Canada Research Chaires de recherche
Chairs du Canada

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CRCP Institutional EDI Action Plan - Key Objective(s) ☑

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 least one field is missing information. In such an instance, the empty field will have the words "Answer is incomplete" underneath it, in red.

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. Ensure to remove all numbers less than 5 prior to posting on your website in cases where your report includes the representation of individuals from underrepresented groups among your chairholders. This is a requirement of the *Privacy Act*.

Each year, institutions must also 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 iterations of the EDI action plan.

All sections of the form are mandatory (unless otherwise noted).

Contact information

Please complete the fields below.

Name of Institution:

University of Windsor

Contact Name:

Heather Pratt

Position Title:

Executive Director, Research and Innovation Services

Institutional Email:

hpratt@uwindsor.ca

Institutional Telephone Number:

519-253-3000 ext 3917

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):

09/27/2019

Rating given action plan in most recent review process:

Satisfactory

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

K.W. Michael Siu, Vice-President Research and Innovation

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 in order to identify the specific systemic barriers and/or challenges that are faced by individuals from underrepresented groups (e.g. women, persons with disabilities, Indigenous Peoples and racialized minorities, LGBTQ2+ individuals) at the respective institution; institutions were then required to develop key S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) objectives and actions to address them.

Indicate what your institution's key EDI objectives are (up to six) as outlined in the most recent version of your action plan (either the one approved by TIPS or the one currently under review by TIPS), as well as the systemic barriers/challenges identified that these objectives must address. Please note that objectives should be S.M.A.R.T. and include a measurement strategy. List the corresponding actions and indicators (as indicated in your institutional EDI action plan) for each objective, and outline: a) what progress has been made during the reporting period; b) what actions were undertaken; c) the data gathered; and d) indicators used to assess the outcomes and impacts of the actions. Please note that indicators can be both quantitative and qualitative and should be specific. Outline next steps and use the contextual information box to provide any additional information (e.g., course correction, obstacles, lessons learned, etc.) for each objective.

Key Objective 1

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 1:

Ensuring and Maintaining Equitable Targets for Women (CRCs) - Currently, the designated group of Women is well represented within the CRC program at the University of Windsor, and the representation of this designated group among the chairholders will continue to be monitored to ensure we are on track for meeting our targets by 2029. By continuing to monitor any gaps in the designated groups and the termination dates for current CRC positions, proactive recruitment plans to fill these gaps will be established and acted upon. Recruitment plans include advertising in venues that will target specific members of the designated groups and more active encouragement for members of the designated groups to apply. For example, our most recent Tier 2 CRC posting was advertised on the Senior Women Academic Administrators of Canada (SWAAC) network and website.

Systemic barriers -
Please provide a high-level description of the systemic barriers (e.g., summarize what the barriers are and how they were identified):

Because the University of Windsor has the majority of its chairs allocated in NSERC positions, the historical under-representation of women in STEM disciplines is also reflected in our representation of women CRC's at the University of Windsor. The under-representation of women in these fields at times can impede the recruitment of women into open CRC positions. The requirement to base equity target setting on active chairs rather than total chair allocation has made our reporting more accurate to the reality of our Chair utilization.

Corresponding actions undertaken to address the barriers:

Holistic actions impacting this objective include the following: -The Vice President of Research and Innovation (VPRI) and the Executive Director of Research and Innovation have been invited to become members of the President's Council on Diversity and Inclusion (PCDI) to represent better the needs of research and our Canada Research Chairs at the executive level. - Continuing with the VPRI Semi-Annual CRC forum with invited knowledgeable guest speakers to address and provide EDI training for our CRCs. An example of some of the CRC training that has been conducted includes having our Office of Human Rights Equity and Accessibility (OHREA) and the Executive Director of OHREA attend to provide specific training (Employment Equity Training, etc.). - The agenda at the Sem-Annual VPRI forum includes dedicated time to provide our Chairs with updates on EDI practices and broader EDI discussions. - Provided a platform for CRCs to share practices established in their labs with colleagues through the semi-annual VPRI CRC forum and Faculty-wide EDI webinars, panels, and information sessions. - Began creating EDI instructional video resources that have included CRC input. - Initiated and monitoring of projection modelling to aid in determining CRC equity targets required by TIPS to support diversity among chair-holders Objective-specific actions - Launched our annual EDI in Research workshop series designed to increase EDI comprehension and competency amongst faculty members and CRCs. - Revise and standardize all CRC job postings to ensure they are inclusive, encourage equity-deserving groups to apply, and ensure the removal of gendered language. -Standardized job ads include mandatory demonstration and recognition of past EDI initiatives. - Reviewed previous CRC recruitment exercises and created Standard Operating Procedures to ensure that all recruitment processes are clearly defined and are inclusive, accessible, and equitable.

