

**CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND
INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT**

Key Objective 1

Brief description of S.M.A.R.T. Key Objective 1:

Creating a more inclusive environment at Laurier will lead to a more inclusive environment for CRCs and their research teams. We recognize that attracting a more diverse workforce alone will not necessarily result in a more inclusive environment, and that retention and advancement are key to maintaining a thriving, equitable and inclusive enviroenvironment. Laurier's Employment Engagement Survey, employment systems review, and

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

a) AVP: EDI:

1. Hiring of AVP: EDI.
2. Number of consultations by the Senior Advisor EDI.

b) EDI Training:

1. 100% of CRC candidate committees include a trained EDI Champion.
2. 100% of decision makers trained.

c) Researchers Toolkit:

1. Number of researchers who have used the toolkit tailored to researchers in embedding EDI-informed practices into their research teams and research practices.

d) Recruitment Toolkit:

1. Number of researchers who have used the toolkit tailored to faculty in embedding EDI into their recruitment, assessment, and promotion practices.

e) Strategic Recruitment Consultant:

1. Number of candidate recruitments that engaged the Consultant.
2. Embedding best practices that enhance all aspects of recruitment (job postings and onboarding).
3. Number of equity advocates developed across units/departments within Laurier.

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

- a) Laurier's Senior Advisor: EDI role was elevated to Associate Vice-President: EDI (AVP: EDI). Prof. Barrington Walker was successfully recruited and joined Laurier in January 2020 as AVP: EDI.

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Specialist will be collaborating with the Office of Research Services, faculty with relevant expertise, and Teaching and Learning to create an EDI Dialogues series (starting Fall 2021) for faculty that facilitates ongoing focused discussions of the issues addressed in the toolkit.

d) Next steps include surveying Chairs and Equity Representatives to see what further improvements can be made to the Recruitment Toolkit (April 2021). The Researchers Toolkit and Recruitment Toolkit will also be reviewed to see if they should be combined or remain separate (Summer 2021).

e) Future CRC recruitment committees will continue to engage with the Recruitment Consultant.

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

How much of the funding was spent on this key objective?

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

Action c) 4 undergraduate research associates and three undergraduate digital design students were hired to build interactive modules on Laurier's MyLearningSpace and to research discipline-specific EDI topics for the Researchers toolkit.

EDI Stipend Impact Rating

Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this key objective:

- Extensive impact (the EDI Stipend had an extensive impact on achieving progress)

Key Objective 2

Brief description of S.M.A.R.T. Key Objective 2:

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 and areas where new initiatives are needed. To better understand what changes will have the most impact, Laurier needs to better understand its environment and systemic barriers to inclusion. This also includes embedding more contemporary data analysis approaches such as intersectional analysis and data disaggregation to deepen our understanding of unique experiences among individual clusters of Laurier's population and the FDGs.

Systemic barriers:

A major systemic barrier identified is Laurier's inability to make evidence-based EDI-informed decisions and effectively assess the impact of various EDI initiatives due to the lack of sufficient data collection and analysis across various clusters of Laurier's institutional population. In the absence of such data and analyses, gaps in understanding policies and programs that could potentially have the greatest impact on EDI will persist.

In response to these barriers, several areas with data deficiencies were identified, including: (1) the lack of equity data on contract faculty and post-doctoral fellows; (2) the lack of data on the experiences of FDGs and 2SLGBTQ+ of the Laurier community; (3) the lack of equity data on CRC applicants during recruitment processes, (4) the lack of knowledge on challenges faced by CRCs (e.g., barriers to their inclusion) and (5) the need to increase the EDI knowledge of Research Facilitators, as they represent the Office of Research Services staff who directly support CRCs.

Corresponding actions undertaken to address the barriers:

a) Develop, expand, implement, and promote a more contempnrcr, nt.7 (n)5.5 ()10.6 (u.1 (r)3)10.6 ()5.5 (a)-3.3 (n)-0.8 c

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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.
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d) The Laurier Dimensions Pilot Program experienced some delays early on (e.g. COVID-19) and therefore, the EDI-SAT has not yet commenced work on assessing the experiences of the CRCs through an intersectional lens.

e) No Challenges.

Next Steps (indicate specific dates/timelines):

a) Continue to work with the union to promote the employment equity survey to Contract Teaching Faculty. This will include additional literature, web resources, and advertising campaigns due to launch in Fall 2021.

b) Some faculty recruitments will be piloted on the applicant tracking system in Fall 2021 with the intention of bringing all faculty recruitment on the system by the end of 2022.

c) The EDI-SAT is actively reaching out to CRCs with the aim of recruiting a CRC representative. The EDI-SAT will launch its Student Sub-Committee collaborating with Student Unions to identify representatives in March 2021. Student representatives are both undergraduate and graduate (i.e. Masters and PhD). In Winter 2021, the EDI-SAT will begin the work of the Dimensions Pilot Program institutional scan leading to the institutional assessment beginning in July 2021. Following the assessment, recommendations will be developed and delivered to Laurier's EDI-SPC and two other EDI-related groups.

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c) No challenges

d) Much of the Accessibility Plan was implemented as planned. There could be further improvements in training uptake for instructors.

Next Steps (indicate specific dates/timelines):

a) In addition to the Collective Agreement updates related to equity in hiring and promotion, Laurier and the union also agreed on requiring all units to create promotion and tenure guidelines by June 20, 2022. These guidelines will provide increased clarity and transparency (including EDI considerations) on the tenure and promotion process.

b) Like other institutional strategic planning exercises, all departments will be asked to respond to the new EDI and Indigenous Strategic Plans by developing their own action plans (2022). These plans may incorporate principles from the DEAP tool or other frameworks.

c) Continue to follow requirements.

d) Laurier is in the process of developing a new Accessibility Plan (2021-2022). Unlike previous plans, this plan will only cover two years tow-0.009 ()JJ-0

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opportunities. A new AVP: Indigenous Initiatives has been recruited and will start July 1, 2021. The new AVP: Indigenous Initiatives, working with the Director of Indigenous Initiatives, will lead the development of an Indigenization Strategic Plan, expand supports to faculty, and continue to provide advice, support, and expertise to units in achieving their own Indigenization goals. These supports and strategic planning exercises will create a more inclusive environment at tttw Julw seader (t)-6 (e)a(w)-3 -e0T(w)-3.3 Tj-0.001 Tc 0.003 T1.5 -1.21D Td[Ina

PART D. ENGAGEMENT WITH UNDERREPRESENTED GROUPS

*Outline how the institution has engaged with underrepresented groups: e.g. racialized minorities,
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In the launch of the EDI-SAT first major activity – the Student Self Identification Form – open student focus groups were held. To ensure an intersectional lens in developing the Form, diverse focus group participants completed a self-identification form to make sure there was representation of all groups.

