



## 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-chaires.gc.ca](mailto:edi-edi@chairs-chaires.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:  \_\_\_\_\_

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### 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	31	3	**	**
Indigenous peoples	1	0	**	**
Persons with disabilities	4	0	**	**
Visible minorities	15	1	**	**

Number of currently active chairs: \_\_\_\_\_ 9 \_\_\_\_\_

Number of empty chairs: \_\_\_\_\_ 0 \_\_\_\_\_

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):

At the launch of the CRC implementation requiring EDI Action Plans and reporting, Saint Mary's University (SMU) had just completed confirming the appointments of our last 2 CRC positions which had been open. Therefore, since the launch of this process SMU has had no CRC completing a term, and therefore have had no opportunities for an opening, nor any ongoing searches. The next CRC that will be completing a 2nd term (thus providing opportunity for a new search) is in December 2020; however, because SMU lost a Tier II CRC position during the last reallocation exercise, our approved plan to manage the loss dictates this position be not re-filled - rather, a re-fill process will not be implemented until the next CRC completing a 2nd term reaches that time, and that will be in summer of 2022. We do have 1 Tier II CRC completing a first term in 2020, and 2 more completing first terms in 2021, however 2 of these 3 chairs are members of equity groups allowing SMU to meet our equity targets - therefore, our current action plan does not involve retiring CRCs after their first term, but rather allowing chairs to apply for renewal to a second term. Finally, just to reference back to the point above: starting in 2019, our total number of allocated CRC chairs will be 8, rather than 9.

## **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:

Given the extended timeline (2022) that we are afforded before our next CRC replacement as outlined in section A.2 above, we have sufficient time before undertaking and completing our Employment Systems Review, Comparative Review, and Environmental Scan. These will all be undertaken to ensure a timely ability to enact course correcting with respect to our Action Plan well in advance of the next CRC nomination.

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

Refer to answer to B.1.



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

Refer to answer to B.1.

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):

A call for expressions of interest in participating in a consultation to help us develop our equity, diversity, and inclusion Action Plan went out to all faculty members in November 2017. This invitation also indicated the need to have a diverse group made up of members of the four designated groups. Following that call, two specific consultation sessions were arranged in which all research faculty were again invited to participate - at these sessions, a majority of our Canada Research Chairs participated, along with many other faculty members. These sessions included faculty members for which there was at least one representative from each of the four designated groups participating in the discussions. The sessions were facilitated by the Saint Mary's University Diversity and Inclusion Advisor, and had the participation of faculty members who conduct research on gender/equity issues, and on workplace equity issues. Input was also solicited and received both by email, and through one of our biannual Graduate Studies and Research Faculty Council town hall meetings. Discussions on our Action Plan remain ongoing as we enter calendar 2019, since we are currently engaged in broad consultations surrounding renewal of the university Academic Plan and Strategic Research Plan. Acknowledging that SMU has time before we are afforded the opportunity to engage in a search for a new CRC, we anticipate further updates and refinements to our Action Plan prior to 2022 when we reach this stage, with these updates following from these additional broad consultations.

## 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.

<b>Key Objective 1:</b> <b>Enhance diversity and inclusion within the Strategic Research Plan</b>
Corresponding actions:
Provide opportunities to engage diverse faculty in the development/renewal of the Strategic Research Plan.
Consider and identify major themes in the Strategic Research Plan renewal



process that may assist in increasing the diversity of applicants.
<b>Indicator(s):</b>
<ul style="list-style-type: none"><li>• Number of faculty participating in strategic discussions on research for renewal of the SRP</li><li>• Number of departments represented in the strategic discussions on research for renewal of the SRP</li><li>• Specific identification of EDI as driving choice of major themes in the renewed SRP</li></ul>
<b>Progress:</b>
The consultations for the renewal of the SMU Strategic Research Plan launched in late October 2018, with the implementation of a 12 week online platform to engage all SMU faculty into a strategic discussion on research started on Dec. 7, 2018. This online platform utilizes a novel (tested) tool used in social sciences to assess opinion and experience – this is the SenseMaker tool (and we have partnered with CognitiveEdge). This process is about one year later than originally planned because of the timing of having both a new Vice-President Academic and Research and a new Associate Vice-President Research during the 2017-18 academic year; however, the renewal consultations are now underway, and will proceed through to a completion by April 2019.
<b>Next steps:</b>
Complete the current process of consultations and renew the Strategic Research Plan.
<b>Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):</b>