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

- Annual individual meetings with CRCs and the Executive Director of Research & Innovation to collect confidential feedback on EDI-specific topics and their individual chairholder experiences and possible barriers they may be facing. These meetings have provided insightful information that has helped identify potential obstacles that we have been able to further investigate with the goal of removing the barriers for our Chairs and our broader research community. - Quantitative data received from TIPS and in-house reporting tools indicates the percentage of female-identifying chairholders meets current targets. - Conducted a review of all recruitment and retention practices and analyzed them to inform a standardized recruitment and retention Standard Operating Procedure.

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

Holistic progress and outcomes impacting this objective include: -Redesigned and updated CRC transparency pages posted on our website, adding new information and resources in addition to the details required by TIPS -Developed new template for new CRC searches, which has provided stronger inclusive language with the goal of attracting additional members of equity-deserving groups to apply for CRC positions -Working in partnership with our Office of Human Rights, Equity, and Accessibility (OHREA) we have created a database of venues for advertising new CRC job postings in order to attract a more diverse set of applicant -CRCs participate in the VPRI Semiannual forum and one-on-one meetings with the Executive Director Research & Innovation where they were able to provide direct feedback on programming and receive specialized EDI training -Creation of projection modeling tool that will enable our CRC targets to be met and assist with planning and recruitment Objective specific progress and outcomes include: -The current search for Tier 2 Chair has targeted to recruit a black woman in Environmental Engineering. This will be expanding on a broader institutional strategy to recruit 12 black scholars across all disciplines. -Female representation targets were identified and are in the process of being confirmed through our CRC target modelling tool. The plan was been developed in conjunction with recommendations for strategies to be taken for future CRC recruitment that will support the University in meeting our equity targets through 2029 -Revised job posting language to make it more gender-neutral and remove terms likely to discourage women from applying. Inclusion of affirmative language in job postings encouraging women to apply. Holistic progress and outcomes impacting this objective: -Redesigned and updated CRC transparency pages posted on our website, adding new information and resources in addition to the details required by TIPS -Developed new template for new CRC searches, which has provided stronger inclusive language with the goal of attracting additional members of equity-seeking groups to apply for CRC positions -Working in partnership with our Office of Human Rights, Equity, and Accessibility (OHREA) created a database of venues for advertising new CRC job postings in order to attract a more diverse set of applicant -CRCs participate in the VPRI Semiannual forum and annual one-on-one meetings with the Executive Director Research & Innovation where they were able to provide direct feedback on programming and receive specialized EDI training -Creation of projection modeling tool that will enable our CRC targets to be met and assist with planning and recruitment Objective specific progress and outcomes -A current CRC Tier 2 search is targeting to recruit a black woman in Environmental Engineering. This will be expanding on a broader institutional strategy to recruit 12 black scholars across all disciplines. -Female representation targets were identified and are in the process of being confirmed through our CRC modelling tool. The plan was been developed in conjunction with recommendations for strategies to be taken for future CRC recruitment that will support the University in meeting our equity targets through 2029 -Revised job posting language to make it more gender-neutral and remove terms likely to discourage women from applying. Inclusion of affirmative language in job posting encouraging women to apply. -To demonstrate our commitment to EDI we have included EDI requirements for our CRC applicants and have reflected this change in interview scoring grids.

Challenges encountered during the reporting period:

It has been challenging to meet with CRCs and work effectively with them and our own team due to the ongoing pandemic restrictions, although we were able to have 100% virtual participation in the annual meetings with the Executive Director Research and Innovation, and the Semi-Annual VPRI forum was held in February 2022 and was virtually well attended by our Chairs. -Some attitudinal barriers are continuing to be somewhat challenging as we are in the process of broadening the scope of research excellence and reaching out to more diverse candidates, however our EDI education and training approach has been highly effective in addressing some of these attitudinal challenges -The delays in decisions regarding new nominations has been challenging for the nominees, two of whom have now taken faculty positions within the University. The delays in confirming if their nominations have been successful have proven challenging to the nominees as they work to establish their research activities at the University.

