGs' reported feeling that their administrative work on committees is used to check boxes but not properly recognized. Members from the FDGs reported having higher demands for requests to sit on committees which took time from research
- Respondents from the Faculties of Arts, Health, Management, and Education indicated that they had less time for research compared to their colleagues in the Faculty of Science, Engineering, and Architecture as their base teaching load is higher by one 3-credit course.
- Several respondents felt women were more often asked to take on less visible and less valued administrative work compared to men
- Members from the FDGs reported taking on more work in guiding and counselling students in general, and students who are members of the FDGs in particular. They felt this additional mentoring work was not recognized when being evaluated for promotion and awards

Salary Inequality

- Many women respondents expressed concern with salaries, indicating they felt they were paid less than men in their schools/departments with similar qualifications and experiences.
- Several women also reported receiving lower research start-up funds compared to their male colleagues

Valuing Research

- Several respondents who identified as Indigenous reported that they felt community-based work and time spent in communities were not recognized as part of their research work or valued when being considered for promotion and awards
- Several Francophone researchers reported feeling that scholarship when written in French was not equally valued

Discrimination Based on Language

- Some scholars who identified as Francophone expressed concern with meetings happening primarily in English and some materials only circulated in English

Other Concerns Raised

- Complaints process for faculty members and its application needs to be reviewed
- Several researchers expressed concern with delays due to the time it takes for the Research Ethics Board (REB) to review applications
- Some scholars who identified as Indigenous expressed concerns with members of the REB understanding Indigenous Ways of Knowing

The Vice-President Research and Provost and Vice-President Academic also met with the Deans to discuss the current Chairs program at Laurentian to get feedback on the process. Several concerns/challenges with the CRC program at Laurentian were raised:

- There was concern that the current internal process for allocating CRCs favoured the Faculty of Science Engineering and Architecture
- A need for better communication and coordination between the offices of the Dean, Vice-President Research and Provost, and Vice-President Academic was expressed, particularly as it concerned negotiating with the preferred candidate for the CRC, the letter of offer, the application to the CRC program and the onboarding of the new Chair
- Deans also articulated a need for more support at the recruitment and interview stage
- As a strategy to address loss of early career researchers from the four-designated groups to research chair positions at other universities, the Deans indicated they would welcome a change to the CRC policy at Laurentian that would enable CRC positions to be used for retention purposes.

The Vice-President Research meets monthly with all the Research Chairs at Laurentian University (CRCs; Industry Funded Chairs; Laurentian Chairs). In 2019-2020, the total number of Research Chairs at Laurentian University ranged between a high of 18 to a low of 14. Over the course of a half-dozen meetings, the Chairs provided feedback on barriers to advancing their scholarship at Laurentian University and opportunities for improvement. A high-level summary of their feedback is provided below:

- Greater support to Departments/Chairs from the Office of Research Services and Vice-President, Research Office would be to support CRC applications to the CRCP and onboarding
- Once hired, greater support to protect chairs' teaching release time and to obtain the contributions to their research programs as promised upon hiring
- Overall positive feedback on Laurentian's process for CRC renewal was provided
- The Chairs also expressed concern that several early career researchers recruited to Laurentian in the last 5-years, who self-identified as Indigenous, had been recruited to research chair positions at other Universities

The Vice-President Research, Director of the Office of Research Services and Research Productivity Officer (who is also the EDI lead in the Office of Research Service) met with the Associate Vice President of Human Resources and

Organizational Development and the Director of Faculty and Staff Relations to further discuss findings from the faculty self-identification survey. During the meeting, feedback was also solicited from the Human Resources Office on improvements for recruitment and retention of Research Chairs in general and CRCs in particular:

- Best practices in hiring from the Human Resources office at Laurentian could contribute to improvements in the hiring practices for academic faculty positions
- Increased opportunity for consultation and collaboration when developing EDI training opportunities for faculty, staff and students across the campus

3.3 Additional Consultations with Equity-Seeking Groups

Building off the findings from the self-identification survey and open questions on barriers that impact a scholar's ability to advance their research, the Vice-President Research also held independent consultation meetings with the Associate Vice-President, Francophone and Academic Affairs and the Associate Vice-President, Indigenous and Academic Affairs. In addition, consultation meetings were held with the Senate Committee on Anti-Racism and Discrimination, and the Maamwizing Research Institute. Furthermore, an external EDI consultant was brought in to work with the Vice-President Research Ad Hoc Committee on EDI in research (which has members from equity-seeking groups including women, Indigenous persons, persons with disabilities, racialized minorities, LGBTQ2S+ and Francophones) to further discuss the findings of the self-identification survey and actions required in 2021 to advance EDI at the University. Feedback provided in these consultation meetings are reported below:

- Women scholars expressed concerns about unequal distribution of “housekeeping” type administrative duties in departments in comparison to the men in their departments.
- Women also mentioned increased caretaking responsibilities due to COVID-19 which was having an impact on their scholarly outputs
- Racialized scholars expressed concerns with racism across the academic system including recognition for achievements that would make them competitive for research chairs.
- BIPOC scholars talked about the additional burden of service work when there is a small number of BIPOC faculty and increased demands to sit on committees and to provide mentorship to BIPOC students
- LGBTQ2S+ scholars talked about the need for increased supports for Trans faculty and students, the need to recognize career interruptions that can occur due to medical leaves, and increased awareness about gender-free language
- Indigenous scholars indicated that academic systems still need to value different forms of scholarship that can result from Indigenous ways of knowing and working with community
- Members of the FDGs also recommended the Office of the Vice-President Research look for more opportunities to promote the scholarship of equity-seeking scholars through University hosted seminar series and media stories.
- The Office of Research Services was acknowledged for offering grant writing workshops and reviewing support in French and English. However, it was noted

that only two of the current Research Chairs at Laurentian are Francophone and none of the current or past CRCs are Francophone.

- Scholars with disabilities indicated a need for additional supports for faculty. It was suggested that existing accessibility services that focus on students should also service faculty members and staff.
- The need for a Laurentian EDI-101 training was mentioned several times.

In order to translate the feedback on barriers faced by members of equity-seeking groups into more tangible actions, it was recommended that an external EDI expert could facilitate small focus group discussions, providing a safe space for members of equity-seeking groups to share their lived experiences and recommendations (Section 4.0).

3.4 Comparative Review of Current Recruitment and Hiring Practices for Canada Research Chairs

When the CRCP was first implemented at Laurentian University, the overall hiring process and onboarding of new CRCs followed the current hiring process for all faculty members and the Policy on Employment Equity. However, there was no formalized process specific to the hiring of CRCs. There was a guiding document outlining the general steps for the internal process for allocation of a chair to a department or unit and the selection of an area of research. Though, after a CRC was allotted to a School/Department within a Faculty, there was no further interaction with the Office of the Vice-President Research or Vice-President Administration until a formal offer letter needed to be drafted. This created a number of challenges with the consistent application of resource allocation to Chairs and had the potential to lead to inequities.

In 2019, some elements of leading practices for the recruitment and hiring of CRCs started to be incorporated. First, all hiring committee members were required to complete the CRCP's Unconscious Bias Training module. Second, hiring committees were required by the Office of the Vice-President Research to have representation from members of the FDGs. Third, all applicants were invited to self-identify as a member of one of the FDGs by completing *The Employment Equity Self-Identification Questionnaire* which was returned to a designated staff person in the Human Resources Office. Although this questionnaire was a move in the correct direction, it has been recommended that the self-identification questionnaire recommended by the CRC program be used instead (Appendix B) as it allows for more subcategories of self-identification, providing more disaggregated data.