<b>Key Objective 2:</b>
<b>Maintain a barrier-free environment that supports a diverse and inclusive workforce.</b>
<b>Corresponding actions:</b>
Communicate equity and diversity objectives to all faculty, administrators and students.
Review existing policies and practices to ensure barrier-free hiring process and work environment, promoting equity and diversity objectives.
<b>Indicator(s):</b>
<ul style="list-style-type: none"><li>• The number of positive (new) actions taken to maintain environment.</li><li>• The number of attendees at seminar events designed to communicate SMU EDI objectives.</li><li>• Feedback received during meetings regarding the environment.</li><li>• Results of the Employment Systems Review (ESR) for the CRC program, once that is completed.</li></ul>
<b>Progress:</b>
The overall university equity and diversity objectives for faculty members at SMU are currently outlined in the Collective Agreement between SMU and our faculty union – specifically in Article 10.4 “ <i>Positive action to improve the employment of women, aboriginal peoples, visible minorities, and people with disabilities</i> ”. These overall objectives have reported on via different methods: the annual



“10.4 Report to Senate” reports on the positive actions to recruit and retain faculty members from the four designated groups (the last report to Senate was on Dec. 14, 2018); through our now-established Equity and Diversity Seminar Series; through faculty departmental meetings, faculty union meetings, and staff team meetings. Related, as a step toward reviewing practices to ensure a barrier-free environment, early in 2018 the SMU President established the President’s Ad-hoc Committee on Racism on Campus.

Next steps:

- complete the ESR for the research chairs program.

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

**Key Objective 3:**

**Ensure an open, fair and transparent recruitment process for upcoming vacancies in Canada Research Chairs.**

Corresponding actions:

Establish clear criteria that will be used to determine whether a Chair will be submitted for renewal to the program and to communicate these to chairholders at the beginning of their terms.

Create an online guide to explain the Canada Research Chairs nomination process.

Develop a strategy to identify and actively recruit members of designated groups.

Implement safeguards within the recruitment and nomination processes to ensure that individuals with career interruptions are not unfairly disadvantaged. Possible safeguards include:

- acknowledging within its chairholder job postings that it understands the potential impact that legitimate career interruptions can have on a candidate’s record of research achievement;
- encouraging potential candidates to explain within their application to a chairholder position the impact that career interruptions have had on their record;
- allowing potential candidates to submit a full career or extended CV to a chairholder position in cases where they have had career interruptions;
- sensitizing and instructing selection committees to carefully consider the impact of career interruptions on a potential candidate’s record; and limiting the potential negative impact of unconscious bias.

Indicator(s):

- Feedback received on usefulness of the guide received by units using the guide for a nomination process.
- The number of applicants that self-identify during a recruitment process

Progress:

These aspects have not yet been implemented. Our initial Action Plan specified these items were to be completed by June 2019; however, given the context outlined above in section A.2 wherein we now know our next CRC replacement will not occur until 2022, we can provide ourselves a longer timeline to complete these objectives, if needed.

Next steps:



Begin working on the described guide.
Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):

<b>Key Objective 4:</b> <b>Utilize best practices to improve the recruitment of underrepresented faculty.</b>
<b>Corresponding actions:</b> Ensure a diverse search committee that contains representation from members of the designated groups. Provide mandatory training on equity, diversity and bias to all members of the search committee. Ensure job posting includes a commitment to diversity statement. Promote and encourage CRC on-line Bias Training search committee. Ensure job posting is inclusive and contains unbiased, ungendered language. Ensure job postings are advertised widely, including internationally and to professional societies and associations of designated groups and relevant industry and research organizations. Collect and analyze self-identification data on the participation of individuals from the four designated groups within: <ul style="list-style-type: none"><li>the applicant pool</li><li>active chairholders</li></ul>
<b>Indicator(s):</b> <ul style="list-style-type: none"><li>The number of CRC search committee members who self-identify as belong to one of the four designated groups.</li><li>The number of faculty members who complete equity training.</li><li>The number of CRC job postings that include the appropriate equity statement.</li><li>The number of CRC job postings that include ungendered language.</li><li>The number of sites where CRC positions are advertised.</li><li>The number of applicants who return the self-identification questionnaire.</li><li>The number of CRC chairholders who return the self-identification questionnaire.</li></ul>
<b>Progress:</b> The university currently has a 78% self-identification response rate. We are currently updating the university self-identification forms, and will run a campus wide self-identification campaign in 2019. Approximately 60 faculty members have undergone the equity and Diversity training to date. All areas of the University are now encouraged include an equity statement, ungendered language as well as diversity criteria in all job postings.



Note again that our initial Action Plan specified these items were to be completed by 2020, the time of our then-planned next CRC replacement. However, given the context outlined above in section A.2 wherein we now know our next CRC replacement will not occur until 2022, we can provide ourselves a longer timeline to complete these objectives, if needed.

**Next steps:**

The university Equity and Diversity training will continue to be provided on an ongoing basis in order to increase the number of faculty trained ahead of the next CRC nomination process.

Conduct the campus-wide self-identification campaign.

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

**Key Objective 5:**

Corresponding actions:

Indicator(s):

Progress:

Next steps:

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

**Key Objective 6:**



Corresponding actions:
Indicator(s):
Progress:
Next steps:
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):



## **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-chaires.gc.ca](mailto:edi-edi@chairs-chaires.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-chaires.gc.ca](mailto:edi-edi@chairs-chaires.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.