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

Updated 2021

May, 2021
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EDI ACTION PLAN KEY OBJECTIVES

1. Key Objective 1

Results-based accountability for Waterloo’s CRC Equity, Diversity and Inclusion Action Plan (EAP) supported by a strong framework for identifying, preventing and removing barriers for Waterloo CRCs, including opportunities for:

- Increasing accountability for EDI in the CRC program, and across Waterloo’s campus
- Improving collection of self-identification data from CRC applicants to better understand the composition of applicant pools and inform outreach activities
- Assessing the current state of internal CRC practices, processes, and policies (e.g. equity/unconscious bias training, advertising/outreach, recruitment, retention, Chairholder support, and termination) in order to identify and address barriers to FDGs and LGBTQ2+ Communities
- Introducing and expanding training related to unconscious bias, equity, diversity and inclusion for those involved in managing Waterloo’s CRCP

1.1 Systemic barriers:

A key barrier identified through the completion of the Equity Climate Review and initial findings from the Employment Systems Review indicated that the framework to ensure accountability for identifying, preventing, and removing barriers within the University of Waterloo’s CRC complement, including gaps in data collection related to the CRCP and training supports for those managing the CRCP, can be improved. A lack of clear and consistent process, including guidance and training leave Waterloo’s CRCP vulnerable to unconscious biases during the hiring and recruitment process.

1.2 Corresponding actions undertaken to address the barriers:

- Develop a process for the establishment of equity champions on CRC-related committees
- Develop a process to ensure committees with decision-making responsibility (e.g., Department/School Advisory Committees on Appointments (DACAs/SACAs), Performance Evaluation Advisory Committees, Tenure and Promotion Committees, Internal CRC Review Committee, Faculty Renewal Evaluation Committees) are established with consideration to equity and include a designated “equity champion”
- Develop and implement a monitoring framework for EAP tasks
- In collaboration with Human Resources, established a sustainable process to securely and systematically collect self-identification data from CRC applicants
- Undertake an Employment Systems Review (ESR) for FDG and LGBTQ2+ communities to identify and address barriers
- Provide mandatory training focused on tools and processes that minimize unconscious bias and aid better decision making to administrators and faculty involved in the CRC recruitment/selection process
1.3 Data gathered and indicators:

- Percentage of four designated group (FDG: women, persons with disabilities, Indigenous peoples, members of racialized groups) categories meeting or exceeding equity targets established by the CRC Program by the end of December 2019
- Percentage of CRC who have completed the self-identification equity survey
- Percentage of administrators and faculty involved in the CRC recruitment/selection process who have completed mandatory ‘Equitable Recruitment and Selection Training’ through Waterloo’s Equity Office, including training related to unconscious bias
- Number of tools developed outlining processes for ensuring committees with decision-making responsibility consider EDI
- Number of actionable recommendations included in Waterloo’s CRC Employment Systems Review

1.4 Progress and/or outcomes and impacts made during the reporting period:

- 100% of FDG categories met or exceeded equity targets established by the CRC Program by the end of December 2019.
- 100% of CRCs completed the self-identification equity survey.
- 100% of administrators and faculty involved in the CRC recruitment/selection process completed mandatory ‘Equitable Recruitment and Selection Training’ through Waterloo’s Equity Office, including training related to unconscious bias.
- Waterloo’s ‘Information and Best Practices for Canada Research Chair Selection Committees’ guide was developed to outline processes for ensuring committees with decision-making responsibilities consider EDI, including:
  - Equity Champion Role for CRC-Related Committees
  - Equitable Faculty Recruitment and Selection Toolkit

71 actionable recommendations were included in Waterloo’s CRC Employment Systems Review.

1.5 Challenges encountered during the reporting period:

Waterloo’s CRC Employment Systems Review completed through an external expert consulting Group, Turner Consulting revealed specific gaps, including a lack of communication and education regarding policies and equity-related legal obligations at Waterloo and a need to increase understanding of equity, diversity and inclusion, and its benefits to the university community and to research.

