



# INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION ACTION PLAN: PROGRESS REPORT

**Institution: University of Ottawa**

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## 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](mailto: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: \_\_\_\_\_ X \_\_\_\_\_ No: \_\_\_\_\_

## 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	32	18	16	2
Indigenous peoples	1	1	(see below)*	-
Persons with disabilities	4	2	(see below)*	-
Visible minorities	15	8	11	no gap

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

Note: The information in the table above reflects the number of individuals who self-declared as members of the designated groups.

Number of currently active chairs: \_\_\_\_\_ 56 \_\_\_\_\_

Number of empty chairs: \_\_\_\_\_ 17 \_\_\_\_\_

Number of chairs currently under peer review: \_\_\_\_\_ 4 \_\_\_\_\_



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

Out of the 17 unfilled chairs, 9 (i.e. one NSERC Tier 1, one CIHR Tier 1, two CIHR Tier 2, two SSHRC Tier 2 and three NSERC Tier 2) are currently under recruitment and for which uOttawa plans to submit nominations within the next 6 to 9 months. Out of these 9 recruitments, 7 are preferential hiring competitions giving preference to candidates self-identifying to one or more of the four designated groups (i.e. women, visible minorities, persons with disabilities and Aboriginal Peoples) and two are exclusively limited to Aboriginal scholars. Seven other chairs have recently been committed following a cross-faculty research planning exercise for which recruitment activities will begin in 2019. This leaves uOttawa with one vacant CIHR Tier 1 chair.

## **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:

The August 2016 Employment Equity Report showed that the University as a whole, has significant gaps in the representation of all four designated equity groups (FDGs), in each of the fourteen employment categories identified in the Federal Contractors Program (women are underrepresented in 6, visible minorities in 14, aboriginal persons in 13 and persons with disabilities in at least 11).

When looking specifically at uOttawa's CRC holders, the following barriers and practices that could be having an adverse effect on the employment of individuals from the FDGs were identified: 1) *The inability to recruit sufficient candidates from the FDGs and the lack of mandatory training on the impact of unconscious bias for those involved in the recruitment;* 2) *The lack of standardized data to monitor and report on performance, both at the institutional level and for CRC holders;* 3) *The lack of focused attention on activities to support the retention and inclusion of Chairs who are members of the FDGs;* and 4) *The need for greater institutional commitment to diversity and inclusion.*

Since the implementation of our CRC EDI Action Plan in the Fall of 2017, a series of proactive measures have been taken to reduce these barriers. As a result, the number of chairs allocated to women increased from 14 to 16. The number of allocated chairs to visible minorities now exceeds the targeted number (11 versus 8). As for Aboriginal Peoples, the University recently advertised two chair positions targeted for Aboriginal scholars and aims to submit these nominations to the CRC Program in the Spring of 2019.



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

Between 2013 and 2018, the institutional CRC allocation rate for females was almost two times lower than males (32% vs 68%). More specifically, the allocation rate for females holding NSERC Chairs was only 8%.

With regards to start-up funds, Tier 1 CRC female holders received on average, a higher amount than their male counterparts. However, Tier 2 CRC female holders received on average, a lower amount than their male counterparts. A similar pattern was observed regarding the participation rate of new CRC holders to the tri-agencies (CIHR, NSERC and SSHRC) where a higher proportion of Tier 1 female holders, compared to their male counterparts, obtained funding from at least one of the tri-agencies. However, this rate was lower for the Tier 2 female holders compared to their male counterparts. A substantial difference was noted with regard to the average tri-agency grant size, where Tier 1 CRC holders obtained lower amounts of research funding than their male counterparts.

Over the past year, the University has taken steps to address these gaps. For start-up funds, the budget has now been centralized in the OVPR and amounts provided are viewed through an EDI lens. Internal research grants and salary bonuses have now been standardized and funded at the central level. Particular efforts should be made towards Tier 2 CRC female holders with regard to negotiating start-up funds and securing competitive employment packages. Greater institutional support and mentorship programs could help Tier 2 CRC female holders to increase their participation rate and grant size in tri-agency competitions.

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

Both the Report to the President: Diversity and Inclusion - Challenge and Promise (2018) and the Association of Professors at the University of Ottawa's (APUO) 2016-2017 EDI Committee Report underscored the lack of standardized data and resources as a barrier, thus impeding on our ability to properly monitor and report on equity related data at the institutional level. One of the recommendations is for the University and the APUO to give top priority to the analysis of the employment equity situation of the FDGs by developing a mutually-acceptable plan for collecting the necessary employment data. Given this existing institutional barrier, collecting and reporting on EDI related data for CRC holders remains a challenge for the time being. However, the Office of the VP Research, in consultation with relevant services, put in place a number of actions such as: collecting self-identification data from candidates submitting their applications for CRC positions at uOttawa, while ensuring confidentiality of data; collecting data on CRC recruitment competitions; conducting an analysis of uOttawa success rates of individuals from the FDGs to monitor for potential bias in the national program's peer review process; and performing gender-based analysis to identify inequities among CRC holders.



