



INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION ACTION PLAN: PROGRESS REPORT

Institution: University of Saskatchewan

Contact name and information:

Laura Zink, Director, Strategic Research Initiatives, laura.zink@usask.ca, 306-966-1778

Instructions

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

Equity, Diversity and Inclusion Recognition

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

Yes: _____ No: X

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	6	*	*
Indigenous peoples	1	0	*	*
Persons with disabilities	4	1	*	*
Visible minorities	15	3	*	*

** In keeping with the Privacy Act, numbers lower than 5 were removed to protect the privacy of chairholders.*

Number of currently active chairs: 19

Number of empty chairs: 15 (18 Tier 2 equivalence)

Number of chairs currently under peer review: 3

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

In December 2018, recruitment began for the following seven chairs:
CRC Tier 1 Searches:

- College of Arts & Science, Department of Physics & Engineering Physics - Space Environment Physics



- College of Engineering - Imaging and Artificial Intelligence: Unlocking the potential of imaging data
- College of Medicine - Cancer Genomics and Systems Biology
- College of Pharmacy & Nutrition - Agri-foods for Nutrition and Health
- College of Arts & Science, Department of History - Health and Social Justice

CRC Tier 2 Searches:

- College of Engineering- Incorporating Social and Culture Decision Making in Engineering Design
- College of Medicine - Developmental Origins of Health and Disease in Indigenous People

As of November 2018, one recruitment process is continuing for the following:

CRC Tier 2 Search:

- College of Engineering – Technology Solutions for Energy Security in Remote, Northern, and Indigenous Communities

The CRC Oversight Committee has approved four additional theme areas, formal searches to be launched in 2019 for the following:

- Interactive Technologies
- Infectious Diseases
- Indigenous Storytelling
- Remote Sensing

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):

An employment systems review was initiated by Human Resources in January 2017. The university’s Human Resources policies, processes, and practices were evaluated using an equity and diversity lens. The purpose of the review was to identify and eliminate barriers to the FDGs, and to ensure consistent, fair and equitable policies, processes and practices in all aspects of the employee life cycle.

Key findings from the review included:

- Provide opportunities for people leaders, faculty, and staff to experience diversity and participate in training and educational workshops focused on the importance of equity, diversity and inclusion in the workplace



- Support people leaders in applying sound practices/policies in a way that does not reflect biases
- Educate people leaders on unconscious bias, discrimination and harassment, and how to have difficult conversations
- Support people leaders in understanding their roles and how they can support employees, especially those from the FDGs
- Educate people leaders and employees on the university's duty to accommodate and medical accommodation guidelines
- Create a campus-wide recruitment strategy that includes realistic target goals for increasing representation of the FDGs among people leaders, faculty, and staff
- Create more inclusive merit/awards processes for faculty and staff to ensure that all individuals, especially those from the FDGs, are evaluated fairly and equitably and are recognized for their contributions, traditional and non-traditional, to their college/department/unit, the university, and/or the external community (e.g. Indigenous community)
- Create standard guidelines and templates for recruitment, onboarding, career engagement, and other processes to ensure consistency campus-wide of fair and equitable practices

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

The faculty collective agreement ensures safeguards are in place for equitable assignment of duties, and provides a mechanism for redress (Article 7.0). In addition, the CRC Oversight Committee sets and monitors minimum support for CRC Chairholders.

In 2016, the university established a minimum package for CRC Chairholder support. This includes a minimum of \$40,000 HQP support per year, stipends (between \$5,000 to \$15,000 for Tier 2 CRC, \$15,000 to \$25,000 for Tier 1 CRC). In addition, all chairs are provided with dedicated research time (teaching release).

The Vice Provost Faculty Relations monitors and approves all starting salaries.