Among the 71 actionable recommendations provided through the Employment Systems Review was that an equity communications strategy be developed with the goal of:

- Supporting a campus culture that embraces equity, diversity, inclusion, and Indigenous Initiatives (EDI) by increasing faculty members’ understanding of EDI through direct virtual engagement opportunities,
- Addressing the facts and myths associated with EDI through launching a multi-stage EDI communications strategy focused on Waterloo’s Canada Research Chairs (CRC) complement,
- Defining key terms and concepts consistently across the university through web-based platforms, and
- Developing and communicate a business case for workplace EDI that links Waterloo’s efforts with diversifying its CRC complement to research excellence.
In response to this recommendation, a significant portion of the CRC EDI stipend was used to commission an external expert consulting group, Taylor Newberry Consulting, to compile a report with recommendations for the development of an Equity, Diversity, Inclusion, and Indigenous initiatives (EDI) communication strategy for the CRC Program. The final report provided 18 tangible, meaningful and actionable recommendations based on findings from an environmental scan, qualitative data collected through interviews and focus groups with key stakeholders at the University of Waterloo (e.g., CRCs, Academic Chairs and Unit Heads), and supported by peer-reviewed literature. An evidence-based Business Case was also provided as part of this initiative, outlining ways the University of Waterloo can work to embed EDI initiatives and values within organizational operations and, specifically, in Waterloo’s implementation of the CRC program.

1.6 Next Steps:

Expert communications about the role of EDI in innovation and progress underpins Waterloo's approach. As such, the initiative to implement an EDI communications strategy will be vital to Waterloo's future success. A key focus of the recommendations included in CRC EDI Communications Report outlined above is to promote cross-campus, collaborative organizational support for EDI, including creating more clarity around hiring policies and processes, improving the effectiveness of information dissemination and identify EDI and unconscious bias training opportunities. Specific recommendations were offered to support and retain existing faculty and CRCs who are members of equity-deserving groups, including recommendations to unravel some of the complex contextual issues surrounding EDI in the CRCP, identify existing barriers and help the University of Waterloo to build a more inclusive culture within the CRCP and across the institution.

The Office of Research (OR) is working to operationalize the recommendations provided through use of the stipend funds, to implement meaningful actions to increase and embed EDI throughout the research enterprise. To strengthen EDI across the organization, the OR a pan-institutional stakeholder strategy to identify meaningful accountability and responsibility for each recommendation that pertains to parts of the organization outside of the OR mandate. This work is underway and will be completed by June 2021. It is expected that all recommendations will be completed by December 2021.

1.7 CRC EDI Communications Strategy Timeline:

1. Environmental scan of Waterloo's current EDI communications tools (including trainings, resource tools, websites) and strategies (including past events, committee and council work) with an inventory of strengths and challenges: January 2021
2. Business case for EDI in Waterloo's CRC program: January 2021
3. Final report delivery for EDI communications strategy: March 2021
4. Recommendations Roll out, including consultations and presentations: April – June 2021
5. All recommendations completed: December 2021

1.8 CRCP EDI Stipend

The following funding from the CRCP EDI Stipend was spent on this key objective:

- $36,259.31 from the CRCP EDI Stipend was spent on external consulting group, Taylor Newberry Consulting, for the completion of an Equity, Diversity, Inclusion, and Indigenous Initiatives Communications Strategy report.
2. Key Objective 2

Ensure equitable management of Waterloo’s CRC positions through:

- Improving hiring and outreach practices to increase representation from the FDG in Waterloo’s CRC complement
- Increasing the transparency of the process for advancement from Tier 2 to Tier 1
- Introducing procedural changes to increase transparency and equity in recruitment of CRCs
- Introducing measures to ensure that individuals from the FDG are not disadvantaged in negotiations related to institutional support

2.1 Systemic barriers:
Practices, processes, and procedures in place to adequately support and validate equitable management of Waterloo’s CRC positions, including transparency in hiring and management and clear communication tools, can be improved. Without adequate processes in place, such as restricted and priority hiring and safeguards for ensuring EDI is considered in candidate selection, ensuring Waterloo is positioned to meet and/or exceed equity targets for each of the FDG is extremely challenging. Traditional recruitment approaches have not effectively provided the diversity of applicant pools and candidates needed to support Waterloo is meeting FDG targets.