Next Steps (indicate specific dates/timelines):

Current CRC recruitment is targeting a Black woman in environmental engineering. This initiative will align with the institutional commitment to recruit and hire 12 black scholars in order to further diversify the professoriate -Continue to monitor current chair-holder perceptions and collect feedback on initiatives for success in EDI programming (ongoing) through both the VPRI Semi-Annual forum and the annual meetings with the Executive Director Research and Innovation.

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:

50000

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

Note this represents the salary paid to a Research Assistant and a Co-op student hired to support the development and implementation of the CRC-EDI Action Plan, and it is impossible to attribute the salary amounts paid to each key objective. A Research Assistant was employed through ORIS to support the implementation of the CRC-EDI Action Plan and has supported the development of several EDI policy reports and briefing notes. Additionally, the Research Assistant supported the development of the equity target modelling tool and continues to support the ongoing EDI workshop planning and delivery. This salary was supported by the CRC-EDI stipend award and was previously supported by the University of Windsor. The CRC-EDI Stipend award also supported the cost of hiring a co-op student to assist with developing EDI training materials and videos that have been provided to our CRC's and the University research community. Note that the salary paid to the personnel hired by ORIS has not been broken down by key objectives, as their time allocation was not tracked. Additionally, EDI training was also provided for personnel within ORIS and our CRC's to support the ongoing EDI education and awareness efforts across campus. Our Research Assistant has supported the review of various EDI grant applications, in particular providing assistance to our CRCs and other faculty members in developing EDI statements for research grant funding applications, i.e. NSERC Discovery Grants.

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)

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	50000	ORIS Personnel Cost, in-kind contribution of time to support CRC EDI AP

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:

Ensuring and Maintaining Equitable Targets for Visible Minorities (CRCs) - Currently, the designated group of Visible Minorities is well represented within the CRC program at the University of Windsor and representation of this designated group among the chairholders will continue to be monitored. The University of Windsor is a very culturally diverse campus, and we are proud of the diversity of our faculty, staff and students. This cultural diversity is also present in the representation of our CRC chairholders. Currently, a Tier 2 CRC search is underway for a Black woman in engineering that aligns with an institutional strategy to recruit and hire 12 black scholars across all disciplines.

Systemic barriers -
Please provide a high-level description of the systemic barriers (e.g., summarize what the barriers are and how they were identified):

Institutional and attitudinal barriers: we have sometimes encountered negative feedback about the concept of targeted searchers, coupled with a lack of understanding of EDI principles. Ongoing education and awareness are crucial to ensure the commitment of all chairholders to recognizing the importance of EDI in research and within the research community. We look to our CRCs to provide leadership within the University research community and to be exemplars in integrating EDI practices and principles in their respective labs and research programs.

Corresponding actions undertaken to address the barriers:

Holistic progress and outcomes: • Redesigned and updated CRC transparency pages, adding new information and resources in addition to required details • In conjunction with the Office of Human Rights, Equity and Accessibility (OHREA) we have created a database of venues for advertising new CRC job postings in order to attract a more diverse set of applicant • CRCs participate in the VPRI Semi-annual forum and one-on-one meetings with the Executive Director Research & Innovation where they are able to provide direct feedback on programming and receive specialized EDI training • Creation of projection modeling tool that will enable our CRC equity targets to be met and provide recommendations to support the planning and recruitment of future chair vacancies • Revised institutional self-identification form in consultation with the Office of Human Rights, Equity and Accessibility (OHREA) Objective-specific progress and outcomes • Creation of a senior leadership position within the University, Vice-President EDI began term June 1, 2021 • Creation of dedicated staff positions to support Anti-Black Racism, including an Anti-Black Racism Strategic Planning Officer and an Anti-Black Racism Special Projects Coordinator • The creation of an Anti-Black Racism Task Force group to provide leadership to address the systemic barriers being encountered by our black faculty, staff and students • The creation of a range of research programs and financial support to address anti-black racism on our campus. This includes the creation of an Anti-Oppressive Pedagogies Teaching and Leadership Chair, Anti-Black Racism Leadership Experience Grants, Anti-Black Racism Teaching and Learning Grants and the Anti-Black Racism Student Leadership Experience Grants and professional development funding to support anti-black racism and anti-oppressive practice programming for staff and faculty • Commitment to recruit 12 new faculty positions for black scholars • Nominated two self-identified visible minorities to CRC positions.

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

Annual individual meetings with CRCs and the Executive Director of Research & Innovation to collect confidential feedback on EDI-specific topics and their individual chair-holder experiences. Quantitative data received from TIPS and in-house reporting tools indicates the percentage of female-identifying chair-holders meets and exceeds our current targets.