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

An environmental scan to gauge the health of the institution's current workplace environment is done every two years via an Employee Engagement Survey (EES). Self-identification rates for faculty in 2018 remain consistent with the 2017 data. The 2017 results showed employee participation among equity members, based on self-identification status, was representative to the overall population. A stated goal for the 2019 survey is to increase the number of faculty and staff who self-identify, and likewise, increase participation in the survey. A number of strategies to achieve this goal are currently being considered including, but not limited to:

- Self-identification campaign to increase the number of those who self-identify
- Marketing campaign related to the EES itself to increase participation in the survey



The impact the environment may be having on the institution's ability to meet its equity, diversity, and inclusion objectives and measures is assessed through engagement and enablement scores on the EES. The 2017 results revealed that engagement and enablement scores varied among the FDGs with some being above the overall university scores and some below. A stated goal for 2019 is to increase both scores across all FDGs. Strategies to achieve this goal include, but are not limited to:

- More visible executive sponsorship to increase the profile of the survey
- Intentional debriefs with academic and administrative leaders to discuss the results of the EES specifically in relation to EDI objectives and measures

The next EES will be conducted in March 2019.

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

The Office of the Vice-Provost Faculty Relations, the Office of the Vice-President Research, Strategic Research Initiatives, and Human Resources worked collaboratively on drafting the 2017 CRC Equity, Diversity, and Inclusion Action Plan. The final plan was approved by the Oversight Committee, and progress on the plan remains a standing action item for the committee. In addition, all of the university's Canada Research Chairs were invited to provide feedback and input via group or one-on-one meetings.

Ongoing consultations continue to take place in 2018 to give individuals involved in the CRC process an opportunity to provide feedback and suggestions on best practice for CRC recruitment, nomination and onboarding processes, and to inform the CRC progress update and revisions to the 2017 equity, diversity and inclusion action plan. Individuals consulted include:

- Director and Chief Leadership Development Officer, Human Resources, whose portfolio oversees equity, diversity and inclusion
- Indigenous Recruitment Specialist, Human Resources, who supports CRC searches as the equity, diversity and inclusion expert
- Current CRCs
- Senior researchers and leaders from the FDGs to share their experience both as search committee members or candidates
- Deans, Associate Deans of Research, and Department Heads involved in or leading CRC searches



PART C: Objectives, Indicators and Actions

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

Key Objective 1: Meet or exceed our equity targets for the Canada Research Chair Program through oversight and management of Canada Research Chair allocations.
Corresponding actions: 1.1 Ensure the university meets its equity targets by December 2019. 1.2 All CRC postings include a statement about USask commitment to diversity, inclusion, and equity. 1.3 Continuous review of CRC allocation, recruitment, and renewal practices ensure open and transparent practices, and that decision-makers have support to meet institutional commitments for diversity, inclusion, and equity. 1.4 Senior leaders will continue to facilitate, identify, and reduce barriers core to research, including collaboration and interdisciplinary approaches.
Indicator(s): Targets are met, gaps are eliminated.
Progress: 1.1 Targets reviewed in November 2018, current seven recruitments are focused on addressing gaps. 1.2 Beginning in November 2017, all CRC postings include a statement about USask commitment to diversity, inclusion, and equity. 1.3 The Oversight Committee annually reviews progress toward the action plan and makes adjustments as needed. The committee also reviews searches and candidates to ensure that processes and procedures including equity considerations are being addressed. 1.4 CRC Searches require formal engagement of the Dean and Associate Dean of Research, ensuring colleges are involved in identifying and reducing barriers.
Next steps: 1.1 Continue targeted recruitment efforts. 1.2 None, action fulfilled. 1.3 None, processes in place. 1.4 Led by senior leaders, ensure standards of performance for merit, promotion and tenure take into account diversity issues that impact career progression.
Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words): Vice Provost Indigenous Engagement is leading a review process to ensure community-engaged research is incorporated into tenure, promotion, and merit standards.

Key Objective 2: System-wide initiatives to support and enhance equity and diversity, including institutional diversity and inclusion action plan, college and unit level plans, systematic reduction of identified barriers, and low to zero rate of emerging barriers.
Corresponding actions: 2.1 Develop an institutional Diversity and Inclusion Action Plan in consultation with key stakeholders across campus, including members from the FDGs. 2.2 Provide support to the development of diversity strategies in the 2018-2025 University Plan and College and Unit plans. 2.3 Implement actions to reduce barriers identified in employment systems review to ensure diversity, inclusion, and equity is embraced in our practices and processes.