2.2 Corresponding actions undertaken to address the barriers:
- As per Employment Systems Review recommendation, establish a process for restricted and priority recruitment of CRC candidates from the FDG that meets Ontario Human Rights Code Section 14 Special Program guidelines
- Encourage DACAs/SACAs to engage FDG relevant job ad sites for optimal approach to advertising CRC positions
- Revise the current CRC selection process to include additional oversight of selection to ensure EDI considerations are factored into CRC candidate selection

2.3 Data gathered and Indicators:
- Percentage CRCs who have received a teaching release equivalent to 50% of the unit’s normal course load
- Process implemented to ensure EDI considerations are factored into CRC candidate selection
- Percentage CRC DACAs/SACAs with a completed Selection Committee Report
- Number of resources developed providing guidance on the process for advancement from Tier 2 to Tier 1 CRC
- Number of guidance documents developed to support restricted and priority hiring inline with UW Legal advice

2.4 Progress and/or Outcomes and Impacts made during the reporting period:
- 100% CRCs received a guaranteed teaching release equivalent to 50% of the unit’s normal course load
- To ensure EDI considerations are factors into CRC candidate selection, the CRC Selection Committee Report has been revised to include an additional step requiring review from the Faculty Dean and VPRI designate
• 100% of CRC DACAs/SACAs completed a Selection Committee Report for CRC candidates
• 1 ‘Information and Best Practices for Canada Research Chair Selection Committees’ guide was developed, including transparent information on advancement from Tier 2 to Tier 1 CRC
• 2 guidance documents developed to support restricted and priority hiring inline with UW Legal advice:
  o Guidance for Restricted and Priority CRC Job Advertisements
  o Special Program Rationale Form for Restricted CRC Job Advertisements

2.5 Challenges encountered during the reporting period:
The 2019 Comparative Review of Institutional Support confirmed academic unit heads believe they consistently provide CRCs a teaching release equivalent to 50% of the normal course assignment for their academic unit, each year. However, engagement with women-identified CRCs during a 2019 Women’s Chairholder Networking Series found that understanding of normal course assignments differ across units at Waterloo resulting in CRCs in some units taking on disproportionately high teaching loads (e.g., teaching large classes or teaching all new classes, graduate level classes being counted as 0.5 courses, etc.).

2.6 Next Steps (indicate specific dates/timelines):
To ensure equitable management of Waterloo’s CRC program, including equitable access to institutional support, Waterloo will complete an updated and comprehensive comparative review of institutional support in June 2021 consisting of an online survey of active Chairholders focused on key areas of institutional support (e.g. institutional financial support, teaching release, support for CRCs as end of term, university stipend, recognition for alternative contributions, support after leaves, recognition for non-traditional research outputs, etc.). This survey will be complemented by an internal review of changes to institutional support provided across Faculties over the last 3 years to determine the degree to which support has increased or decreased for CRCs at Waterloo. Any gaps related to institutional support will be addressed by the end of December 2021.
3. **Key Objective 3**

Support an inclusive work environment for all Waterloo Chairholders, including those from the FDGs and the LGBTQ2+ communities, with recognition of intersecting identities by:

- Promoting equity-related education/learning opportunities
- Developing policies and procedures that are conducive to equity, diversity and inclusion
- Providing a more supportive and inclusive workplace for Chairholders overall

3.1 **Systemic barriers:**

Despite the fact that the Equity Climate Survey conducted in 2019 revealed that most CRCs feel valued by the University, some Chairholders, including those from the FDGs and individuals in the LGBTQ2+ communities, continue to face barriers to full inclusion in the work environment that need to be addressed. These barriers include less access to training opportunities and feeling that equity is not prioritized. Members of the FDG may find it difficult to access needed accommodations due to lack of equity considerations embedded in some polices.