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

Annual individual meetings with CRCs and the Executive Director of Research & Innovation to collect confidential feedback on EDI-specific topics and their individual chair-holder experiences. Quantitative data received from TIPS and in-house reporting tools indicates the percentage of female-identifying chair-holders meets and exceeds our current targets. • Lengthen time on upcoming posting to expand reach among diverse groups (from 4 weeks to 6 weeks minimum).

Challenges encountered during the reporting period:

Significant progress continues to be paid to instances of anti-BIPOC racism on campus. Efforts continue to combat attitudinal barriers among chair-holders. It has been challenging to meet with our CRCs due to the ongoing pandemic restrictions and to work effectively with them and our team. Some attitudinal barriers are challenging us in broadening the scope of research excellence and reaching out to more diverse candidates; however, in the recently ratified faculty collective agreement, a broader range of research excellence has been outlined.

Next Steps (indicate specific dates/timelines):

We will compile a mentorship program with recruits to the CRC program, with the goal of initiating the program in Fall 2022.

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

No

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

Note this represents the total salary paid to a Research Assistant and a Co-op student hired to support the development and implementation of the CRC-EDI Action Plan, and it is impossible to attribute the salary amounts paid to each key objective. A Research Assistant was employed through ORIS to support the implementation of the CRC-EDI Action Plan and has supported the development of several EDI policy reports and briefing notes. Additionally, the Research Assistant supported the development of the equity target modelling tool and continues to support the ongoing EDI workshop planning and delivery. This salary was supported by the CRC-EDI stipend award and was previously supported by the University of Windsor funding stipend award. The CRC-EDI Stipend award also supported the cost of hiring a co-op student to assist with developing EDI training materials and videos that have been provided to our CRCs and the University research community. Note that the salary paid to the personnel hired by ORIS has not been broken down by critical objectives, as their time allocation was not tracked. Additionally, EDI training was also provided for personnel within ORIS and our CRCs to support the ongoing EDI education and awareness efforts across campus. An essential investment in training was funding to support ten staff within the Office of Research and Innovation to participate in an EDI Certificate program delivered by the Canadian Association of Research Administration (CARA). This training has supported ORIS personnel in providing more substantial support to our CRCs across all disciplines, particularly in assisting them in developing EDI statements for other research grant funding applications.

Key Objective 3

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 3:

Ensuring and maintaining equitable CRC targets for persons with disabilities, aboriginal peoples, and gender/sexual minorities Due to its small allocation of chairs, the target setting tool does not currently define persons with disabilities or indigenous people as a gap requiring a target. However, UWindsor wishes to approach these targets equitably nonetheless by ensuring that recruitment procedures also reach out to these groups.

Systemic barriers -
Please provide a high-level description of the systemic barriers (e.g., summarize what the barriers are and how they were identified):

Institutional unfamiliarity with best practices in reaching out to targeted groups. • TIPS does not currently require equity target setting for gender/sexual minorities; however, the University of Windsor recognizes gender and sexual minorities as a 5th equity-deserving group. We strongly encourage all CRC applicants to complete the self-identification at the time of application and for all subsequent reporting requirements.

Corresponding actions undertaken to address the barriers:

Worked with OHREA to develop a list of posting outlets to reach a broader and more diverse applicant pool. Worked to better understand equity target setting process and create projections that could be deployed under a number of scenarios.

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

DEAP tool and data from TIPS help us assess where we are in relation to our diversity and inclusion goals to understand where we must go to ensure that we meet and exceed our goals.

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

Holistic progress and outcomes: • Redesigned and updated CRC transparency pages, adding new information and resources in addition to required details • Created a database of venues for advertising new CRC job postings in order to attract a more diverse set of applicants • Creation of projection modeling tool that will enable our CRC targets to be met and assist with planning and recruitment • Revised institutional self-identification form in consultation with the Office of Human Rights, Equity and Accessibility (OHREA) • Attended all TIPS information sessions in order to understand the target setting process • ORIS personnel attended Canadian Council for Diversity and Inclusion (CCDI) Anti-Black Racism webinars and certificate programs. Objective-specific progress and outcomes • Plan ahead during target setting so that if a number of chairs rise above the threshold, we know that a target for a person with a disability will be needed. By planning now, we can incorporate accessibility into our current recruitment planning and make our processes more accessible and thus more attractive to researchers with disabilities.