Even so, the changes implemented in 2019 were not sufficient to ensure equitable and inclusive practices for the recruitment, hiring, and retention of CRCs at Laurentian. Additional gaps in leading practices were identified when completing the employment systems review and comparative review of “packages” offered to CRCs.

3.4.1 Employment Systems Review

In the Employment Systems Review, several gaps were found due to the lack of a formalized recruitment, hiring and retention process for CRCs at Laurentian. The current hiring process for faculty members at Laurentian University is not formalized to require all committee members to have completed unconscious bias training, to have representation from the FDGs, and to provide a formalized process for applicants to self-identify as a member of an equity-seeking group or provide information on career interruption or other elements that impacted their scholarship and achievements.

Therefore, the Office of the Vice-President Research, in collaboration with the Provost, and Vice-President Academic, and Human Resources and Organizational Development, respecting the Laurentian University Faculty Association's Collective Agreement, will develop a recruitment, hiring and retention policy specific to CRCs at Laurentian (while the ultimate aim is to have the CRC process adopted for all future faculty hiring).

The following policies and procedures are in development. An external consultant with EDI expertise has been engaged and will continue to work with the team into 2021 to address the gaps found through the Employment Systems Review. The new policy on *Recruitment, Hiring, and Retention of CRCs* will contain clarity on the following items and is planned for completion and implementation by May 2021:

1. Management of Internal CRC Allocation: Tier 1 & Tier 2
2. Recruitment process for CRCs
 - Internal vs. external recruitment
3. EDI data collection processes for applicants and candidates
 - Strategies to encourage self-identification
4. Strategies during the hiring process to ensure scholars from equity-seeking groups are not disadvantaged
 - Guidance for committee members on how to consider information on career interruptions and other factors that may have a greater impact on achievements of scholars from the FDGs
 - Guidance on negotiation to ensure members from equity-seeking groups are not unequally impacted
5. Guidelines on standardized institutional support for CRCs
 - VPR stipends and minor research grants
 - Teaching loads
 - Base salary
 - Faculty-based top-ups
 - Faculty-based start-up funds
 - CFI funding allocation
6. Guidelines on supports provided to the scholar when completing the CRC application package

7. Institutional Management of CRC Allocations
 - Decision-making process to use the corridor of flexibility
 - Decision-making process to decide if a Tier 1 or Tier 2 CRC will be submitted for renewal
 - Decision-making process for advancing a Tier 2 CRC to Tier 1
 - Decision-making process for phasing out a Tier 1 or Tier 2 CRC
8. Guidelines on the institutional process for CRCs to file complaints or concerns with respect to EDI

Progress to date on the new policy is captured in Appendix D. In addition to these policies and procedures, additional EDI training opportunities will be developed and ultimately incorporated into Laurentian's Policy on Recruitment, Hiring, and Retention of Canada Research Chairs.

3.4.2 Comparative Review

In 2019 the CRC EDI Action Plan working group conducted a survey (Appendix H) with CRCs at Laurentian University to learn about their experiences. In 2020, building off the findings from that survey the Vice-President, Research reviewed historical data and CRC employment offer letters which outlined the compensation packages received by CRCs recruited or renewed over the last three years. However, the number reviewed was very small due to the small number of CRCs at Laurentian which did not allow for any comparative data between CRCs from the FDGs compared to CRCs who did not identify as a member of one of the FDGs. In addition, the compensation packages and supports offered to CRCs at initial hiring and renewal were discussed with the Laurentian University research chairs group (17 people) in their monthly meeting with the Vice-President Research. This group expressed the following concerns:

- Lack of clarity on what a CRC could negotiate at the hiring or renewal stages
- Although teaching releases are equal for all CRCs, there was concern that some CRCs feel pressure to provide more teaching in their units due to budget constraints. There were not sufficient numbers to determine if the additional requests for work were more likely to be asked of Chairs from one of the FDGs
- Compensation packages offered to CRCs in the Faculty of Science, Engineering, and Architecture appeared to have consistently higher start-up grants
- The comparative review did confirm the base compensation package (teaching release; research stipend) was consistently applied to Tier 2 CRCs
- The compensation package (start-up fund and annual research stipend) provided to Tier 1 CRCs appeared to be more variable and was influenced more by negotiation with the Dean of the Faculty. Teaching release was equally applied.

Compensation packages were also discussed with the Dean's caucus; they mentioned difficulties in comparing compensation packages without additional details. They recommended that the Provost and Vice-President Academic take into consideration the discipline (ex: costs to start up a lab in the Faculty Arts is not expected to be as high as the cost to start up a lab in the Faculty of Science, Engineering, and Architecture) and the years of service post PhD when drafting the new policy. Despite these qualifiers, the Dean's agreed guidelines for a base compensation package for CRCs would improve the hiring process.

Unfortunately, the small number of CRCs at Laurentian (10), with only six currently filled due to turnover, did not allow for a statistically significant comparative review. However, feedback gained from the self-identification survey, internal and external consultation sessions, employment systems review, and comparative review, along with guidance from the *CRC Secretariat's Equity, Diversity and Inclusion: Best Practices for Recruitment, Hiring and Retention* document, were all taken into consideration when developing the actions and timelines for improvement (Section 4.0). In particular, a policy on Recruitment, Hiring, and Retention of CRCs (Appendix D) is under development in order to address many of the concerns elicited during the employment system review and comparative review.

4.0 Action Plan

This is the third update of Laurentian University’s CRC EDI Action Plan. Objectives, actions and timelines outlined in this Action Plan (Version 3.0) have been informed by data obtained from the updated employment systems review, consultation with scholars from equity-seeking groups, including, but not limited to, women, Indigenous peoples, members of visible minorities, persons with disabilities, LGBTQ2S+, and Francophones working in a minority language environment. Recommended initiatives have also come from the numerous meetings and consultations with EDI experts both internal and external to Laurentian. Collectively, actions to advance EDI in support of the research enterprise in general, and the CRC program in particular, are presented in the tables below.

Action plan progress will be monitored by the Vice-President Research in collaboration with the Provost and Vice-President Academic. The Vice-President Research Ad Hoc Committee on EDI in Research will also continue to meet quarterly. An update on the Action Plan will be undertaken in December of each year.

Action 1: Create a leadership position to connect EDI initiatives across the institution

Overview: During consultation with scholars from equity-seeking groups and senior leaderships, the need for a senior leader to help promote EDI and serve as a resource became apparent.		
Key Performance Indicator(s)	<ul style="list-style-type: none"> Hire a Special Advisor on EDI 	
Actions and Target Dates	Nov. 2020 (completed)	<ul style="list-style-type: none"> VP Research and Provost and VP Academic work together to develop the job ad, post, interview and secure a Special Advisor on EDI
	Jan. 2021 (ongoing)	<ul style="list-style-type: none"> the Special Advisor on EDI’s mandate starts and begins to work with the Vice-President Research Ad hoc committee on EDI in Research and the Senate Committee on Anti-Racism and Discrimination to communicate action strategies to other senior leaders
	Jan - Mar 2021	<ul style="list-style-type: none"> Special Advisor works with the external EDI consultant to move Action 2 and 3 forward.
Senior Leaders Responsible for Oversight	<ul style="list-style-type: none"> Vice-President, Research Provost, and Vice-President, Academic 	

Action 2: Further engage equity-seeking scholars

In January and February 2021, an external EDI consultant (with support from the Special Advisor on EDI) will hold focus groups for each designated group, as well as one for LGBT+ members, one for Francophone scholars and one open session. The focus groups will also provide the opportunity to present the desegregated data from the fall survey (maintaining anonymity) to build on the initial findings and gather more in-depth feedback. The consultant will provide a report to the University. The focus groups will be open to all of the university community (faculty, staff and students).