3.2 **Corresponding actions undertaken to address the barriers:**

- Promoting EAP and EDI related education/learning opportunities to all staff and faculty
- Integrating equity training into the Academic leadership Program for Academic Unit Heads/Associate Deans, Research
- Incorporating equity considerations into the University’s Policy Renewal Project
- As per Employment Systems Review recommendation, creating and implementing strategies to raise awareness of the process for requesting accommodations
- Hiring additional staff at Waterloo to support equity, diversity, inclusion, and Indigenous initiatives
- Developing a mentoring program for Chairholders
- Improving support for CRCs transitioning out of a Chair position early

3.3 **Data gathered and Indicators:**

- Number of policies updated through the Policy Renewal Project that include specific equity considerations
- # participants completing Equity 101 training sessions offered through the Equity Office
- Number of EDI sessions embedded in the Academic Leadership Program
- Percentage of Indigenous CRCs receiving funded access to training and mentorship supports
- Number of guidance documents developed for CRC DACAs/SACAs to support accommodations during the selection process
- Number of resources developed for the Faculty Mentoring Program
- Number of EDI related sessions added to the Academic Leadership Program
- Development of an exit survey to identify gaps in institutional support and campus climate for CRCs choosing to end their Chairs early
- Number of EDI related staff hired to support equity, diversity, inclusion, and Indigenous initiatives at the University of Waterloo
3.4 Progress and/or Outcomes and Impacts made during the reporting period:

- 1 policy was updated through the Policy Renewal Project. Policy 14—Pregnancy and Parental Leaves now incorporates specific EDI considerations, including expanded support through enhanced benefits duration, support for those adopting, and the use of inclusive language.
- More than 210 participants completed Equity 101 training offered through the Equity Office.
- 1 resource on ‘Accommodations During the Selection Process’ was developed to support CRC DACAs/SACAs. The document includes key information on process and who candidates can contact to receive accommodations while maintaining confidentiality.
- 100% of new Indigenous CRCs received funded access to training and mentorship supports through National Centre for Faculty Development and Diversity’s summer Faculty Success Program.
- The 4 resource tools developed to support the launch of the Faculty Mentorship Partnership Program, including the 1) Program Design Objectives 2) Program Guidelines 3) Recommended Actions for Effective Mentoring, and 4) Mentoring Program Checklist for Mentees.
- 2 new EDI related sessions were added to the Academic Leadership Program, including:
  - Changing our Campus: Intersectional Advocacy
  - Gender is Everyone’s Job
- A CRC exit survey was successfully developed for CRCs choosing to end their Chairs early. This survey is intended to identify systemic barriers that may have contributed to inequitable support for CRCs.
- A Senior Director, Indigenous Initiatives was hired to lead Waterloo’s work on- and off-campus to not only advance the goals of the Truth and Reconciliation Calls to Action, but also to create a long-term vision for the University that is grounded in decolonization.

3.5 Challenges encountered during the reporting period:

Throughout spring 2020, the world was angered and united in the wake of brutal acts of racism across North America. At the University of Waterloo, we are not standing on the sidelines. In June 2020, we committed to take steps to engage our campus community and address racism at Waterloo. Systemic racism represents a significant and pervasive barrier to an inclusive work environment for all Waterloo students, staff, and faculty, including CRCs. As this commitment progresses and evolves, our objectives remain to address systemic racism in all its forms at the University of Waterloo.

We are dedicated to amplifying Black, Indigenous and racialized voices and learning from their insight and experience. Engagement and transparency not only with these community members, but with everyone on campus, will also continue to be hallmarks of this work and everything we do here at the university.

Learn more about the work of the President’s Anti-Racism Taskforce (PART) here: https://uwaterloo.ca/anti-racism/part-membership.

3.6 Next Steps (indicate specific dates/timelines):

President’s Anti-Racism Taskforce (PART)

The President’s Anti-Racism Taskforce (PART) represents a Black, Indigenous, and racialized-led team of advisors, who will help advance anti-racism initiatives at the University. Its activities will be driven by working groups and implementation teams. PART reports to the President of the University. Chairs of each of the working groups will serve as members of the Taskforce. Their primary mandate will be to
connect and structure the recommendations from the working groups into an overarching framework for addressing anti-racism and anti-oppression, and for building inclusivity at the University. Recommendations will be delivered on an ongoing basis, with final recommendations to be submitted by the end of December 2021.