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):

Staff from the Vice-President Research Office who were members of the FDG, in conjunction with the university's Diversity and Inclusion Specialist, Human Rights Office were consulted in the drafting of the action plan. Input was also solicited from the working group on Diversity and Inclusion Employment Equity, a Sub-Committee of the President's Committee on Diversity and Inclusion. This sub-committee included senior Leaders from Faculty (FA) Affairs, Human Resources (HR), Human Rights Office (HRO), and the Vice-President Research Office – Research Management Services). Where there were gaps in university policy to address CRC barriers, such as a preferential recruitment hiring policy, the members of the working group provided advice and support on its development. Legal counsel was also consulted as required.

More recently, CRC holders from the FDGs were consulted to obtain their perspective and feedback, as well as members of the newly created Inclusion, Diversity, Equity and Excellence (IDÉE) committee at the OVPR level. Members of this committee are diverse in terms of gender, ethnicity, language, and faculty versus management-level positions. The IDÉE Committee will provide the Vice-President Research counsel and direction on matters related to inclusion, diversity, equity and excellence within the university's research enterprise. Working in synergy with other working groups, the IDÉE committee will advise on new requirements for equity action plans for federal research programs and on strategies to foster a culture of inclusion, diversity, equity and excellence within uOttawa's research portfolio. The committee will work with Professor Steffany Bennett, Special Advisor to President Frémont in matters of Diversity and Inclusion.



**PART C: Objectives, Indicators and Actions**

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

<b>Key Objective 1: Increase representation of the FDGs amongst CRC holders.</b>
<b>Corresponding actions:</b> Implement preferential and selected hiring mechanisms and target internal candidates from the FDGs.
<b>Indicator(s):</b> In 2017-2018, uOttawa dedicated 9 CRC positions exclusively for candidates from the FDGs.
<b>Progress:</b> In the same period, the number of chairs allocated to women increased by two (25% to 29%); number of chairs allocated to visible minorities increased by two (16% to 20%); two nominations are currently under review at the Program (i.e. both women); four (4) CRC positions under recruitment for female candidates in STEM fields (one under recruitment by an external hiring firm); two CRC positions under recruitment for Aboriginal scholars; and two CIHR CRC positions under recruitment for female candidates. Some progress was also made on our targets for people with disabilities. However, we cannot divulge the number to protect the privacy of chairholders.
<b>Next Steps:</b> Continue our efforts to increase representation of the FDGs amongst CRC holders, especially women in STEM and at Tier 1 level where they are underrepresented.
<b>Contextual information</b> (e.g., course correction, obstacles, early wins, etc.) (limit 80 words): The Research Management team has made significant efforts in developing and implementing preferential and selected hiring mechanisms at uOttawa with the collaboration of relevant services.



**Key Objective 2: Increase EDI and transparency within recruitment and selection processes of CRC candidates.**

**Corresponding actions:** 1) Implement mandatory training on unconscious bias for selection committees and administrators involved in the recruitment of CRC candidates; 2) Appoint the new Special Advisor on Diversity and Inclusion (SADI) to sit on all CRC selection committees; 3) Review of internal recruitment and selection guidelines (in both Official Languages) to reflect CRC EDI requirements and policies as well as our own CRC EDI Action Plan.

**Indicator(s):** In 2017-2018, a total of 10 selection and recruitment committees have taken the training on unconscious bias (approx. 65 members). Since her appointment in July 2018, the SADI has sat on 5 CRC recruitment committees. The Office of the VP Research (OVPR) has reviewed three main guidance documents such as: 1) Advertisement guidelines for the posting of CRC positions; 2) Selection committee guidelines for the recruitment of CRC candidates; and 3) uOttawa's process for the allocation of CRCs.

**Progress:** Actions such as mandatory training and the presence of the SADI on committees is an effective way to raise awareness related to the importance of EDI in the recruitment and selection stages of the process. It also allows members and research administrators to ask questions or seek clarification along the process. Having centralized guidelines for the recruitment and appointment of CRCs contributes to offering a more standardized and transparent approach. For example, internal research grants and salary bonuses for CRC holders have now been standardized and funded at the central level. As for the start-up funds, the budget has also been centralized in the OVPR and the amounts provided are being considered through an EDI perspective.

**Next Steps:** After the first year of sitting on the CRC committees, the SADI will prepare a report and make recommendations based on her observations. The OVPR will continue to require mandatory training on unconscious bias and will make efforts to recommend, promote and share other EDI related training opportunities. It will also recommend to the SADI that the committees have a discussion on the unconscious bias training prior to the deliberation of the files to share their impressions. As for internal guidelines, the OVPR will continue to monitor the CRC Program for updates and will add any new procedures in the relevant document.