Overview: Hold small focus groups with scholars from equity-seeking groups to more fully understand strategies that need to be implemented to enable them to full reach their potential, unimpeded by inequitable practices in the research enterprise.		
Key Performance Indicator(s)	<ul style="list-style-type: none"> Scholars from equity-seeking groups are invited to participate in externally facilitate small focus groups 	
Actions and Target Dates	Nov. 2020 (completed)	<ul style="list-style-type: none"> VP Research hires an external EDI consultant to work with the Laurentian's Special Advisor on EDI
	Nov 2020 (completed)	<ul style="list-style-type: none"> Pilot focus group with the external EDI consultant and members of the Vice-President Ad hoc EDI committee on Research to prepare for 2021 focus groups
	Jan-Feb 2021	<ul style="list-style-type: none"> the external EDI consultant with support from the Special Advisor on EDI facilitates the following focus groups <ul style="list-style-type: none"> Focus group for Francophone scholars Focus group for women scholars Focus group for Indigenous scholars Focus group for LGBTQ2S+ scholars Focus group for scholars with disabilities Focus group for racialized minority scholars Open session
	Mar 2021	<ul style="list-style-type: none"> A report is produced with further recommendations to advance EDI presented to the University Executive Team and shared with the broader University community
Senior Leaders Responsible for Oversight	<ul style="list-style-type: none"> Vice-President, Research Provost, and Vice-President, Academic 	

Action 3: Enhance EDI training opportunities for all involved in the research enterprise including faculty, staff and students

Overview: Building on Laurentian University’s bilingual and tri-cultural mandate, a “made for Laurentian” EDI in the research enterprise 101 will be developed to fill a gap in current EDI training offerings (Appendix C)		
Key Performance Indicator(s)	<ul style="list-style-type: none"> content will be developed for delivery in English and French, with sections in Anishinaabemowin the training materials will be developed for on-line and in-person delivery 	
Actions and Target Dates	Fall 2020 (completed)	<ul style="list-style-type: none"> consult with members of the Laurentian University community to identify gaps in EDI training
	Ongoing	<ul style="list-style-type: none"> Maintain a list of EDI training opportunities available at Laurentian University offered by the Office of Research Services, Equity, Diversity and Human Rights Office, LU Professional Development and externally available on-line resources (Appendix C)
	Jan.-March 2021	<ul style="list-style-type: none"> hire an external EDI consultant to help develop the training program
	April 2021	<ul style="list-style-type: none"> pilot test the program and revise based on feedback
	May 2021	<ul style="list-style-type: none"> promote the program to the Laurentian community and schedule (update the website)
Senior Leaders Responsible for Oversight	<ul style="list-style-type: none"> Vice-President, Research Co-Directors of the Equity, Diversity and Human Rights Office 	

Action 4: Consult, refine, approve and implement Version 3.0 of Laurentian University’s CRC EDI Action Plan

Overview: As the CRC EDI Action Plan 3.0 is being reviewed by the CRC program secretariat, it will also undergo a thorough review at Laurentian. Stakeholders will be invited to review this draft and provide comment/feedback as we work towards having a plan that is ultimately approved by the CRC Program Secretariat and the Laurentian University Senate and Board of Governors.		
Key Performance Indicator(s)	<ul style="list-style-type: none"> Version 3.0 sent to the CRC Program Secretariat for review Consultation sessions held at Laurentian University Laurentian University has an approved CRC EDI Action Plan The plan is posted on the website and integrated into policy documents across the University 	

Actions and Target Dates	Nov 2020 (completed)	<ul style="list-style-type: none"> Version 3.0 of the CRC EDI Action Plan is sent to the CRC Program Secretariat for review
	Dec 2020 through May 2021	<ul style="list-style-type: none"> The internal consultation process to obtain final approval of Laurentian's CRC EDI Action Plan is undertaken between December 2020 and May 2021 (see Table below for a list of planned consultations)
	June 2021	<ul style="list-style-type: none"> Update all the public-facing website and policy documents at Laurentian University to reflect Version 3.0 of the CRC EDI Action Plan
	Ongoing	<ul style="list-style-type: none"> Vice-President Research Ad Hoc Committee on EDI in Research meets quarterly to review the status of the plan and in December of every year update progress on the action items.
Senior Leaders Responsible for Oversight	<ul style="list-style-type: none"> Vice-President, Research Provost, and Vice-President Academic 	

Consultation Process to Obtain Final Approval of Laurentian's CRC EDI Action Plan 3.0	
Equity, Diversity and Human Rights Office	December 2020
University Executive Team	December 2020
Draft Report (English; French) shared in open communication with the full Laurentian University Community for Feedback	January 2021
Scholars from equity-seeking groups through email and invited focus groups facilitated by an external EDI expert <ul style="list-style-type: none"> Focus group for women scholars Focus group for Indigenous scholars Focus group for LGBTQ2S+ scholars Focus group for scholars with disabilities Focus group for racialized minority scholars Focus group for Francophone scholars 	January and February 2021
Anti-Racism and Discrimination Committee (Special Senate Committee)	February 2021
Research Development and Creativity Council (Senate Sub-Committee)	February 2021
Academic Planning Committee (Senate Sub-Committee)	March 2021
All feedback reviewed by the Vice-President Ad Hoc Committee on EDI in Research and, if available, any feedback from the CRC program secretariat will also be incorporated. Version 3.1 of the Action Plan will go to the final approvals process before being presented to the Board of Governors for approval.	
Laurentian University Executive Team	April 2021
Senate	April 2021
Board of Governors	May 2021*
*The approved version of the CRC EDI Action Plan will be uploaded to the University's public facing website and circulated through communications to all members of the Laurentian University Community.	

Action 5: Develop, consult, refine, improve and implement a new policy on Recruitment, Hiring, and Retention of CRCs at Laurentian University

The allocation, recruitment and hiring of CRCs at Laurentian will be transparent, consistent and equitable, as internal processes will follow a program applying EDI best practices. Those involved in the hiring process will have the necessary knowledge to implement and respect EDI best practices by following the program. They will also understand the importance of identifying and attracting excellent candidates from the designated groups, having completed training. Future selection committees will continue to have representation from the FDGs and selection committees will provide a clear rationale when candidates from the designated groups are not selected. We will attract qualified applicants from the FDGs for CRC positions in all areas of research, having removed barriers to their recruitment.