3.7 PART Responsibilities

- Encourages collaboration across working groups considering each of the thematic areas
- Guides broad consultations towards recommendations for the President’s Anti-Racism Taskforce working groups
- Facilitates continued community collaboration
- Collects widespread feedback on the six thematic areas for action
- Supports opportunities for campus-wide discussion on racism, with specific focus on anti-Black and anti-Indigenous racism
- Recommends on designs and approaches for institutional change through the guidance of our engaged BIPOC community members
- Organizes and makes recommendations related to the working group deliberations

3.8 CRCP EDI Stipend

The following funding from the CRCP EDI Stipend was spent on this key objective:

- $10,700.17 for EDI training
- $3,040.52 for salary and benefits (Senior Manager, Research Equity)

3.9 EDI training:

EDI training was procured for two incoming Indigenous CRCs through the National Centre for Faculty Development and Diversity's summer Faculty Success Program as part of the Rotiyo'tenhserí:yo Award of Excellence. The Rotiyo'tenhserí:yo Award of Excellence acknowledges the success of a new self-identified Indigenous Canada Research Chairholder at the University of Waterloo. Rotiyo'tenhserí:yo is a Kanien'kehá:ka (Mohawk) word meaning ‘they do good work’. The training program is intended to support the retention of incoming Indigenous CRCs.

3.10 Salary and benefits:

A portion of the CRC EDI Stipend was used to cover the salary of the Senior Manager, Research Equity who manages the development and implementation of the CRC EDI Action Plan.
4. CHALLENGES AND OPPORTUNITIES

4.1 COVID-19 Response and Recovery

The University of Waterloo is strongly committed to fostering a more equitable, diverse, and inclusive research enterprise. It is widely known that COVID-19 has had a negative impact on the productivity of many faculty members, including Chairholders, and that this impact is often disproportionately experienced by members of equity-deserving groups, including women, caregivers, and members of Black, Indigenous, and racialized communities. Initial engagement was completed with the Equity Committee of the Faculty Association of the University of Waterloo, the Research Equity, Diversity and Inclusion Council and participants in the Women's Networking Meetings determining that research productivity in particular has been negatively impacted for members of equity-deserving groups at Waterloo.

Waterloo will be launching a survey in June 2021 to better understand the specific impacts of COVID-19 on Faculty Research at the University of Waterloo. The data collected through the survey will be used to identify actionable recommendations on how the Office of Research could allocate support resources for faculty members, with the aim of easing the ability of all faculty members to achieve their desired ability to conduct research as we continue through and into the recovery course of the COVID-19 pandemic. The results will also be used in the development of the next iteration of Waterloo’s CRC EDI Action Plan 2.0.

4.2 Results of the CRC Employment Systems Review

Additional opportunities for embedding equity, diversity, inclusion and Indigenous initaitives in the CRC program emerged through the completion of the CRC Employment Systems Review. Specifically, recommended action aligned to the following three key priority areas:

**Priority 1: Strengthen policies**

- A number of policies that impact all faculty members are in need of review and revision to ensure consistency with equity-related legislation and to better support equitable outcomes for FDG CRCs.

**Priority 2: Communication and education regarding policies and equity-related legal obligations**

- In support of these policies, and to the fill the information gap as policies are being revised, Waterloo should communicate and educate faculty and Academic Unit Heads about these policies and the university’s equity-related legal obligations.

**Priority 3: Increase understanding of EDII and its benefits to the university community and to research**

- In order to make real and sustained change, the faculty members need to be on the same path toward workplace equity, diversity, and inclusion. This path forward needs to be based on a common understanding of the issues, as well as the benefits of workplace equity, diversity, and inclusion to the university community. Faculty members must also understand that equity is not antithetical to research excellence.
4.3 Providing Support for Indigenous CRCs

In response to a clearly identified need to provide support for Indigenous CRCs throughout the onboarding process and beyond, in 2021 Waterloo hired a Manager, Research Program Development and Partnerships, Indigenous Initiatives. This position is intended to contribute to reconciliation on behalf of the University of Waterloo by responding to the Truth and Reconciliation Commission’s (TRC’s) Calls to Action and by supporting research with, by and for Indigenous peoples that emphasizes engagement and respect. This position is intended to be responsible for the successful development of a wide variety of multidisciplinary Indigenous research programs and projects designed to support Indigenous researchers.

