

## TABLE OF CONTENTS

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

### Important Note

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

Please note that the information you enter in your report is only saved when clicking on the "Save and Next" button at the bottom of the page. Using the browser navigation buttons or the "Continue Later" button at the bottom of the page will not save the information entered on the page. If after clicking "Save and Next" you see a "Page has errors" message in red, near the top of the page, it means that at it Tc-.05 Tc-...000w[ at 631 el2Pagr

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

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

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

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

**Institutional Telephone Number:**

+1 548-889-4122

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

<https://www.wlu.ca/academics/research/research-services/assets/research-services/crc-action-plan.html?ref=academics%2Fresearch%2Fassets%2Fresources%2Fcanada-research-chair-action-plan.html>

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

Yes

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

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

05/30/2022

Rating given to the action plan in most recent review process:

Satisfies

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

Jonathan Newman

In developing their action plans, institutions were required to conduct: 1) an employment systems review; 2) a comparative review; and 3) an environmental scan (see program requirements [here](#)). These assessments were required





Next Steps (indicate specific dates/timelines):

a) Laurier's Institutional EDI Action Plan was approved in Fall 2022 that includes 37 recommendations for the university. The plan will play a critical role in informing the CRC EDI Action Plan and it is expected that updates will be made by late 2023. c) Research facilitators will continue to promote the toolkit at grant workshops for all standard Tri-Agency funding competitions as sections of each workshop are being dedicated to introducing the toolkit and encouraging faculty to engage with it. As part of our next steps, we are currently planning and strategizing to conduct more tailored faculty and departmental outreach activities such as Laurier's Faculty Mentorship Program aimed at increasing awareness about the toolkit and further driving uptake (Winter 2023). d) Based on the aforementioned EDI resources and faculty engagements at Laurier, more gaps have been identified, including the need for a course on EDI in Academic Assessment and a second course on supporting neurodivergent scholars. The course drafts will be reviewed, and feedback will be incorporated in Summer 2023. The EDI in academic adjudication course will be a 3-hour module for scholars serving on committees that adjudicate grants, fellowships, tenure, promotion, academic hiring, editorial boards, peer review, and overseeing graduate admissions. Equally important, the course will benefit scholars involved in academic adjudication processes, staff in research administration and individuals who hold academic leadership positions at Laurier. A third gap identified is EDI in STEM disciplines. The course on EDI in STEM will promote campus dialogue, learning, and action on how systemic inequities shape STEM and how scholars, students, and campus leaders can challenge these inequities. This project will produce a set of EDI informed lab guidelines by Fall 2023. e) Future CRC recruitment committees will continue to engage with the Manager, Talent Acquisition.

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

Yes

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

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

24977

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

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

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

|   | Amount \$ | Source/ Type(cash or in kind) |
|---|-----------|-------------------------------|
| 1 | 0         | 0                             |
| 2 | 0         | 0                             |

**Do you have other key objectives to add?**

Yes

**Key Objective 2**

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

Improved data collection and analysis to make EDI-informed decisions: Although Laurier has collected demographic data for several years, the data has only been analyzed using the principles of the Federal Contractors program. The analysis has not utilized an intersectional approach, and data from casual employee groups such as contract teaching faculty (instructors) remains limited. In conducting the environmental scan, comparative review, and employment systems review, it was difficult to gauge the effectiveness of various EDI initiatives



Corresponding actions undertaken/to be undertaken to address the barriers:

If you haven't

|                        |  |                 |
|------------------------|--|-----------------|
| Corresponding Action 5 | e) Increase the EDI knowledge of the ORS staff as it relates to support for CRC, researchers, and research teams through training. Equip Research Facilitators to better collect qualitative data from CRCs. | In progress     |
| Corresponding Action 6 | N/A  | Not yet started |