Overview: Findings from the environmental scan, employment systems review and comparative review all indicate the current (often informal) practices that have been adopted when recruiting, hiring and retaining (renewal) CRCs need to be formalized to ensure transparency and equity.	
Key Performance Indicator(s)	<ul style="list-style-type: none"> • Draft a new policy based on data and feedback uncovered through consultation when preparing Version 3.0 • Consult with the Laurentian community • Implement the policy
Actions and Target Dates	Summer 2019 (Completed) <ul style="list-style-type: none"> • Survey Laurentian CRCs to gather information on barriers to their scholarship at Laurentian (Appendix H)
	Fall 2020 (completed) <ul style="list-style-type: none"> • Leading practices pertaining to recruitment, hiring and retention of CRCs have been gathered from consultation with VPRs at other Ontario Universities and the CRC Equity, Diversity, and Inclusion: A Best Practice Guide for Recruitment, Hiring and Retention (Appendix D).
	November (completed) <ul style="list-style-type: none"> • Relevant feedback from consultations held during the preparation of Version 3.0 of the CRC EDI Action Plan are collated
	Dec 2020 <ul style="list-style-type: none"> • First Draft of Laurentian University’s Policy on the Recruitment, Hiring, and Retention of CRCs* is drafted by the Vice-President Research Ad Hoc Committee on EDI in Research with support from the Strategic Research Plan working group on Research Chairs and Centres
	Jan. – Feb. 2021 <ul style="list-style-type: none"> • Consult with members of the University community on the draft policy <ul style="list-style-type: none"> ○ Executive Team ○ Deans

		<ul style="list-style-type: none"> ○ LUFA (Faculty Association)
	March 2021	<ul style="list-style-type: none"> ● Incorporate feedback from the consultation sessions and finalize the policy for implementation
	March 2021 & Ongoing	<ul style="list-style-type: none"> ● In consultation with the Offices of Human Resources and Organizational Development and Equity, Diversity and Human Rights, identify a person(s) who can serve as an EDI resource to CRC hiring committees
Senior Leaders Responsible for Oversight	<ul style="list-style-type: none"> ● Vice-President, Research ● Provost, and Vice-President Academic 	
<p>*Note: The policy will include sections on 1) Allocation of CRCs, 2) Recruitment, 3) Self-Identification, 4) Hiring Process, 5) Institutional support package, 6) Institutional management of CRCs, and 7) Process for complaints/concerns to be reported.</p>		

Based on feedback heard during the consulting stages, particular attention will be required to document and detail Laurentian University practices into a policy that includes the elements mentioned in the Employment Systems Review, as well as:

- a standardized support package for CRCs to ensure that all CRCs are treated equally at the negotiation stage.
- stronger language in all job advertisements to invite applicants to provide details on the impact of career interruptions (including COVID-19) on scholarly outputs and achievements documented in their formal CV
- guidelines for the interview stage to invite applicants to expand on “non-traditional” research activities, including, but not limited to, work with communities, mentoring of students and other scholars from equity-seeking groups, etc., that do not necessarily appear on a CV.
- clarity of responsibilities during the hiring process (Deans; Provost, and Vice-President Academic; Vice-President, Research) in order to improve recruitment and hiring procedures.

Action 6: Develop a data management plan to support ongoing evaluation of the Action Plan

Overview: Working with Institutional Planning and Human Resources and Organizational Development, a data management plan will be developed to streamline the collection of self-identification data and the ability to run reports to evaluate progress on EDI recruitment, hiring, and retention.		
Key Performance Indicator(s)	<ul style="list-style-type: none"> The self-identification form will be available on the Laurentian system, supported by IT Data will be stored in a manner that enables Human Resources (or Institutional Planning) to run reports for senior leaders to support and evaluate the EDI Action Plan and other EDI initiatives 	
Actions and Target Dates	Summer 2019 (Completed)	<ul style="list-style-type: none"> Release of the Employment Equity Self-Identification Questionnaire
	Fall 2020 (completed)	<ul style="list-style-type: none"> A new and improved self-identification form has been identified and pilot tested
	Jan.-May 2021	<ul style="list-style-type: none"> Vice-President Research facilitates several meetings with IT, Institutional Planning and Human Resources and Organizational Development to have the process incorporated into the on-line forms process at Laurentian
	June 2021	<ul style="list-style-type: none"> pilot test the process
	July 2021	<ul style="list-style-type: none"> promote completion of the on-line form process and encourage faculty to self-identify
Senior Leaders Responsible for Oversight	<ul style="list-style-type: none"> Vice-President, Research Associate Vice-President, Human Resources and Organizational Development 	

Appendices

Canada Research Chairs Equity, Diversity, and Inclusion Action Plan

Updated
November 2020
Draft Version 3.0



Université **Laurentienne**
Laurentian University



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Appendix A

Vice-President Research Ad Hoc Committee on EDI in Research

Tammy Eger, PhD (Chair)
Vice-President, Research

Amélie Hien, PhD
Professeure titulaire, Directrice du Département d'études françaises

Athena Wallis, BSc
Graduate Student in Chemistry/Biochemistry

Andrée Noiseux, MA
Research Productivity Officer, Office of Research Services

Christine Kraus, PhD
Associate Professor, Department of Physics
Past Tier 2 Canada Research Chair in Particle Astrophysics

Christopher Lane, PhD
Software Director, MIRARCO, Mining Innovation

Daniel Archambault, PhD
Director, Office of Research Services

Jacqueline Litzgus, PhD
Professor, Department of Biology

Jennifer Walker, PhD
Tier 2 Canada Research Chair in Indigenous Health

John Gunn, PhD
Tier 1 Canada Research Chair in Stressed Aquatic Systems
Director, Cooperative Freshwater Ecology Unit

Mery Martinez Garcia, PhD
Associate Professor, Biology

Nicole Yantzi, PhD
Professor, School of the Environment

Roxanne Belanger, PhD
Professeure agrégée, École d'orthophonie
Co-Director, Evaluating Children's Health Outcomes Research Centre

Sandra Dorman, PhD
Professor, Kinesiology and Health Sciences
Director, Centre for Research in Occupational Safety and Health

Sean Parsons, PhD
Research Advisor, Office of Research Services

Thomas Merritt, PhD
Professor, Chemistry/Biochemistry and NSERC Leader
Past Tier 2 Canada Research Chair in Bioinformatics and Genomics

Outcome 23 Working Group Members

Senior Lead: Joel Dickinson, Dean, Faculty of Arts

Bettina Brockerhoff-Macdonald, Director, Faculty Engagement, Centre for Academic Excellence

Cindy Cacciotti, Associate Vice-President, Human Resources and Organizational Development

Cristina Beites, Associate Professor, Midwifery

Daniel Scott, Associate Librarian

Imane Ricard, Manager, Records and Systems

Jennifer Johnson, Associate Professor, Women's, Gender, and Sexuality Studies

Jennifer Dowdall, Co-Director Equity, Diversity and Human Rights Office

Joey-Lynn Wabie, Assistant Professor, School of Indigenous Relations

Joseph Burke, Administrative Lead, Office of the President and Vice-Chancellor

Kaella Earle, Engineering Student (now graduated)

Lois Heejung Kahng, Coordinator, Special Projects and Partnerships, Faculty of Management

Lucie Gelinias, Manager, Counseling and Accessibility Services

Mary Laur, Acting Director, Indigenous Sharing and Learning Centre

Maryse Gareau, Academic Advisor

Mathew Dueck, Associate Vice-President, Student's General Association

Melissa Keeping, Manager, Outreach and Diversity, Student Life

Nicole St.Marseille, Director Campus Security

Nicole Yantzi, Professor, School of the Environment

Sandra Hoy, Assistant Professor, Social Work

Scott Fisher, Project Manager, Faculty of Management

Shannon Goffin, Co-Director Equity, Diversity and Human Rights Office

Shawn Swords, Head Coach, Mens Varsity Basketball

Shelly Moore-Frappier, Special Advisor, Reconciliation

Sonia Mills-Minster

Tammy Eger, Vice-President Research

Tom Fenske, President, Laurentian University Staff Association

Thomas Merritt, Professor, Chemistry/BioChemistry and NSERC Lead

Yacine Cisse, President, Laurentian University African Caribbean Students Association

Senate Committee on Anti-racism and Discrimination

Voting Members:

Laurentian University President and Vice-Chancellor:	Robert Haché (ex-officio)
Laurentian University Provost and Vice- President Academic	Marie-Josée Berger (ex-officio)
Senate Representative (Faculty)	Taima Moeke-Pickering
Senate Representative (Faculty)	Yovita Gwekwerere
Senate Representative (Faculty)	Amélie Hien
Senate Representative (Faculty)	Mohamed Dia
Senate representative (Faculty)	Pawoumodom (Matthias) Takouda
Senate representative (Faculty)	Mery Martinez
Senate representative (Faculty)	Moustapha Soumahoro
Student Representative (AEF)	Nicholas Beauparlant
Student Representative (AEF)	Maggie Lavoie
Student Representative (SGA)	Malek Abou-Rabia
Student Representative (SGA)	Darius Garneau
Student Representative (GSA)	Bright Afum
Student Representative (GSA)	Mia Bourque
Representative (accessibility perspective)	Caleb Piche-Larocque

Non-voting Members:

Administrative Lead, Office of the President and Vice-Chancellor	Joseph Burke (ex-officio)
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Appendix B

Self-Identification Form

Laurentian University is adopting the questions used in the self-identification form recommended by the CRCP.

https://www.chairs-chaieres.gc.ca/forms-formulaires/self_identification_preview-eng.pdf

https://www.chairs-chaieres.gc.ca/forms-formulaires/self_identification_preview-fra.pdf

Note: The form (questions 2-8) was successfully used in a voluntary self-identification survey with Laurentian University Faculty in the fall of 2020 (Appendix G). Therefore the form that follows is currently under review at Laurentian University to be officially used in all CRC hiring processes beginning in 2021.

DRAFT

Self-Identification Form Canada Research Chair Recruitment

Aanii, Hello, Bonjour

Laurentian University is committed to equity, diversity, and inclusion in hiring Canada Research Chairs and is committed to working alongside the Tri-agency Institutional Programs Secretariat who define *equity as the removal of systemic barriers and biases, to enact the practice of inclusion so that all individuals have equal access to and can benefit from the Canada Research Chairs program*. The Tri-Agency Institutional Program Secretariat further go on to state:

To achieve this, institutions must embrace diversity, defined as differences in race, colour, place of origin, religion, immigrant and newcomer status, ethnic origin, ability, sex, sexual orientation, gender identity, gender expression, and age. Recognizing and valuing diversity and equity must be accompanied by concerted efforts to ensure the inclusion of diverse and underrepresented populations, meaning that individuals must be and feel valued, respected and equally supported.

Completion of this form is optional. However, Laurentian University has a mandate to fill a portion of its CRCs with scholars who identify as a member of one of the four designated groups (women; Indigenous peoples; persons with disabilities; visible minorities).

The information collected through this survey will remain confidential

Questions about the survey can be sent to _____ (person in Human Resources to be confirmed)

Questions about the CRCP EDI Action Plan at Laurentian University can be sent to the VPR vpresearch@laurentian.ca

Miigwetch, Merci, Thank you for taking the time to complete this survey.

1. Select the option that best describes your current gender identity.

- Gender-fluid
- Man
- Non-binary
- Trans man
- Trans woman
- Two-spirit
- Woman
- I don't identify with any option provided
- I prefer not to answer

2. Select the sexual orientation that best describes how you currently think of yourself.

- Asexual
- Bisexual
- Gay
- Heterosexual
- Lesbian
- Pansexual
- Queer
- Two-spirit
- I don't identify with any of the options provided
- I prefer not to answer

3. Do you identify as Indigenous, that is, First Nation (North American Indian), Métis or Inuk (Inuit)?

- Yes
- No
- I prefer not to answer

3b) If "Yes", select the group(s) that you identify with.

- First Nations
- Métis
- Inuit
- I prefer not to answer

4. The Employment Equity Act defines visible minorities as "persons, other than Aboriginal peoples, who are non-Caucasian in race or non-white in colour". Do you identify as a member of a visible minority in Canada?

- Yes
- No
- I prefer not to answer

5. Select the population group(s) you identify with.
Note: if you answered "Yes" to question 5 (i.e., you are an Indigenous person), select "Population group not listed above" for this question. You can also select from the list any other population group that applies to you.

- Arab
- Black
- Chinese
- Filipino
- Japanese
- Korean
- Latin American
- South Asian (ex. East Indian, Pakistani, Sri Lankan, etc.)
- Southeast Asian (Vietnamese, Cambodian, Laotian, Thai, etc.)
- West Asian (ex. Iranian, Afghan, etc.)
- White
- Population group not listed above
- I prefer not to answer

6. The Accessible Canada Act defines disability as "any impairment, including a physical, mental, intellectual, cognitive, learning, communication or sensory impairment--or a functional limitation--whether permanent, temporary or episodic in nature, or evident or not, that, in interaction with a barrier, hinders a person's full and equal participation in society." Do you identify as a person with a disability as described in the Act?

- Yes
- No
- I prefer not to answer

6b) If "Yes", select the type(s) of disability that applies to you.

- Communications
- Developmental
- Dexterity
- Flexibility
- Hearing
- Learning
- Memory
- Mental health-related
- Mobility
- Pain-related
- Seeing
- Disability not listed
- I prefer not to answer

7. What language(s) did you first learn at home in childhood and still understand? (Select all that apply)

- Anishinaabemowin
- English
- French
- Another language
- I prefer not to answer

8. What language(s) do you speak most often at home? (Select all that apply)

- Anishinaabemowin
 - English
 - French
 - Another language
 - I prefer not to answer
-

Appendix C

Current Training Programs Available at Laurentian University

All members of the Laurentian University community share responsibility for providing and maintaining a healthy learning and work environment that is free from discrimination and harassment. Gaps in EDI training were identified during development of Version 3.0 of the CRC EDI Action Plan. Recommendations to address the gaps are outlined in section 4.0 and will be designed to complement existing training programs.

Currently the following internal and external training/workshop opportunities are offered to faculty, staff and students at Laurentian:

Programs Offered Through the Office of Research Services	
Workshop: Equity, Diversity and Inclusion in Research	This workshop is aimed at faculty and graduate students that want to learn about EDI. Participants will learn about the difference between equity and equality, understand the dimensions of diversity, and strategies to foster inclusion. Participants will also have an opportunity to work in groups to identify barriers and offer potential solutions when reflecting on diversity, inclusion, and unconscious bias in their labs, work groups, and classrooms.
Workshop: Strategies to incorporate EDI principles into your HQP Training Plan	This workshop is organized by the Office of Research Services with members of the Ad Hoc committee on EDI in Research. Tri-agency funded researchers discuss their HQP training plans and how they strive to advance equity and diversity through inclusion.
Programs Offered Through the Equity, Diversity, and Human Rights Office in Collaboration with Laurentian Professional Development	
Unconscious Bias: Equity, Diversity and the Human Rights Office	Participants who attend the Unconscious Bias Workshop will <ul style="list-style-type: none"> • have a deeper understanding of diversity and inclusion • learn how to identify unconscious bias • learn how to recognize their own biases • learn some elimination and prevention strategies.
Policy on a Respectful Workplace and Learning Environment by EDHRO.	The training program reviews Laurentian’s policy on Respectful Workplace and Learning Environment. Laurentian University is committed to promoting a respectful, diverse and inclusive community and for ensuring that every person in its community is protected