Challenges encountered during the reporting period:

Encouraging applicants to self-identify has been somewhat challenging. Members of these equity deserving groups are often hesitant to self-identify for fear of retribution, negative treatment, or increased workload due to their self-identification.

Next Steps (indicate specific dates/timelines):

Continue to pursue the equity targets we have set through our recruiting efforts (ongoing).

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

No

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

Note this represents the total salary paid to a Research Assistant and a Co-op student hired to support the development and implementation of the CRC-EDI Action Plan, and it is impossible to attribute the salary amounts paid to each key objective. A Research Assistant was employed through ORIS to support the implementation of the CRC-EDI Action Plan and has supported the development of several EDI policy reports and briefing notes. Additionally, the Research Assistant supported the development of the equity target modelling tool and continues to support the ongoing EDI workshop planning and delivery. This salary was supported by the CRC-EDI stipend award and was previously supported by the University of Windsor funding stipend award. The CRC-EDI Stipend award also supported the cost of hiring a co-op student to assist with the development of EDI training materials and videos that have been provided to our CRCs and the University research community. Note that the salary paid to the personnel hired by ORIS has not been broken down by critical objectives, as their time allocation was not tracked. Additionally, EDI training was also provided for personnel within ORIS and our CRCs to support the ongoing EDI education and awareness efforts across campus. Critical investment in training was funding to support ten staff within the Office of Research and Innovation to participate in an EDI Certificate program delivered by the Canadian Association of Research Administration (CARA). This training has supported ORIS personnel in providing stronger support to our CRCs across all disciplines, particularly in assisting them in developing EDI statements for other research grant funding applications.

Key Objective 4

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 4:

Mandatory Unconscious Bias training for all CRC Search Committee members. Current CRC committee members have received mandatory training.

Systemic barriers -
Please provide a high-level description of the systemic barriers (e.g., summarize what the barriers are and how they were identified):

N/A

Corresponding actions undertaken to address the barriers:

All CRC Search Committee members must complete unconscious bias training and provide their certificate of completion to ORIS to be kept on file. This requirement was included in the recruitment SOPs and approved at the VP Research and Innovation level.

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

Certificates were initially saved in a paper file and later in a digital one to be easily tracked and accessed.

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

Current CRC committee members have received mandatory Unconscious Bias training. This objective has been met for the two CRC searches completed in the reporting period. Committee members demonstrated their training into practice during their deliberations.

Challenges encountered during the reporting period:

No challenges were encountered for this objective – search committee members were happy to take this step towards more equitable recruiting practices.

Next Steps (indicate specific dates/timelines):

Future CRC committee members will be required to take the mandatory Unconscious Bias training.

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

No

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

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 5:

Mandatory employment equity training for all CRC Search Committee members and is also required for all members of any new faculty position appointment committees. This employment equity training is also required for all CRC search committee members that support the recruitment and selection process for chair positions. The Office of Human Rights, Equity & Accessibility (OHREA) offers this Equity Training three times per year to all Equity Assessors, Administrators, and other individuals involved in the recruitment and nomination process. Training can be provided ad hoc throughout the year if required. During this reporting period, our CRCs participated in Employment Equity training at one of our Semi-Annual VPRI forums, and our OHREA office facilitated this training. This goal ensured that the CRC recruitment process followed the same rules and guidelines as recruiting for any other position on campus.

Systemic barriers -
Please provide a high-level description of the systemic barriers (e.g., summarize what the barriers are and how they were identified):

N/A – this training is widely available on campus and is a well-established part of the employment process.

Corresponding actions undertaken to address the barriers:

All CRC Search Committee members were required to complete institutional employment equity training in addition to the Unconcious Bias Training.

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

OHREA tracks the completion of training and makes this data available on request. OHREA provides additional training for Equity Assessors, who are also required to support the search process for all CRC and faculty positions.

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

This objective has been met for the two searches completed in the reporting period and for the search that began towards the end of the period but has not yet been completed. Committee members demonstrated learning into practice during their deliberations.

Challenges encountered during the reporting period:

No challenges were encountered for this objective – most committee members had previously completed employment equity training, and we were able to ensure any new CRC search committee member received the necessary employment equity training prior to the search beginning.

Next Steps (indicate specific dates/timelines):

Continue to ensure that all members of the CRC committee have received employement equity training from OHREA.

