



INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION ACTION PLAN: PROGRESS REPORT

Institution:

Contact name and information:

Instructions

Filling out all four sections of this report is mandatory. Institutions must email a PDF of this completed report and, if applicable, a revised copy of the institution's equity, diversity and inclusion action plan by December 15, 2018, to edi-edi@chairs-chaire.gc.ca. If an institution chooses to revise its action plan in anticipation of the assessment process, it must post an updated version of the plan on its [public accountability web page](#).

Equity, Diversity and Inclusion Recognition

Each year, the Tri-agency Institutional Programs Secretariat recognizes an institution with exemplary recruitment, nomination and/or appointment practices that promote equity and diversity. Indicate below whether your institution would like to be considered for the program's recognition. The evaluation process for the recognition will be based on the committee's assessment of this progress report and the institution's corresponding action plan.

Yes: _____ No: _____

PART A: Equity and Diversity Targets and Gaps

A.1) Provide the current targets and gaps for your institution in the table below (using the [target-setting tool](#)).

Designated group	Target (percentage)	Target (actual number)	Representation (actual number)	Gap(actual number)
Women	28	3	--	--
Indigenous peoples	1	1	--	--
Persons with disabilities	4	0	--	--
Visible minorities	15	1	--	--

Number of currently active chairs: _____ 9 _____

Number of empty chairs: _____ 1 _____

Number of chairs currently under peer review: _____ 0 _____



A.2) Provide any contextual details, such as empty chairs for which recruitment processes have started (limit 200 words):

Dr. Zhibin Ye, Tier 2 Chair in Polymer Nanomaterials, left Laurentian as of June 30, 2018. We have begun the process of filling the Chair. The first step was to identify an area of research that would be supported by the allocation of a Chair. That process began in September and has ended on December 3, 2018. The Chair has been allocated to the Bharti School of Engineering. The recruitment process will begin early in the new year.

PART B: Results of the institution's Employment Systems Review, Comparative Review and Environmental Scan

In developing their action plans, institutions were required to develop objectives that were S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely), and include a measurement strategy for monitoring, reporting on progress, and course correcting if necessary, based on: 1) an employment systems review; 2) a comparative review; and 3) an environmental scan (see Appendix A for the requirements that the program stipulated to develop the action plans).

B.1) Outline the key findings of the employment systems review that was undertaken when drafting the action plan limit 250 words:

Since there are few CRCs at Laurentian, the hiring of a new CRC is an infrequent occurrence. To adhere to the EDI requirements and undertake the revamping of our original EDI plan, we looked at the hiring process for the last two CRCs that were hired, in 2016 and 2017. The hiring of CRCs does respect internal hiring equity and diversity requirements, as outlined in the faculty collective agreement and internal policies, once the position is advertised and the hiring process has begun. However, no EDI requirements exist for the internal selection process of chair proposals. And while the internal faculty hiring process does follow many of the best practices suggested by the CRC program, there is room for improvement and to institute a formalized process making EDI requirements truly integrated into the process.

Therefore, following this review, and the review of our original plan by the program, we will take the opportunity to rewrite our plan and establish a formal CRC hiring process that reflects the EDI requirements and ensures the equitable allocation of CRCs at Laurentian.

B.2) Outline the key findings of the comparative review that was undertaken when drafting the action plan (limit 250 words):



Office space, equipment, administrative support, etc. are the purview of different departments. We are in the process of gathering information from various administrative and academic departments regarding our CRCs to carry out a comparative review.

All Tier 1 and Tier 2 CRCs receive 6 credits in course release as protected time for research. Additionally, all Tier 2 CRCs receive a \$10,000 yearly stipend an annual research grant of \$40,000. Tier 1 CRCs do not receive additional research funds.

B.3) Outline the key findings of the environmental scan that was undertaken when drafting the action plan (limit 250 words):

In 2018, Laurentian, through an external firm, surveyed its employees (staff and faculty) on their level of satisfaction and the issues they feel are a priority for change. The results of this anonymous survey are available to the whole university community and are one of the tools used to gauge the health of our workplace and environment.