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



**Key Objective 3: Develop data collection and reporting tools to identify gaps and monitor performance.**

**Corresponding actions:** 1) Develop a self-identification form for the FDGs and collect data from applicants; 2) Create an internal database to collect data related to CRC recruitment competitions; and 3) Perform a comparative analysis to assess gender disparities within the distribution of chairs and the level of support provided to these groups.

**Indicator(s):** Since implementing preferential/selected hiring and encouraging applicants to self-identify, a total of 50 candidates self-identified to one or more of the FDGs in the past year (i.e. 26 women, 13 visible minorities and 10 Aboriginal Peoples). Given that the number for persons with a disability was lower than five, the data could not be released to protect the privacy of applicants. The new internal database allows us to collect data on the following: chair title/area, competition year, number of applicants, type of recruitment (i.e. standard, preferential or selected), duration of posting, number of retained and interviewed candidates, information on selection committee members, and self-identification data of applicants). The comparative analysis has revealed gender differences in the distribution of chairs and level of support provided to these groups. For example, the CRC distribution of chairs was almost two times lower for women than men (32% versus 68%). New Tier 2 CRC female holders receive on average lower start-up funds and have a lower participation rate to tri-agencies than their male counterpart.

**Progress:** This is all new data that is being collected for CRC holders at uOttawa and for which we will be able to compare and report on in the future.

**Next Steps:** Continue to develop ways to collect data, both at institutional level and in collaboration with the CRC Program on each of the four designated groups in order to perform additional comparative analysis.

**Contextual information** (e.g., course correction, obstacles, early wins, etc.) (limit 80 words): Once standardized data related to the four designated groups at the institutional level is further develop and accessible, this will help us validate our CRC data analyses.



**Key Objective 4: Strengthen institutional commitment to EDI**

**Corresponding actions:** 1) Raise awareness of the importance and benefits of EDI in the research enterprise, 2) Have open dialogues on potential or existing EDI barriers with various groups, and 3) Participate in EDI related training/workshops.

**Indicator(s):** Over the past year, several employees (multi-level) from the OVPR and other branches have integrated EDI (formally and informally) within their work objectives and tasks (i.e. internal program literature, strategic research planning, training and workshops, meetings and presentations). The OVPR, particularly the Research Management Services team, has been involved in various initiatives around the campus such as: giving a presentation on how EDI was integrated in the management of the CRC Program at uOttawa; providing gender-related data to the Special Advisor on Inclusion and Diversity for reporting purposes; establishing an ongoing working relationship with the Diversity and Inclusion Specialist from the Human Rights Office, developing and implementing preferential/selected hiring in consultation with relevant services; offering a Women and Leadership Series of workshops to female research administrators; providing regular EDI updates and statistics to the VP Research and the University's Research Chairs Evaluation Committee; leading the drafting of the CRC EDI Institutional Action Plan and Progress Report; and creating the IDEE (Inclusion, Diversity, Equity and Excellence) Committee at the OVPR level which focuses on EDI in research.

**Progress:** Over the past year, uOttawa has undertaken several multi-sector and multi-level actions (i.e. President's Office, OVPR, senior administrators, HR services, etc.) to better understand what EDI means as well as the challenges and opportunities that it represents.

**Next Steps:** Develop an institutional EDI plan/vision including sustainable objectives (short and long term) overarching all sectors at uOttawa – to be included in the University's next strategic plan, Imagine 2030. This would provide direction and leverage for the OVPR and would help guide operational and strategic management of its CRCs as well as other internal and external funding programs.

**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):

Developing and implementing the CRC EDI action plan has given us the opportunity to work closely with various sectors of the university and discover several EDI initiatives and challenges faced by each. By having to communicate CRC EDI policies and procedures as part of our job as research administrators, we therefore had to understand the importance of it and the benefits for the research and for the researchers themselves. We have come to realize that we all have our own unconscious biases and that these can have a favorable or unfavorable impact in the recruitment and selection of candidates. Being more conscious of your biases or even considering whether your judgement could constitute a bias is an important step in the awareness process. We have realized that having open dialogues and honest conversations on EDI related topics with EDI groups or individuals is the key to identifying potential or existing barriers – leading to sustainable solutions and eventual best practices. In the next year, the OVPR intends on further developing this important aspect by having introductory meetings with new CRC holders, having regular follow-ups with CRC holders, having individual or group consultations/surveys related to EDI topics, disseminating EDI related information to CRC holders and inviting them to attend EDI training, workshops or events.

One of the challenges that we are beginning to encounter is the increase of workload related to the implementation of the CRC EDI Action Plan, the annual progress report and additional administrative tasks related to new CRC Program requirements related to EDI. We are currently working hard to maintain a healthy balance between activities relating to program management and EDI requirements – which sometimes call for specialized knowledge/experience acquired through EDI training or education. To this, we add the fact that all documents and reports must be provided in both Official Languages before being posted on our website. As we know, a large volume of documents have been requested to be posted on our website in the past year for public accountability and transparency.



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