	<p>from discrimination, harassment, sexual harassment, sexual violence and/or bullying.</p> <p>The training program discusses a person's rights to have a workplace free from harassment and/or discrimination based on human rights grounds (race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, gender expression, gender identification, sexual orientation, age, marital status, family status and disability).</p>
Programs Supported by the Outcome 23 Working Group	
Safe Space Training	LGBTQ2S+ Safe Space Training provides participants with the necessary knowledge for them to be an open and accepting resource for members of the LGBTQ2S+ community.
Programs Run in Partnership with External Community Partners	
The Allyship Experiential Workshop	<p>This Workshop by the Health Equity team from Public Health Sudbury & District helps develop:</p> <ol style="list-style-type: none"> 1. Awareness: understanding your complex relationship to identity 2. Knowledge and sensitivity: learning about the experiences of marginalized groups 3. Skills: gaining practical tools to understand ways to be an ally
<p>The Equitable Workplace Series</p> <p>This workshop series creates space for learners to explore their own personal experiences with racism and allyship, identifying how these behaviours impact our lives daily, especially within the workplace. By the end of this series, learners will have had the opportunity to deconstruct what they thought they knew about these social norms while discovering tools to help them reshape the way they see the world and our interactions with each other.</p>	<p>Three workshops offered by LU Professional Development in partnership with Morneau Shepell</p> <p>Challenging What We Think We Know About Racism</p> <ul style="list-style-type: none"> • Gain awareness around the true history of racism, including insights around how racism continues to influence the way our systems and workplaces operate today • Recognize how racial biases and microaggressions negatively impact the experiences of employees and how we all participate in this exchange in some way, knowingly or unknowingly • Identify incidences of racism, racial prejudice and racial discrimination in our systems and in our interactions with each other, and to effectively confront these behaviours and interrupt the cycle of oppression

	<p>Anti-Racism in Action: Exploring Power, Privilege, and Allyship in the Workplace</p> <ul style="list-style-type: none"> • Gain awareness of how social power and privilege as we see today have roots in the racialized oppression of specific groups of people, and illustrate the ways that they create benefits for some over others • Recognize ways they can all contribute on an individual and organizational level to confront racial inequities within the workplace and correct unfair practices • Identify strategies to confidently become anti-racism allies while fostering working relationships that lead to more balanced outcomes for all employees <p>Inclusive Leadership: Moving beyond diversity towards racial equity</p> <ul style="list-style-type: none"> • Gain awareness about how racial inequities impact the career trajectories and job satisfaction of marginalized workers and unpack how these impacts directly affect organizational outcomes • Recognize the many ways each member of the workplace can foster a healthy, fair and racially inclusive culture regardless of their role • Identify practical strategies for removing racial injustices from the workplace in order to create harmony and a sense of belonging for all employees • Moving beyond diversity towards racial equity
External Training Available On-line Promoted through University Communications	
Unconscious Bias Training Module	https://www.chairs-chaire.gc.ca/program-programme/equity-equite/bias/module-eng.aspx?pedisable=false
Call it out: Racism, racial discrimination and human rights (Ontario Human Rights Commission)	<p>A 30-minute interactive eCourse that offers a foundation for learning about race, racial discrimination and human rights protections under Ontario's <i>Human Rights Code</i>. The course offers a historical overview of racism and racial discrimination, explains what “race,” “racism” and “racial discrimination” mean, and provides approaches to preventing and addressing racial discrimination.</p> <p>http://www.ohrc.on.ca/en/learning/elearning/call-it-out</p>

<p>Check out the new Human Rights 101 (Ontario Human Rights Commission)</p>	<p>Check out the Ontario Human Rights Commission's newest version of <u>Human Rights 101</u>. This revised eLearning program offers a fresh new look, expanded discussions on types of discrimination and the latest directions in human rights, along with added scenarios and knowledge checks. The course, designed to provide an understanding of rights and responsibilities under the Ontario <i>Human Rights Code</i>, covers:</p> <ul style="list-style-type: none"> • The <i>Code</i> • Types of discrimination • Interpreting and applying the <i>Code</i> • Is this discrimination? • Ontario's human rights system <p>http://www.ohrc.on.ca/en/learning/elearning/hr101-3rd-edition</p>
<p>Ableism and Discrimination Based on Disability</p>	<p>This 20-minute audiocast is based on the OHRC's Policy on ableism and discrimination based on disability. It provides an update on disability law and an overview of how to identify, prevent and address disability-related discrimination.</p> <p>http://www.ohrc.on.ca/en/learning/ableism-and-discrimination-based-disability</p>

Appendix D

Policy on the Recruitment, Hiring, and Retention of Canada Research Chairs

Note: Development of this policy is an Action Item in this Action Plan.

Proposed Table of Contents

Section 1: Overview of the CRCs Program at Laurentian University	
Laurentian University institutional statement on EDI	
Equity Targets	
EDI Supports Available	
Role of the Equity, Diversity and Human Rights Office	
Role of the Office of Human Resources and Organizational Development	
Role of the Office of the Vice-President, Research	
Role of the Office of the Provost, and Vice-President Academic	
Role of the Faculty where the Chair will have an academic appointment	
Section 2: Allocation of CRCs	
Internal call for proposals for area of research to be supported	
Institutional Management of CRC Allotment	
Section 3: Recruitment of CRCs	
Fit with the Strategic Plan and Strategic Research Plan	
Internal Candidate	
External Candidate	
International Scholars (Supports)	
Advertising (strategies to reach scholars from the FDGs)	
Hiring Committee Membership and Training	
Creating a Shortlist	
Self-Identification Process	
Standardized form/Process for all candidates to report career interruptions (and committee guidance on how to review/evaluate during ranking)	
Standardize Job Ad Template	
Standardized Interview Template	
Standardized Assessment and Evaluation Process	
Campus Visit (Resources)	
Section 4: Hiring	
Report on Candidates and the Outcomes of the Hiring Process	
Base compensation for Tier 1 Chairs and template for budget # recording	
Base compensation for Tier 2 Chairs and template for budget # recording	
Laboratory Space	
Need for Research Infrastructure (CFI/ORF)	
Process to allocate compensation over the base package	
Process to Draft the Offer Letter	

Supports available to the Candidate at the Hiring Stage	
Section 5: Applying to CRC	
Information for the Candidate	
Assigning a Faculty Mentor	
Support from the Office of Research Services	
Timelines for Internal and Peer Review	
Space allocation and CFI/ORF application	
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Resources available to CRCs	
Building a Research Program	
Developing a Laboratory	
Renewal	
Section 7: Other	
CRC EDI Action Plan	
Safeguarding CRC Data	
Reporting Concerns to the Equity, Diversity, and Human Rights Office	
Immigration Information	

Appendix E

Laurentian University Reference Documents

- Policy on a Respectful Workplace and Learning Environment
<https://intranet.laurentian.ca/policies/2019.06.21%20-%20Respectful%20Workplace%20and%20LE%20-%20EN.pdf>
- Program on a Respectful Workplace and Learning Environment
<https://intranet.laurentian.ca/policies/2019.05.16%20-%20Program%20-%20Respectful%20Workplace%20and%20LE%20-%20EN.pdf>
- Policy on the response and Prevention of Sexual Violence
<https://intranet.laurentian.ca/policies/2019.04.26%20-%20Response%20and%20Prevention%20of%20Sexual%20Violence%20-%20EN.pdf>
- Employment Equity Policy
<https://intranet.laurentian.ca/policies/2014.Dec.12%20-%20Employment%20Equity%20Policy%20-%20EN.pdf>
- Policy on Bilingualism at Laurentian University
<https://intranet.laurentian.ca/policies/2013.Dec.13%20-%20Bilingualism%20-%20EN.pdf>
- Laurentian University Faculty Association Collective Agreement