Another tool is our institution's Equity, Diversity and Human Rights Office annual report which is mandated by Laurentian's Policy and Program on a Respectful Workplace and Learning Environment. The report provides details as to the number, type, and disposition of cases received by the Office (individual concerns/complaints of harassment, discrimination, bullying, sexual harassment and sexual violence).

B.4) Provide an overview of who was consulted in the drafting of the action plan. What form did the consultation/engagement with members of the four designated groups (i.e. women, persons with disabilities, Indigenous peoples and visible minorities) and other underrepresented faculty take? What equity diversity and inclusion (EDI) experts were consulted? Note: Do not to disclose any third party personal information (limit 250 words):

The action plan was drafted by Shawn Frappier (Director of Human Resources and Organizational Development), Noël Badiou (Assistant Vice-President, Equity, Diversity and Human Rights) and Daniel Archambault (Director of the Office of Research Services).



M. Badiou was the EDI expert involved in the drafting of the plan. We also used internal reports from the Equity, Diversity and Human Rights office and Human Resources reports on their workplace engagement survey to inform the drafting of the first version of the plan.

In revamping our plan to meet the EDI requirements, we will create a committee with representatives of the four designated groups to inform its development. The committee will also include two CRCs, and at least one member of the Equity, Diversity and Human Rights Office, the Human Resources and Organizational Development Office and the Office of Research Services. The committee will undertake consultations with members of the four designated groups and other underrepresented faculty.

PART C: Objectives, Indicators and Actions

Indicate what your institution’s top six key EDI objectives are, as well as the corresponding indicators and actions (as indicated in the action plan). For each objective, outline what progress has been made, with reference to the indicators. Use the contextual information box to communicate any progress made to date for each objective.

Key Objective 1:
Expand equity, diversity, and inclusion in recruitment practices
Corresponding actions:
<ul style="list-style-type: none"> i. Conduct a thorough review of current hiring and recruitment practices and update them to ensure compliance with CRC, Inclusion Action Plan. Ensure that members of hiring committees review updated practices prior to CRC recruitment. ii. Provide guidance and training to all persons involved in the selection process including administrative staff who support recruitment. <ul style="list-style-type: none"> a. Research and develop in-house training programs and workshops to properly inform and prepare those participating in the hiring and recruitment process; b. Ensure all selection committee members complete Unconscious Bias Training module offered through National CRC Secretariat; c. Underline the importance of identifying and attracting excellent candidates from the designated groups, to the Chairs of selection committees and to research administrators; d. Ensure all training materials are easily accessible and posted onto internal and external website.



- iii. Conduct an environmental scan of recent CRC hires to identify and remove any discriminatory barriers (systemic or otherwise) to the selection and hiring of members from the 4 designated groups.
- iv. Conduct a review of current advertising processes, and develop a strategy to ensure vacant positions are shared through services and organizations that reach the widest possible audience of designated groups.
- v. Ensure diversity of members on all future selection committees and implement requirement that selection committees provide a clear rationale when candidates from the designated groups are not selected.

Indicator(s):

- 1- All hiring and recruitment practices are updated to ensure compliance with CRC, Inclusion Action Plan.
- 2- All members of CRC hiring committees have received guidance and training in the selection process.
- 3- Environmental scan of recent CRC hires to identify and remove any discriminatory barriers (systemic or otherwise) to the selection and hiring of members from the 4 designated groups is completed.
- 4- A review of current advertising processes, and a strategy to ensure vacant positions are shared through services and organizations that reach the widest possible audience of designated groups is completed.
- 5- Diversity of members on selection committees is achieved; requirement that selection committees provide a clear rationale when candidates from the designated groups are not selected is implemented.

Progress:

- 1- We are currently developing a procedures document adapted from our existing Policy on Employment Equity.
- 2- Laurentian has not recruited a CRC since the implementation of the EDI Plan. Therefore, no committee members have received guidance and training on the selection process.
- 3- The Environmental scan of recent CRC hires to identify and remove any discriminatory barriers (systemic or otherwise) to the selection and hiring of members from the FDGs has been initiated.