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

a) Employment equity survey: 1. New survey developed by working groups for each equity deserving group. 2. Infrastructure in place to allow the survey to be completed/ updated easily online. 3. Response rate of the new survey compared to the previous survey. 4. 100% response rate for CRCs. b) CRC job postings and recruitment: 1. Applicant equity survey response rate for CRC positions. 2. New Applicant Tracking System implemented which invites all applicants for all job postings to self-disclose. 3. Applicant equity survey response rate for all job postings. c) Dimensions pilot self-assessment team development: 1. Number of current or past CRCs engaged in the self-assessment team. 2. A collective development of a protocol for gaining intersectional understanding of the Laurier community, including FDGs and 2SLGBTQIA+. d) Understanding barriers to inclusion experienced by CRCs through the Dimensions Pilot Program: 1. Number of metrics specific to the CRC experience. 2. Number of CRCs who participate in providing data. e) Increase EDI knowledge of ORS staff: 1. 100% of Research Facilitators trained to conduct interviews with CRC's during their yearly meetings (using the newly developed interview instrument). 2. Interviews conducted with all CRCs. 3. Number of comparative analyses performed to identify variations in CRC experiences.

## Outcomes and Impacts made during the reporting period:

a) The overall full-time employee response rate for Laurier's employment demographic survey continues to be in-line with previous response rates (around 83%), including 100% completion rate for current CRCs. The response rate for contract teaching faculty is low (~20%). A pilot was conducted with the Faculty of Social Work and the Wilfrid Laurier University Faculty Association (WLUFA), including an advertising campaign and communications aimed at improving response rates among contract faculty in the Faculty of Social Work. Unfortunately, these interventions did not drive increases in response rates. Human resources is continuing to develop strategies for improving response rates among contract faculty. Laurier's Dimensions Pilot EDI Self-Assessment Team (EDI-SAT) created and distributed the student self-identification form. We are working with Laurier's Institutional Research to produce a preliminary report on survey findings. Data analysis through an intersectional lens and data disaggregation has commenced. b) The applicant equity survey was initially imbedded into CRC job postings in 2018. We are continuing to embed this survey into all CRC Laurier job postings (100% response rate with follow up), as well as all faculty positions including contact teaching positions. Laurier's Applicant Tracking System being used for staff and management hiring has the capability to collect equity data on job applicants. The system is being investigated for use in all faculty hiring. Because of the disciplinary norms across the academy, using the applicant tracking system for faculty hiring will be phased in using pilot areas. c) The EDI-SAT was established in November 2020. The EDI-SAT carried out the institutional scan and assessment alongside developing strategic recommendations as outlined in the Dimensions Pilot Program. The resulting document, the Dimensions Action Plan and Application was submitted in October 2022. It is anticipated that results will be



Corresponding actions undertaken/to be undertaken to address the barriers:

|                        | If you have no action to report, please type 'N/A' in the answer field.  | Progress to date  |
|------------------------|--|---|
| Corresponding action 1 | a) Evaluate and recommend improvements to the WLUFA Full-Time Faculty and Professional Librarians Collective Agreement equity articles and identify systemic barriers to the recruitment and promotion of faculty (including CRCs).  | In progress   |
| Corresponding action 2 | b) Expand the number of units who are using the Diversity Equity Assessment Planning (DEAP) Tool. The DEAP tool provides a framework for units to evaluate their own policies, procedures, and practices through an EDI-lens. It will help units evaluate inclusivity, identify areas for growth in EDI, understand issues of representation within their body of employees and develop interventions to address them. There are also particular dimensions dedicated to the research environment. | Not yet started   |
| Corresponding action 3 | c) Alignment of all CRC policies and procedures with the new CRC guidelines including embedding EDI considerations in CRC allocations, renewals, and advancement.  | Completed   |
| Corresponding action 4 | d) Create a more accessible campus for Laurier faculty, staff, and students with diverse disabilities by fulfilling  | 0008i[(rek17.4(,)-15(h)-2.2( div)11.8 Twe9 .0039 T0 [(to ag6(n)4.( CR)s |

|                           |     |                 |
|---------------------------|-----|-----------------|
| Corresponding Indicator 5 | N/A | Not yet started |
| Corresponding Indicator 6 | N/A | Not yet started |