Resource Documents to Support Actions

- Equity, Diversity and inclusion at Canadian Universities. Report on the 2019 National Survey
[https://mail.google.com/mail/u/0/?source=source_mail&sso=0#advanced-search/to=aj_noiseux%40laurentian.ca&subset=sent&within=1d&sizeoperator=s_sl&sizeunit=s_smb&query=is%3Asent+to%3A\(aj_noiseux%40laurentian.ca\)/CllgCJvkXbRkXqGGGxQjWVXFbsbMXQvNcmvpctZWpcspIfQKjhSMTBJRSjtFBfSjqnKDJHMSQq?projector=1&messagePartId=0.1](https://mail.google.com/mail/u/0/?source=source_mail&sso=0#advanced-search/to=aj_noiseux%40laurentian.ca&subset=sent&within=1d&sizeoperator=s_sl&sizeunit=s_smb&query=is%3Asent+to%3A(aj_noiseux%40laurentian.ca)/CllgCJvkXbRkXqGGGxQjWVXFbsbMXQvNcmvpctZWpcspIfQKjhSMTBJRSjtFBfSjqnKDJHMSQq?projector=1&messagePartId=0.1)
- CRC Secretariat's Equity, Diversity and Inclusion: Best Practices for Recruitment, Hiring and Retention document.
https://www.chairs-chaires.gc.ca/program-programme/equity-equite/best_practices-pratiques_examplaires-eng.aspx

Appendix F

Feedback on Version 2.0 of Laurentian's CRC EDI Action Plan

SECOND REVIEW STAGE (February 2020) Assessment of Institutional Equity, Diversity and Inclusion Action Plan

INSTITUTION NAME: Laurentian University

SUMMARY OF COMMITTEE DISCUSSION

The Canada Research Chairs Program's Equity, Diversity and Inclusion (EDI) External Review Panel assessed the institution's revised EDI action plan taking into consideration the feedback that was provided to the institution by the program in Phase 1 of the review process. Specifically, the committee focused on the "Areas for improvement" that were communicated in April 2019:

- the required analyses (environmental scan, comparative review, employment systems review) appear to be in progress and/or incomplete. These analyses are necessary to formulate an effective plan with clear objectives that relate to the specific context of the institution;
- for the analyses that have taken place, more clarity and specifics regarding the findings and how they informed the objectives of the plan are necessary;
- recognition of the specific challenges/barriers faced by each of the designated groups, with clear measures/actions, is needed;
- the consultation plan requires more detail overall. How will individuals from the four designated groups and chairholders be consulted?

The committee noted that there has been some progress in addressing the areas for improvement and that some best practices have been implemented, such as the creation of a working group and that overall the institution appears to be strongly committed to the principles of equity, diversity and inclusion. However, the committee had concerns that there was limited evidence that the required analyses (i.e. environmental scan, comparative review and employment systems review) had been undertaken -they are still in progress even though the program has required that these analyses be conducted as of December 2017. As these analyses are a program requirement and should form the basis of the plan, the committee was unable to determine the effectiveness of the proposed objectives and measures. They also noted the importance of meaningful engagement with members of the four designated groups (women, persons with disabilities, Indigenous peoples and members of visible minorities) when doing the analyses. The committee also strongly recommended that the institution take a disaggregated approach to its data collection (e.g. providing Indigenous peoples the option to also self-identify as First Nations, Inuit or Métis).

The committee provided a final rating of 'Partially satisfies' for the revised plan. The institution will be required to revise the plan according to the feedback provided in the second review and re-submit it prior to November 30, 2020. Until such time as the institution's action plan is found to meet requirements (i.e. receives a minimal rating of 'Satisfies'), the institution will be prevented from submitting new nominations to the program other than in cases where the nomination helps meet equity targets. Renewal nominations may continue to be submitted during this time.

Appendix G

Laurentian University Faculty Self-Identification Survey

Aanii, Hello Bonjour

The Office of the Vice-President Research and the Office of Research Services invite Laurentian University faculty members to fill out a self-identification survey to inform development of the University's Canada Research Chairs Program (CRCP) Equity, Diversity and Inclusion (EDI) Action Plan. The survey will also inform the Office of the Vice-President Research of the challenges and systemic barriers, experienced by researchers, that are unique and specific to Laurentian University.

All faculty members are invited to complete the survey, which should take no more than 10 minutes of your time to complete. Participation is voluntary.

The information collected through this survey will remain confidential. To protect the privacy of individuals, if the number of individuals who self-identified as a member of the four designated groups (FDGs)—women, persons with disabilities, Indigenous peoples and members of visible minorities—or with intersectional identity is less than five, the data will not be publicly reported.

Findings will be aggregated into a report that will be shared with other groups on campus also working to advance EDI including Outcome 23 Strategic Plan Working Group, and the Senate ad hoc Committee on Racism and Discrimination. Findings will also inform future initiatives from the ORS and VPR to continue to advance EDI across the research enterprise.

Questions about the survey can be sent to Andrée Noiseux at aj_noiseux@laurentian.ca.

Questions about the CRCP EDI Action Plan at Laurentian University can be sent to the VPR vpresearch@laurentian.ca

Miigwetch, Merci, Thank you for taking the time to complete this survey.

1. What is your rank as a Laurentian University faculty member?

- Sessional
- Lecturer
- Assistant Professor
- Associate Professor
- Full Professor
- Other

2. What age range do you fall into?

- 18-24
- 25-34
- 35-44
- 45-54
- 55-64
- 65 and over
- I prefer not to answer

3. Select the option that best describes your current gender identity.

- Gender-fluid
- Man
- Non-binary
- Trans man
- Trans woman
- Two-spirit
- Woman
- I don't identify with any option provided
- I prefer not to answer

4. Select the sexual orientation that best describes how you currently think of yourself.

- Asexual
- Bisexual
- Gay
- Heterosexual
- Lesbian
- Pansexual
- Queer
- Two-spirit
- I don't identify with any of the options provided
- I prefer not to answer

5. Do you identify as Indigenous, that is, First Nation (North American Indian), Métis or Inuk (Inuit)?

- Yes
- No
- I prefer not to answer

5b) If "Yes", select the group(s) that you identify with.

- First Nations
- Métis
- Inuit
- I prefer not to answer

6. The Employment Equity Act defines visible minorities as "persons, other than Aboriginal peoples, who are non-Caucasian in race or non-white in colour". Do you identify as a member of a visible minority in Canada?

- Yes
- No
- I prefer not to answer

7. Select the population group(s) you identify with.
Note: if you answered "Yes" to question 5 (i.e., you are an Indigenous person), select "Population group not listed above" for this question. You can also select from the list any other population group that applies to you.

- Arab
- Black
- Chinese
- Filipino
- Japanese
- Korean
- Latin American
- South Asian (ex. East Indian, Pakistani, Sri Lankan, etc.)
- Southeast Asian (Vietnamese, Cambodian, Laotian, Thai, etc.)
- West Asian (ex. Iranian, Afghan, etc.)
- White
- Population group not listed above
- I prefer not to answer

8. The Accessible Canada Act defines disability as "any impairment, including a physical, mental, intellectual, cognitive, learning, communication or sensory impairment--or a functional limitation--whether permanent, temporary or episodic in nature, or evident or not, that, in interaction with a barrier, hinders a person's full and equal participation in society." Do you identify as a person with a disability as described in the Act?

- Yes
- No
- I prefer not to answer

8. b If "Yes", select the type(s) of disability that applies to you.

- Communications
- Developmental
- Dexterity
- Flexibility
- Hearing
- Learning
- Memory
- Mental health-related
- Mobility
- Pain-related
- Seeing
- Disability not listed
- I prefer not to answer

9. What language(s) did you first learn at home in childhood and still understand? (Select all that apply)

- Anishinaabemowin
- English
- French
- Another language
- I prefer not to answer

10. What language(s) do you speak most often at home? (Select all that apply)

- Anishinaabemowin
- English
- French
- Another language
- I prefer not to answer

11. Considering equity, diversity and inclusion, have you experienced any barriers/challenges when advancing your scholarship/research program at Laurentian University? If yes, please explain in the text box:

12. Considering equity, diversity and inclusion, do you have any suggestions to address the barriers/challenges at Laurentian University that you identified in question 11? If yes, please explain in the text box:

Appendix H

Questionnaire for Current Laurentian University CRCs

Thank you for agreeing to complete our questionnaire! As indicated prior, responding to the questionnaire is entirely optional, however, if you prefer not to answer a specific question, please feel free to do so (questions can be left unanswered and pages can be skipped).