<p>4- A strategy to ensure vacant positions are shared through services and organizations that reach the widest possible audience of designated groups is being developed.</p> <p>5- We have not yet had to fill a CRC position since the implementation of our EDI Plan. Therefore, no selection committees have been struck.</p>
<p>Next steps:</p>
<p>1- Over the coming months we will strike a working group to complete procedural documents and to address identified short-comings of our EDI Plan.</p> <p>2- As we will begin a recruitment process early in the new year, we will ensure the appropriate representation of the designated groups on the selection committee and that all members receive the appropriate guidance and training.</p> <p>3- The Office of Research Services will work with the Office of Human Resources to first evaluate the current practices for the posting of positions and develop a strategy that will ensure vacant positions are shared through services and organizations that reach the widest possible audience of designated groups.</p>
<p>Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):</p>

<p>Key Objective 2:</p>
<p>Develop data collection and reporting tools</p>
<p>Corresponding actions:</p>
<p>a. Develop schedule and strategy for the 2018 release of the recently created Employment Equity Self-Identification Questionnaire, including how to administer and promote to newly hired CRCs.</p> <p>b. Develop further strategy to collect applicant information from external and internal competitions. Develop abbreviated equity and diversity questionnaire and encourage completion by external and internal applicants.</p> <p>c. Establish schedule for collection of data regarding current CRCs, and update results and targets.</p> <p>d. Produce yearly report on results and targets, including areas of concern or complaints received and provide to Laurentian University Executive Team for review.</p>
<p>Indicator(s):</p>
<p>1- The Employment Equity Self-Identification Questionnaire is released.</p>



<ol style="list-style-type: none">2- The abbreviated equity and diversity questionnaire is developed and implemented.3- Data regarding current CRCs is collected and results and targets are updated.4- A yearly report on results and targets, including areas of concern or complaints received is produced and provided to Laurentian University Executive Team for review.
Progress:
<ol style="list-style-type: none">1. The abbreviated equity and diversity questionnaire is provided for completion to all candidates for Faculty positions.2. Data regarding current CRCs has been collected and results and targets are updated.3. The 2018 report on results and targets, including areas of concern or complaints received is being produced and will be provided to Laurentian University Executive Team for review.
Next steps:
<ol style="list-style-type: none">1. Continue data collection to ensure equitable opportunities for job applicants and candidates.2. Provide report to Executive Team for assessment and recommendations if required.
Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):

Key Objective 3:
Enhance institutional commitment to equity, diversity and inclusion
Corresponding actions:
<ol style="list-style-type: none">a. Review and update strategies to encourage self-identification of candidates from the designated groups in order to provide the necessary measures to accommodate all persons from designated groups with emphasis on persons with disabilities during the selection process.b. Increase promotion and awareness about Equity, Diversity and Inclusion for CRCs and more broadly for all employment opportunities at Laurentian through the use of newsletters, website and other social media/communication means.c. Require each faculty/department to review their own employment policies and procedures to ensure consistency with the CRC Inclusion Action Plan.



- d. Update CRC Inclusion Action Plan to coincide with relevant items listed in the upcoming Laurentian University Strategic plan.
- e. Schedule staff awareness and information activities on the importance of employment equity and diversity.

Indicator(s):

- 1- Strategies to encourage self-identification of candidates from the designated groups are developed.
- 2- Number of promotion and awareness activities about Equity, Diversity and Inclusion for CRCs and more broadly for all employment opportunities at Laurentian.
- 3- All faculties/departments have reviewed their own employment policies and procedures to ensure consistency with the CRC Inclusion Action Plan.
- 4- CRC Inclusion Action Plan to coincide with relevant items listed in the 2017-2023 Laurentian University Strategic plan.
- 5- Number of staff awareness and information activities on the importance of employment equity and diversity.

Progress:

- 1. Additional language added to all job postings encouraging application from those in the designated groups.
- 2. CRC Inclusion Action Plan coincides with relevant items listed in the 2017-2023 Laurentian University Strategic Plan.
- 3. Increased presence of Human Resources in Faculty hiring process in order to ensure appropriate consideration with respect to equitable hiring.

Next steps:

- 1. Ensure all identified actions are implemented upon hiring first CRC since original submission of plan.
- 2. Continue to promote increased presence of HR, for the purposes of training and education, when conducting Faculty hires.

Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):



Key Objective 4:
Support retention and inclusivity for the FDGs
Corresponding actions:
<ol style="list-style-type: none">a. Support International week at Laurentian University by reaching out, including and encouraging participation of staff, faculty and students with diverse cultural backgrounds.b. Identify professional development needs of 4 FDGs and develop and implement measures to meet needs.c. Complete review of training and professional development opportunities offered to current CRC's and ensure equitable opportunity for FDGs.d. Provide training and information to CRCs about Laurentian University's Policy on a Respectful Workplace and Learning Environment and the role and mandate of the Equity, Diversity and Human Rights Office where complaints, concerns and questions related to equity, discrimination and harassment can be raised as well as information about how complaints and concerns are addressed.
Indicator(s):
<ol style="list-style-type: none">1- Number of staff, faculty and students with diverse cultural backgrounds that participate in International week.2- Professional development needs of FDGs are identified and measures to meet needs are developed and implemented.3- CRCs that are members of the FDGs have equitable opportunities for professional development.4- Training and information about Laurentian University's Policy on a Respectful Workplace and Learning Environment and the role and mandate of the Equity, Diversity and Human Rights Office are provided to all CRCs.
Progress:
None of the actions have yet been undertaken.
Next steps:
All of the above actions will be undertaken in the winter and spring of 2019.
Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):



PART D: Challenges and Opportunities

Other than what has been outlined in the section above, outline any challenges and opportunities/successes, as well as best practices that have been discovered to date in developing and implementing the institutional equity, diversity and inclusion action plan (limit: 500 words):

Many of the challenges in regards to implementing an institutional equity, diversity and inclusion action plan stem from the small size of our institution, and subsequently, the small number of CRCs (10) and our more limited resources. Meeting some of the EDI requirements entails expertise and resources which we don't always have, or that are tied-up elsewhere.

Also, due to our small number of CRCs, when one CRC from one of the four designated groups vacates their position, we must hire a member of that group to meet EDI targets.

The requirements for the plan also requires the team leading it to form new multi-, inter-departmental collaborations. Figuring out where the expertise, responsibilities and information reside can be laborious, protracting the overall process.

We see these challenges as an opportunity to put in place a CRC plan that will ensure better communication and collaboration between stakeholder departments within our institution to meet the EDI targets. Also, we will look into how we can ensure that the departure of one CRC does not result in our non-compliance.



Appendix A - Institutional Equity, Diversity, Inclusion Action Plan Requirements

To remain eligible for the program, all institutions with five or more chair allocations must develop and implement an equity, diversity and inclusion action plan. This plan must guide their efforts for sustaining the participation of and/or addressing the underrepresentation of individuals (based on the [institution's equity gaps](#)) from the four designated groups (FDGs)—women, Indigenous peoples, persons with disabilities and visible minorities—among their chair allocations. Institutions are expected to develop the plan in collaboration with individuals from each of the FDGs, chairholders, faculty and administrators responsible for implementing the program at the institution.

It is important to note that institutions can only address their gaps once chair positions become available (i.e., when their current chairholders' terms end). However, it is expected that institutions will manage their chair allocations carefully in order to meet their equity and diversity targets, which includes choosing not to renew Tier 2 or Tier 1 chairholders as necessary. Institutions must have action plans posted on their websites as of December 15, 2017. They must also email a copy of their action plan by email to the program at edi-edi@chairs-chaieres.gc.ca. If an institution fails to meet these requirements by the deadlines stipulated, **the program will withhold peer review and payments for nominations submitted to the fall 2017 intake cycle, and to future cycles as necessary, until the requirements are fulfilled.**

Institutions must inform the Tri-agency Institutional Programs Secretariat when they revise or update their action plans by emailing edi-edi@chairs-chaieres.gc.ca.

On December 15, 2018, institutions will be required to report to the program using the [Equity, Diversity and Inclusion Progress Report](#), and publicly on their [public accountability and transparency web pages](#), on the progress made in implementing their action plans and meeting their objectives.