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

No

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

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 6:

Use Data to Meet Equity, Diversity, and Inclusion Targets and to Course Correct - The Diversity, Equity Assessment and Planning (DEAP) Tool was introduced in 2017/18 at the University of Windsor to provide a systematic process for the ongoing development of Goals and Objectives to support an equitable, diverse and inclusive workplace. The DEAP tool also provides an opportunity to annually assess a unit's progress as measured against its Goals and Objectives and provides a Report Card annually. The DEAP Tool will assist the University in better understanding the CRCs environment and climate-related to equity, diversity, and inclusion and will be used to develop plans to meet the equity goals that have been developed as part of this Action Plan.

Systemic barriers -
Please provide a high-level description of the systemic barriers (e.g., summarize what the barriers are and how they were identified):

The DEAP tool has been developed to support academic units. Although we have had a specific group established within the tool for our CRCs, many of the goals and objectives required in the annual review and assessment process are irrelevant to our chairs. • Insufficient historical data in some areas. • Low uptake of campus self-declaration forms

Corresponding actions undertaken to address the barriers:

CRCs have been established as a unit within the DEAP tool to facilitate easy reporting and measuring. ORIS has worked with OHREA to improve self-declaration materials.

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

Ran DEAP tool to generate baseline KPI.

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

We have made excellent progress with preparing to gather new metrics, including identifying KPIs we will use to measure progress. We have been strategizing as a team on how to best collect new quantitative and qualitative data on such aspects as the efficacy of seed grants, attitudes towards EDI practices, use of best practices in research settings, and improvement of recruiting practices. Staff have been trained on using the DEAP tool and will continue collaborating with OHREA to measure KPIs. Complete drafting and obtain approval for new CRC SOPs that have been updated for EDI lens. Deploy equity targets as part of several upcoming chair recruitments.

Challenges encountered during the reporting period:

A critical challenge in this area is a lack of historical data which has made assessing the current state of campus-wide EDI situation challenging. However, within CRCs we have been able to make good use of data gathered by TIPS to inform decision making on macro scale and plan for reaching targets.

Next Steps (indicate specific dates/timelines):

Continue to devise a strategic plan for the collection of data to analyze the research ecosystem at UWindsor.

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

No

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

Note this represents the total salary paid to a Research Assistant and a Co-op student hired to support the development and implementation of the CRC-EDI Action Plan, and it is impossible to attribute the salary amounts paid to each key objective. A Research Assistant was employed through ORIS to support the implementation of the CRC-EDI Action Plan and has supported the development of several EDI policy reports and briefing notes. Additionally, the Research Assistant supported the development of the equity target modelling tool and continues to support the ongoing EDI workshop planning and delivery. This salary was supported by the CRC-EDI stipend award and was previously supported by the University of Windsor funding stipend award. The CRC-EDI Stipend award also supported the cost of hiring a co-op student to assist with the development of EDI training materials and videos that have been provided to our CRCs and the University research community. Note that the salary paid to the personnel hired by ORIS has not been broken down by critical objectives, as their time allocation was not tracked. Additionally, EDI training was also provided for personnel within ORIS and our CRCs to support the ongoing EDI education and awareness efforts across campus. Critical investment in training was funding to support ten staff within the Office of Research and Innovation to participate in an EDI Certificate program delivered by the Canadian Association of Research Administration (CARA). This training has supported ORIS personnel in providing stronger support to our CRCs across all disciplines, particularly in assisting them in developing EDI statements for other research grant funding applications.

Challenges and Opportunities

Other than what has been outlined in the section above, outline any challenges and opportunities or successes regarding the implementation of the EDI action plan, as well as best practices that have been discovered to date. If COVID-19 has had an impact on the implementation of the institution's action plan, please outline how below. How has or will the institution address these challenges and opportunities? (limit: 5100 characters):

Challenges Chairholders continue to be frustrated by the lack of funded extensions to CRC terms impacted by COVID. Women in Tier 2 positions who are emerging researchers with young families are experiencing significant challenges with accomplishing their goals as they balance their children's needs with their research, especially in fields where they are about to lose the second season of fieldwork. While the non-funded extensions offered are useful, funded extensions would provide the necessary support to overcome the barriers that early-career women in research roles are specifically facing due to the COVID-19 pandemic. Our Chairs are particularly concerned about whether they will be able to renew their CRCs, given the possibility of lost research time and missed milestones. We call on program managers at TIPS to ensure that CRCs are treated equitably relative to their colleagues with other Tri-Agency grants. Opportunities - While recent racially charged events on the UWindsor campus have been disturbing and upsetting, they have spurred a much-needed conversation and action regarding race and equity on campus and increased awareness. Due partly to these events, UWindsor has recently established four new funded research, teaching, and learning grant programs designed to increase knowledge around Anti-Black Racism and help equip our campus with new tools and methods for combating it. The University has also appointed the inaugural Vice President for Equity, Diversity, and Inclusion (which began in June 2021), and ORIS looks forward to working with him on strengthening EDI initiatives to support our CRCs and, more broadly, the research enterprise at the University of Windsor. During this period, synergies developed between Office and Research and Innovation Services and campus resources, such as the newly created position of Vice President of Equity Diversity and Inclusion.