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

a) Equity articles: 1. Collective agreement updated to reflect contemporary best practices in equitable and inclusive recruitment and promotion practices that are in-line with the CRC requirements. 2. Number of faculty from equity deserving groups at all levels of the institution. b) DEAP tool: 1. Number of units using the DEAP tool. Number of unit specific action plans created through the DEAP tool. c) CRC policies and procedures: 1. Comparative review indicating that all policies are in compliance with CRC policies and procedures. d) Accessibility: 1. 100% of websites compliant with accessibility standards. 2. Number of faculty, staff and students who have completed accessibility training.

**Outcomes and Impacts made during the reporting period:**

a) Recommendations were incorporated into equity articles of the WLUFAs Full-time Faculty and Librarians Collective Agreement in 2020 and it was subsequently identified that guidelines are required for promotion and tenure, including EDI considerations. b) The DEAP tool has not been implemented as other tools are also being considered to aid individual departments in creating their own EDI Strategic Plan as it duplicates tools being developed under the Dimensions Pilot program and the development of Laurier's first EDI Strategic Plan. Numerous EDI Action Plan recommendations support departmental self-assessment and data collection. c) Laurier is continuing to ensure institutional compliance with all CRC policies and procedures d) Due to disruptions caused by the Covid-19 pandemic, Laurier's Accessibility Plan (2016-2019) which met most of its goals was extended to 2022. In preparation for the institutional accessibility plan, Laurier has reviewed and is in the process of reviewing, its Employment Equity Policy and Employment Accommodation Policy, respectively. A major new development has been the release of the draft AODA Post-Secondary Standards recommendations by the Ontario government, which contains 176 recommendations for Post-Secondary educational institutions. Laurier, as part of the Council of Ontario Universities, provided feedback on the draft legislation. The final recommendations were released in Fall/Winter 2022. The government has not provided an update on what the final legislation will include nor a release date. In preparation for the release of the final AODA Post-Secondary Education Standard 12.2, Laurier is currently reviewing the draft legislation.

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

a) Laurier and WLUFAs agreed on requiring all units to create promotion and tenure guidelines in 2022. These guidelines will provide increased clarity and transparency (including EDI considerations) on the tenure and promotion process. To ensure departments have appropriate resources and time to create meaningful guidelines, the deadline for completion is

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

### Key Objective 5

Corresponding actions undertaken/to be undertaken to address the barriers:

If you have no action to report, please type  
'N/A' in the answer field.

Progress to date

Corresponding action 1  
Corresponding action 2  
Corresponding action 3  
Corresponding action 4  
Corresponding action 5  
Corresponding action 6

Not yet started  
Not yet started  
Not yet started  
Not yet started  
Not yet started  
Not yet started

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

### Key Objective 6



Corresponding actions undertaken/to be undertaken to address the barriers:

If you have no action to report, please type  
'N/A' here to

## **Opportunities**

Other than what has been outlined in the section above, outline any opportunities or successes regarding the implementation of the EDI action plan, as well as best practices that have been discovered to date. (limit: 5100 characters):

- a. Laurier hired an inaugural EDI Data Specialist who will coordinate the collection, maintenance,

**PART C: Reporting on EDI Stipend objectives not accounted for in Part A****Additional Objectives (if applicable)**

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

**EDI Stipend Objective 2**

EDI Stipend **Objective 3**

EDI Stipend **Objective 4**

EDI Stipend **Objective 5**

EDI Stipend **Objective 6**

**Part D:** Engagement with individuals from underrepresented groups

Outline how the institution has engaged with underrepresented groups: e.g., racialized individuals, Indigenous Peoples, persons with disabilities, women, 2SLGBTQIA+ individuals,

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

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