The action plan must include, at a minimum, the following components:

1) Equity, Diversity and Inclusion Objectives and Measurement Strategies

- impactful equity, diversity and inclusion objectives, indicators, and actions that will enable swift progress towards:
 - addressing disadvantages currently experienced by individuals of the FDGs; and
 - meeting the institution's equity targets and goals by December 2019—aggressive objectives must be set using this timeline based on the number of chair allocations that are (or will become) available in the institution within the next 18 to 24 months (the 18 months starts as of December 15, 2017, when the action plan is implemented).
- objectives should be S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely), and include a measurement strategy for monitoring, reporting on progress, and course correcting if necessary, based on:
 - an employment systems review to identify the extent to which the institution's current recruitment practices are open and transparent; barriers or practices that could be having an adverse effect on the employment of individuals from the FDGs; and corrective measures that will be taken to address systematic inequities (an example of corrective measures that could be taken by institutions in Ontario is provided on the [Ontario Human Rights Commission website](#));



- a comparative review—by gender, designated group, and field of research—of the level of institutional support (e.g., protected time for research, salary and benefits, additional research funds, office space, mentoring, administrative support, equipment, etc.) provided to all current chairholders, including measures to address systemic inequities;
 - an environmental scan to gauge the health of the institution's current workplace environment and the impact that this may be having (either positive or negative) on the institution's ability to meet its equity, diversity, and inclusion objectives, and measures that will be taken to address any issues raised; and
 - the institution's unique challenges based on its characteristics (e.g., size, language requirements, geographic location, etc.) in meeting its equity targets, and how these will be managed and mitigated.
- institutions will be required to report to the program and publicly on the progress made in meeting their objectives on a yearly basis.

2) Management of Canada Research Chair Allocations

Provide a description of:

- the institution's policies and processes for recruiting Canada Research chairholders, and all safeguards that are in place to ensure that these practices are open and transparent;
- how the institution manages its allocation of chairs and who is involved in these decisions (e.g., committee(s), vice-president level administrators, deans / department heads);
- the institution's decision-making process for determining in which faculty, department, research area to allocate its chair positions, and who approves these decisions;
- the decision-making process for how the institution chooses to use the [corridor of flexibility](#) in managing its allocation of chairs, and who approves these decisions;
- the decision-making process and criteria for determining whether Tier 2 and Tier 1 chairholders will be submitted for renewal and who is involved in these decisions;
- the process and criteria for deciding whether to advance individuals from a Tier 2 chair to a Tier 1 chair, and who is involved in these decisions;
- the process and criteria for deciding which chairholder(s) will be phased-out in the case where the institution loses a chair due to the [re-allocation process](#), and who is involved in these decisions;
- the decision-making process for determining what level of support is provided to chairholders (e.g., protected time for research, salary and benefits, additional research funds, office space, mentoring, administrative support, equipment, etc.), and who within the institution is involved in these decisions;
- safeguards taken to ensure that individuals from the FDGs are not disadvantaged in negotiations related to the level of institutional support provided to them (e.g., protected time for research, salary and benefits, additional research funds, office space, mentoring, administrative support, equipment, etc.);
- measures to ensure that individuals from the FDGs are not disadvantaged when applying to a chair position in cases where they have career gaps due to parental or health related leaves or for the care and nurturing of family members; and
- training and development activities related to unconscious bias, equity, diversity and inclusion for administrators and faculty involved in the recruitment and nomination processes for chair positions (acknowledging that research has shown unconscious bias



can have adverse, unintended and negative impacts on the overall success/career of individuals, especially those from the FDGs).

3) Collection of Equity and Diversity Data

Provide a description of:

- the institution's processes and strategies for collecting and protecting data on the FDGs(both applicants to chair positions and successful candidates);
- the institution's strategies for encouraging individuals to self-identify as a member of the FDGs; and
- an example of the institution's self-identification form as an appendix.

4) Retention and Inclusivity

Provide a description of:

- how the institution provides a supportive and inclusive workplace for all chairholders(including those from the FDGs) and how this is monitored (e.g., survey of chairholders, monitoring why chairholders leave the institution);
- the procedures, policies and supports in place that enable the retention of individuals from the FDGs;
- the process by which the institution manages complaints from its chairholders/faculty related to equity within the program;
- the contact information of an individual or individuals at the institution responsible for addressing any equity concerns/complaints regarding the management of the institution's chair allocations; and
- a mechanism for how concerns/complaints are monitored and addressed, and reported to senior management.