Reporting on EDI Stipend objectives not accounted for in Part A

Instructions:

- Institutions with EDI Action Plans, use this section to report on EDI Stipend objectives that are not accounted for in Section A.
- Institutions without EDI Action Plans, use this section to report on EDI Stipend objectives.

Objectives associated with your institution's EDI Stipend application

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 1

Indicate the S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) objective(s) towards which this funding has been directed:

To support the ongoing CRC-EDI Action Plan implementation activities, the preparation of EDI reporting and data collection as required. One of the EDI officers will attend EDI training through the Rotman School of Management. Through this training, the EDI officer will be able to engage and inspire CRCs, Research Coordinators, Faculty and Staff in diversity and inclusion. Data-driven and expert-informed practices will be implemented in ORIS. The proposed position will develop modeling tools to support the planning for future CRC positions and provide data and support information to assist senior management in meeting the 2029 CRC-EDI targets. EDI officers will continue to Implement and evaluate the CRC action plan.

Indicator(s): Describe indicators, as presented in the EDI Stipend application, and how they are calculated.

Performance Indicators will include developing a long-term recruitment and renewal plan to support the institution in achieving the 2029 CRC EDI targets. Successful implementation and continuation of implementing the EDI action plan.

Progress: Describe results observed, including indicator results, outcomes, impacts. Include timelines (start and end dates).

The EDI research assistant has developed a flexible modelling tool and continues to monitor the data to support the strategic planning and recruitment of new Canada Research Chairs for the University.

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective: 0

Institutional commitment (if applicable): 50000

Total funds spent:

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

	Amount $	Source / Type (cash or in-kind)
1	50000	Research Assistants salary, EDI training and dissemination activities
2	0	

Table C2. EDI Stipend Impact Rating
Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this objective as identified in your application, for the reporting period:

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

Provide a high level summary of how the stipend was used:

While we did not receive an EDI stipend award in the reporting period, the University of Windsor continued to support the salary of EDI research assistants to continue to support EDI best practices and training activities with our CRC's and personnel within the Office of Research and Innovation Services.

Do you have other objectives to add?

Yes

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

Indicate the S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and
timely) objective(s) towards which this funding has been directed:

First, Leadership and EDI training will be provided through Humber College to participate in Fairness & Productive
Dialogue. This training will allow the ORIS office to cultivate leadership mindfulness and develop techniques to practice
fairness in decision-making. This certificate will be completed by two of our Research Coordinators and the Executive
Director of Research and Innovation Services. Second, Leadership and EDI training will be provided through Seneca
College to participate in Diversity and First Nations. This training will allow the ORIS office to align with the Truth and
Reconciliation Commission and the University of Windsor principals of Indigenous Education. This training will help us
identify and examine issues in diversity while furthering our understanding of the group affected and strategies that can
empower the CRCs and personnel within the ORIS Office. This certificate will be completed by two of our Research
Coordinators and the Executive Director of Research and Innovation Services. Lastly, Leadership and EDI Training will be
provided through the Rotman School of Management to participate in Inclusion by design. This training will offer hands-
on experience with designing initiatives that work and develop a greater understanding regarding the design,
implementation and evaluation of diversity and inclusion initiatives. Our EDI Officer will complete this certificate. These
EDI training programs will support the ongoing development of policies and practices to support the continued
implementation and monitoring of the CRC-EDI action plan. The knowledge will be transferred from our EDI experts to
the rest of the ORIS office to achieve this and provide exceptional EDI support to our CRCs.

Indicator(s): Describe indicators, as presented in the EDI Stipend application, and how they
are calculated.

Successful completion of the Humber College, Seneca College, and Rotman School of management certificate programs
will ensure effective EDI training of personnel responsible for managing the CRC program at the University. Attending
these professional development training will benefit the ORIS staff and personnel and have a lasting impact on Canada
Research Chairs, faculty, and students.