For questions or comments, please contact Andrée Noiseux in the Office of Research Services at aj_noiseux@laurentian.ca.

Are you a member of the four designated groups (women, Indigenous peoples, persons with disabilities or visible minorities)?

Yes

No

Do you feel that being a member of one or more of the four designated groups has caused an additional burden for your workload?

Yes

No

I don't know

The following questions pertain to the last year; "last year" is defined as the 2018-2019 academic year.

On average, how many hours did you work per week in the last year (teaching, research, governance, administration, etc.)?

On average, how was your time per week (using percentages) divided among the following tasks: a) Research b) Teaching c) Governance/Administration

Select all of the types of committees on which you sat on in the last year.

University Level Faculty

Level Department Level

Community Level

Private Enterprise Other

None of the Above

If you selected "Other", please indicated the type(s) of committee(s).

Indicate the number of committees you sat on last year, per committee type.

If you previously selected "None of the Above" for the types of committees, please click on "Next Page" to skip the question.

	1	2	3	4	5	6	7	8	9	10	10+
University Level Faculty	<input type="checkbox"/>										
Level Department/Unit	<input type="checkbox"/>										
Level Community Level	<input type="checkbox"/>										
Private Enterprise Other	<input type="checkbox"/>										
	<input type="checkbox"/>										
	<input type="checkbox"/>										

How many hours per month do you estimate you spent on committee work in the last year, per committee type?

If you previously selected "None of the Above" for the types of committees, please click on "Next Page" to skip the question.

	1-5	6-10	11-15	16-20	21-25	26-30	30+
University Level Faculty	<input type="checkbox"/>						
Level Department/Unit	<input type="checkbox"/>						
Level Community Level	<input type="checkbox"/>						
Private Enterprise Other	<input type="checkbox"/>						
	<input type="checkbox"/>						
	<input type="checkbox"/>						

What was your role in the departmental/unit committee(s) (chair, secretary, etc.)? And can you provide an overview of the tasks required of you in each role?

What was or were your role(s) on the Faculty committee(s) (chair, secretary, etc.)? And can you provide an overview of the tasks required of you in each role?

What was or were your role(s) on the University committee(s) (chair, secretary, etc.)? And can you provide an overview of the tasks required of you in each role?

What was or were your role(s) on the community committee(s) (chair, secretary, etc.)? And can you provide an overview of the tasks required of you in each role?

What was or were your role(s) on the private enterprise committee(s) (chair, secretary, etc.)? And can you provide an overview of the tasks required of you in each role?

Can you specify the other type(s) of committee(s) you sat on, your role in the committee(s) and the tasks required of you?

Apart from committees, what other types of administrative or governance duties did you take on at Laurentian in the last year? For example, you can mention activities that would be reported in your annual report to the Dean.

The following questions pertain to the teaching load and supervision duties of the last year; "last year" is defined as the 2018-2019 academic year.

Please check all of the levels for which you taught courses in the last year.

- 1st year Bachelor
 - 2nd year Bachelor
 - 3rd year Bachelor
 - 4th year Bachelor
 - Master's
 - PhD
 - None of the Above
-

Of the classes you taught last year, indicated if you had the support of a graduate student assistant (GTA), by level.

If you selected "None of the Above" for the question on the levels of courses taught, please click on "Next Page" to skip the question.

	Yes	No
1st year Bachelor	<input type="checkbox"/>	<input type="checkbox"/>
2nd year Bachelor	<input type="checkbox"/>	<input type="checkbox"/>
3rd year Bachelor	<input type="checkbox"/>	<input type="checkbox"/>
4th year Bachelor	<input type="checkbox"/>	<input type="checkbox"/>
Master's	<input type="checkbox"/>	<input type="checkbox"/>
Ph.D.	<input type="checkbox"/>	<input type="checkbox"/>

Of the courses you taught in the last year, indicate if you had any courses that were compulsory, by level.

If you selected "None of the Above" for the question on the levels of courses taught, please click on "Next Page" to skip the question.

	Yes	No
1st year Bachelor	<input type="checkbox"/>	<input type="checkbox"/>
2nd year Bachelor	<input type="checkbox"/>	<input type="checkbox"/>
3rd year Bachelor	<input type="checkbox"/>	<input type="checkbox"/>
4th year Bachelor	<input type="checkbox"/>	<input type="checkbox"/>
Master's	<input type="checkbox"/>	<input type="checkbox"/>
Ph.D.	<input type="checkbox"/>	<input type="checkbox"/>

And of the courses you taught in the last year, what was the average class size, by level?

If you selected "None of the Above" for the question on the levels of courses taught, please click on "Next Page" to skip the question.

	1-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81,90	91-100	100+
1st year Bachelor	<input type="checkbox"/>										
2nd year Bachelor	<input type="checkbox"/>										
3rd year Bachelor	<input type="checkbox"/>										
4th year Bachelor	<input type="checkbox"/>										
Master's	<input type="checkbox"/>										
Ph.D.	<input type="checkbox"/>										

How many of the following did you supervise in the last year?

	1	2	3	4	5	6	7	8	9	10	10+
High School Students	<input type="checkbox"/>										
Bachelor Students	<input type="checkbox"/>										
Master's Students	<input type="checkbox"/>										
Ph.D. Students	<input type="checkbox"/>										
Post-Doctoral Fellows	<input type="checkbox"/>										
Technicians Interns/Coop	<input type="checkbox"/>										
Other	<input type="checkbox"/>										
None of the Above	<input type="checkbox"/>										

Please indicate the number of bachelor students, master's students and Ph.D. students for which you are a thesis director.

The previous questions focused on governance, administrative, supervision and teaching duties of the last year to limit the scope and length of the questionnaire. However, did you notice any important year to year variation in regards to these duties in your mandate as a CRC at Laurentian? If so, please elaborate.

Were you hired as a CRC at Laurentian through an external or internal hiring process?

How did you hear about the CRC position at Laurentian?

How would you describe your experience at the application stage of the hiring process for the CRC position you currently hold? For example, were you able to talk to people at Laurentian University about the position, were there undue delays, etc.?

How would you describe your experience at the interview/presentation stage of the hiring process for the CRC position you hold? For example, what type of support did you receive from the hiring committee, were the interview questions provided in advance, etc?

Did you negotiate your letter of offer or contract prior to being hired as a CRC at Laurentian?

Please describe your experience with the negotiation process. For example, were your initial demands met, were you aware of what other Laurentian University CRCs had themselves received, etc.? Include all details you consider relevant.

Is there a reason why you did not negotiate?

What supports have you received from your department, your faculty and the university in general as a CRC at Laurentian? For example, funding, infrastructure, course release, mentoring, help from colleagues, etc.

What barriers have you experienced at the departmental, faculty and university levels as a CRC at Laurentian

Based on your experience and observations with respect to equity, diversity and inclusion at Laurentian University, according to you, what are the University's areas of strength within this program?

Based on your experience and observations with respect to equity, diversity and inclusion at Laurentian University, according to you, what are the areas that require improvement?

Please feel free to use this section for additional thoughts or comments.



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