2.4 Promote the benefits of diversity at the institution.
Indicator(s): Change in representation of the FDGs in the faculty and graduate student complements and in leadership positions.
Progress: 2.1 Working committee established to develop an institutional equity, diversity, and inclusion plan. Work plan in development. 2.2 University Plan 2025 launched October 2018 2.2 As an example, a Diversity and Inclusion Working Group has been established in the College of Medicine (https://medicine.usask.ca/about-us/diversity-and-inclusion.php). 2.3 Actions to reduce identified barriers in employment systems review implemented. 2.4 Equity, Diversity, and Inclusion awareness campaigns in 2018 included: <ul style="list-style-type: none"> o Buffalo Circle o Institutional Working Group o University's 2025 Strategic Plan 2.4 EDI Recruitment Toolkit piloted with current CRC Search committees.
Next steps: 2.1 Working group consultations beginning January 2019. 2.2 HR Strategic Business advisors encourage and support best practices for recruiting diversity candidates in faculty, staff, and senior admin searches. 2.3 Next employment systems review in December 2019. 2.4 Led by the President and supported by Human Resources, the business case for diversity will become more integrated in the university's conversation around diversity, inclusion, and equity.
Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words): Ongoing consultations have identified shortfalls in the university's onboarding processes. Institutional programs and supports will be developed over the next year to address.

Key Objective 3: Supplement existing data collection and reporting mechanisms to ensure collection of equity and diversity data.
Corresponding actions: 3.1 Improve employment-related data gathering and reporting to inform institutional practices and strategies. 3.2 Maintain and report a regularly updated calculation of the gap between current CRC demographic and target. 3.3 Maintain data on supports provided to chairholders. 3.4 Ensure chairholders are aware of complaints mechanism for identifying and reporting equity concerns at each annual CRC forum (November). 3.5 Report annually to the CRC Oversight Committee on number and nature of complaints regarding diversity, inclusion, and equity and how they were addressed. 3.6 Annual public reporting on our progress toward achieving these actions.
Indicator(s): Consistent data definitions in place increase in self-identification of USask employees.
Progress: 3.1 Established processes and procedures to ensure robust data related to EDI including a review of data definitions, launching a campaign for Self-ID, and formalizing reporting. 3.2 Search committees report on FDG self-identifications at each stage of search to the CRC Oversight Committee, which approves a short-list of candidates. Overall update provided annually in November.



- 3.2 All current CRC Chairholders have participated in our Self-ID equity survey.
- 3.2 Any gap between current demographic and targets is reported to the Oversight and Advisory Committees annually in November.
- 3.3 Data on supports provided to chairholders maintained.
- 3.4 A complaints mechanism is available to all employees on the Human Resources website.
 - o Mechanism includes anonymous complaints option.
 - o This information was shared with current chairholders and will be made available to new chairholders.
- 3.5 The number and nature of complaints for all employees are reported annually to the Associate Vice-President, People and Resources.
- 3.5 The number and nature of complaints for CRC chairholders are reported annually to the Oversight Committee since 2017.
- 3.6 This progress report is the first of our annual public reporting.

Next steps:

- 3.1 The university's next Employee Engagement Survey is scheduled for March 2019.
- 3.1 The university is undertaking an awareness campaign related to data definitions and value of self-identification.
- 3.2 None, action completed.
- 3.3 None, action completed.
- 3.4 Continue current practice of informing chairholders of the complaints mechanism for identifying and reporting equity concerns at each annual CRC forum (November).
- 3.5 Annual reporting process in place.
- 3.6 Continue annual public reporting.

Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):
In 2018, we had our first comprehensive and complete Self-ID survey of CRCs.

Key Objective 4: Promote diversity, inclusion, and equity at each stage of planning for recruiting, hiring, and retaining diverse faculty in the CRC positions.