Progress: Describe results observed, including indicator results, outcomes,
impacts. Include timelines (start and end dates).

Training opportunities have been identified, and staff have been registered and are in the process of completion.

Outline the total expenditures below:

Institutional commitment (if applicable):   1241

Total funds spent:

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

	Amount $	Source / Type (cash or in-kind)
1	1241	cash
2	0	

Table C2. EDI Stipend Impact Rating

Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this objective as identified in your application, for the reporting period:

Major impact (the EDI Stipend had a major impact on achieving progress)

Provide a high level summary of how the stipend was used:

A staff member is currently completing a CCDI EDI certificate program.

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 minorities, Indigenous Peoples, persons with disabilities, women, LGBTQ2+ individuals, during the implementation of the action plan (during the reporting period), including how they have been involved in identifying and implementing any course corrections/adjustments, if applicable. For example, how was feedback gathered on whether the measures being implemented are resulting in a more inclusive research environment for chairholders of underrepresented groups? How has intersectionality been considered in developing and implementing the plan (if applicable)? Have new gaps been identified? How will members of underrepresented groups continue to be engaged? (limit: 10 200 characters)

The University created the CRC-EDI Action Plan Committee, jointly chaired by the Vice-President of Research and Innovation and the Provost. Additionally, the University has made significant investments to support the identification of systemic barriers that are present to our black faculty, staff and students. These initiatives include the following: • Creation of a senior leadership position within the University, Vice-President EDI, which began a term on June 1, 2021, • Creation of dedicated staff positions to support Anti-Black Racism, including an Anti-Black Racism Strategic Planning Officer and an Anti-Black Racism Special Projects Coordinator • The creation of an Anti- Black Racism Task Force group to provide leadership to address the systemic barriers being encountered by our black faculty, staff, and students • The creation of a range of research programs and financial support to address anti-black racism on our campus. This includes the creation of an Anti-Oppressive Pedagogies Teaching and Leadership Chair, Anti-Black Racism Leadership Experience Grants, Anti-Black Racism Teaching and Learning Grants, and the Anti-Black Racism Student Leadership Experience Grants and professional development funding to support anti-black racism and anti-oppressive practice programming for staff and faculty • Commitment to recruit 12 new faculty positions for black scholars.

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)

The University of Windsor has taken significant action during the reporting period to build EDI practices on an institutional level. First and foremost, UWindsor has appointed Dr. Clinton Beckford as its first Vice President for Equity, Diversity and Inclusion https://www.uwindsor.ca/dailynews/tags/clinton-beckford. Dr. Beckford has previously held the post of Associate Dean for teacher education in the Faculty of Education, is the Coordinator for the Global Community Engagement Program (GCEP) and leader of International Service-learning (Jamaica, Tanzania). In his new role, which he fills in an acting capacity for the next two years, he will provide guidance, advocacy, insight, and leadership as the University works toward a Senate-governed leadership role at the vice-president level. Dr. Beckford will lead a process to establish bylaws for the permanent position. Additionally, the Office of the President has established an Anti-Black Racism Task Force, headed up by Anti-Black Racism Strategic Planning Officer Marium Tolson-Murthy, who has deployed two of the four new research programs that have been created to address Anti-Black Racism on campus and in the community: a student leadership experience grant, and a Teaching and Learning Chair, to which Andrew Allen, Faculty of Education, has been appointed for a two-year term https://www.uwindsor.ca/dailynews/2021-03-30/anti-racism-pedagogies-teaching leadership-chair-announced. Dr. Allen's Chair position will be supported in the same ways outlined in the CRC EDI Action Plan, which has quickly become a blueprint for all internal and externally funded chair positions on campus. The Anti-Black Racism Task Force is also supported by Jeremiah Bowers, a former UWindsor student body president who was hired as a special projects coordinator. At the institutional level, a campus-wide review of all EDI practices and policies is underway, led by the Office of the President and the President's Committee on Diversity and Inclusion (PCDI). The VPRI and Executive Director, Research and Innovation, have both been invited to become members of this Presidential committee which previously had no representation from Research and Innovation. Within the Office of the VPRI, an award has been established to recognize student leaders in EDI practices. This year, the award recognized four outstanding students who have been demonstrating exceptional leadership in creating a more inclusive and equitable research community.

Before submitting your report, please ensure that your responses are complete. You will not be able to edit the information after it is submitted.

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