Corresponding actions:

- 4.1 Ensure decision-making processes are open, transparent, and free of barriers for individuals in the FDGs.
- 4.2 Provide support and training for decision-makers in their commitment to diversity, inclusion, and equity.
- 4.3 CRC Search committees include representation of individuals from the FDGs, and a Recruitment Specialist (equity advisor), and all committee members participate in unconscious bias training.
- 4.4 Establish, enhance, and regularly review safeguards to ensure that individuals from the FDGs are not disadvantaged in negotiations on salary, stipend, research, and HQP support provided to them.
- 4.5 CRC postings will encourage applications from diverse candidates, and present no barriers.
- 4.6 Identify and implement 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.
- 4.7 CRC candidate searches are widely advertised including professional societies and associations of designated groups.
- 4.8 CRC candidates are screened on a pre-determined ranking of selection criteria in a process that is open and accessible.



Indicator(s):

Increased number of applicants from the FDGs who are then short-listed, interviewed, and hired, ensuring our targets are met.

Progress:

- 4.1 CRC Oversight Committee continuously assesses processes to ensure they are free of barriers.
- 4.2 University monitors and ensures that all search committee members take unconscious bias training.
- 4.3 Each Search and Search Sub-committee meet the CRC goals of one member of the FDGs.
- 4.4 Institutional minimums have been established for stipends, research, protected time for research, and HQP support.
- 4.4 Oversight Committee reviews final CRC nomination package.
- 4.5 All postings include standard statements on the university's commitment to diversity, inclusion, and equity.
- 4.5 All CRC postings are reviewed by a Recruitment Specialist (equity advisor) to ensure inclusive, unbiased, and ungendered language.
- 4.5 All CRC postings include an accommodation statement.
- 4.6 CRC Tier 2 postings include a statement about career gaps in the qualifications section. Information and guidance is provided to support search committee members' sensitivity toward career interruptions.
- 4.7 Intentional efforts are made to contact prospective candidates from the FDGs. Search committee members under the guidance of the Recruitment Specialist (Equity Advisor) are encouraged to use personal networks to share opportunities with members of the FDGs.
- 4.8 Establish the use of a screening matrix as a best practice in 2018.
- 4.8 The CRC Oversight Committee reviews hiring decisions to ensure they are free of barriers, and value scholarship and research that is both traditional and non-traditional.
- 4.8 All nominations are reviewed by and recommended for submission by the CRC Advisory Committee, ensuring that nominations are free of gendered language.

Next steps:

- 4.1 Fully implemented.
- 4.2 Fully implemented.
- 4.3 Each Search committee exceeds the CRC goals of one member of a FDG, and strives for 50% FDG membership on any CRC search.
- 4.4 Job Posting Templates address 4.4, 4.5.
- 4.6 Statement about sensitivity toward career gaps is included in the job posting template, and search committees have support and advice from the Recruitment Specialist (Equity Advisor).
- 4.7 Fully implemented.
- 4.8 Development of a screening matrix is being undertaken with all current active searches, with a view to establishing a best practice in all future searches.

Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):
The seven searches launched in December 2018 will incorporate the practices above.

Key Objective 5: Support retention and inclusion for members of the four designated groups.

Corresponding actions:

- 5.1 Make prominent our commitment to diversity, inclusion, and equity by building it into the university's CRC website.



- 5.2 Promotion and tenure processes are reviewed by groups responsible for equity and oversight at the university.
- 5.3 Created targeted mentorship opportunities for CRC chairholders.
- 5.4 Support faculty mentorship activities.
- 5.5 Acknowledge the value of mentorship of faculty by including space to capture this work in the CV Form.
- 5.6 Convene meetings of the CRC chairholders regularly to facilitate opportunities for feedback, networking support, and information sharing.
- 5.8 Consider and promote opportunities for CRC chairholders to support diversity, inclusion, and equity.
- 5.9 Recognize and reward CRCs completing their term with alternative chair appointments, when appropriate and available.

Indicator(s):

Retention of CRCs and increased recognition and satisfaction of the USask's environment as supportive of research and training (from onboarding through all career stages).

Progress:

- 5.1 University's CRC website updated to include information about our commitment to and practices as they relate to diversity, inclusion, and equity.
- 5.2 Vice-Provost Faculty Relations and Vice-Provost Indigenous Engagement are leading a review process to ensure community-engaged research is incorporated into tenure, promotion, and merit standards.
- 5.3 Academic units create mentorship teams to support CRC applicants through application process, through retention and promotion.
- 5.4 Vice President Research and Provost provide support for effective existing mentorship practices.
- 5.5 Implemented a new PEER Congress (Pre-eminent Expert Reviewers), which supports the robust review of large-scale proposals at USask. PEER provides recognition at the university and department level of mentorship services.
- 5.6 Implemented regular meetings of CRCs with Provost and Vice President Research.
- 5.8 CRC participation in the Buffalo Circle which promotes and supports allies of the Indigenous community.
- 5.9 The Oversight Committee reviews and, when appropriate, provides Centennial Enhancement Chairs to chairholders with expiring terms. Issues of equity and diversity are considered in this process.

Next steps:

- 5.1 Fully implemented.
- 5.2 Tenure, promotion, and Merit processes to be reviewed by senior leaders (e.g., Vice-Provosts) responsible for equity and oversight at the university.
- 5.3 and 5.4 Effectiveness of current mentorship program being reviewed.
- 5.5 Fully implemented.
- 5.6 Regularizing twice per year meetings between CRCs, Provost, and Vice President Research.
- 5.8 Institutional Plan will provide evidence-based understanding of current gaps and institutional working committee will develop an action plan.
- 5.9 Centennial Enhancement Chair program implemented with a focus on retention.

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):

USask is in an exciting period of renewal with regards to Canada Research Chair holders. With seven chairs retiring or ending terms between 2017 and 2019, USask is maximizing the opportunity to recruit stellar new talent and to ensure a diverse cohort of chairholders. In 2017-18, USask focused efforts on implementing best practices in recruiting, including:

- Collaborative efforts with search committee chairs and academic leads and the Office of the Vice-Provost Faculty Relations, Office of the Vice-President Research, Strategic Research Initiatives and Human Resources to provide updates to the program, review the recruitment and nomination process, and discuss requirements and expectations.
- Improved communications to search committees by providing information, resources, templates, guidelines, FAQs, etc. to prepare them for CRC recruitments
- Strive for 50/50 gender representation on search and/or search sub committees; also strive for more than the minimum of 1 member from the FDGs
- Educate colleges/department/units on valid leaves, including parental, disability, health related, family related, and others, and that they are legitimate and should be understood as career interruptions, and that before and after the leave research productivity may be affected and supports should be provided to the CRC

Beginning in December 2018, USask is further refining our searches by:

- Improved process for reviewing candidates by developing screening matrix that can be modified for all searches
- Incorporating accommodation throughout the search process

Implementation of these best practices, have and will ensure the 3 searches completed in 2018 and 8 searches currently underway meet university goals for a strong, diverse cohort of chairs.

Focus group discussions completed in 2018 identified some shortfalls in USask's onboarding and retention strategies. Effective 2019, USask will be making improvements related to:

- Providing an orientation and welcome reception for new CRCs
- Improving mentoring opportunities and practices on campus, such as including the candidate in the decision who will be their mentor and/or on their mentoring committee, and having mentors who are from the FDGs and/or are champions of equity, diversity and inclusion
- Improving the onboarding process for CRCs, ensuring a welcoming and inclusive process, and allowing the individual to provide input into the supports and resources that they need in order to be successful in their onboarding (to the city and to the university)

In addition, USask is beginning discussions to ensure:

- Effective and clear processes for parental leaves
- Support opportunities for CRCs to meet, network, provide feedback and input, and discuss the CRC Program and updates



- Hosting focus groups with members of the FDGs who are current or former CRCs, CRC nominees, and academic leads who have been a part of a CRC search process, allowing for an opportunity to provide feedback and input, and inform on best practices for engaging with FDGs
- We address lack of openings in day care facilities in the city and on campus day cares, which usually have long wait lists
- Improve process and information/resources available to CRCs for leaves (e.g. parental, disability, health related, family related, or other)
- We continue to improve our spousal hiring processes.



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-chaire.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-chaire.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.