As support for Indigenous research and researchers is an identified gap, the aim of this position is to advance Waterloo’s goal of structural and institutional change with respect to doing Indigenous research in a good way. The position will support the Office of Research equity, diversity and inclusion team as this important work moves forward.

Recruitment for an additional position, Project Manager, Indigenous Initiatives is now underway. This position will be responsible for providing project management and research administration services to one or more Indigenous UW faculty members (Principal Investigators - PIs) who are applying for or hold research funding. Key supports will include research project planning, development, implementation and management oversight and related reporting and knowledge translation activities as specified in research contracts or sponsor guidelines/requirements.

5. ENGAGEMENT WITH UNDERREPRESENTED GROUPS

5.1 Engagement through the Employment Systems Review (ESR)

The ESR used a number of methods to determine how policies and practices affect the hiring, advancement, and full inclusion of CRCs from the FDGs and to identify any issues and challenges they experience in the workplace. These methods are as follows:

5.2 Policy and document review

Relevant employment policies, written procedures, and other related documents were reviewed to identify potential barriers and compliance with equity-related legislation.

5.3 CRC selection file review

Twenty-two files for CRC selection processes held since 2017 were reviewed. The review of these files allowed us to understand the selection process and to determine whether or not policies and practices were consistently followed.

5.4 Consultations

An essential component of an ESR are consultations to understand individual experiences as well as perceptions of what happens in departments, Faculties, and the university as a whole. Observations from faculty members act as a window into determining whether employment systems are fair or perceived to be fair and identify how organizational practices might differ from policies. Consultations were conducted through various methods, including one-on-one interviews, focus groups, and an online survey. Moreover, focus groups create an indispensable opportunity for a safe, quality conversation not
otherwise available through the online survey. During focus groups, it was heartening to hear academic unit heads (AUHs), including Department Chairs and School Directors, comment on the positive value of the discussions. They expressed their appreciation of the opportunity to share their views on and experiences and perceptions of Waterloo’s CRC equity efforts. In addition, both FDGs and non-FDGs expressed appreciation for the opportunity to share their experiences, and they indicated that they learned from each other regarding the equity issues they faced.

5.5 Focus Groups
A total of nine focus groups were scheduled, affording FDG and non-FDG CRCs (current and nominees) the opportunity to provide input into this ESR, with each focus group allowing up to 15 participants. Focus groups for CRCs were set up by identity group (e.g., visible minorities, Indigenous Peoples, persons with disabilities, and women and men who do not belong to any other group). One focus group was also established for AUHs. CRCs and AUHs were also given the opportunity to have a one-on-one telephone interview with the consultants if they were not able to attend a focus group.

In total, 28 CRCs and CRC nominees participated in focus groups and interviews, including members from each of the four designated groups. Specific numbers have not been presented here for each category due to the potential risk to anonymity where numbers are less than 5.

In addition, 12 academic unit heads participated in the focus groups and interviews. To ensure confidentiality, the Office of Research emailed the CRCs and asked them to register with the consultants to participate in the focus groups. The focus group discussions covered the selection and nomination process, the working environment, barriers created by organizational culture and individual attitudes, and strategies to remove these barriers and address the issues identified.

5.6 Equity and Inclusion Survey
To supplement the information obtained from the focus groups, an Equity and Inclusion Survey was designed to gather input from all faculty, current and former CRCs, and members of CRC selection committees. All faculty received an email inviting them to participate in the Equity and Inclusion Survey. The link to the online survey remained open from January 10 to 27.

In total, 248 faculty participated in the survey by the cut-off date, including:

- Current CRCs (24)
- Former CRCs (5), and
- Faculty members, neither a current or former CRC (219).

Of the faculty members who completed the survey, 33 indicated that they have participated on a CRC selection committee in the last 3 years.

5.7 One-on-one interviews
Ten one-on-one telephone interviews were conducted with various individuals who are responsible for equity and involved in the CRC process. In addition to two members of the Internal Review Committee, the following individuals were interviewed:

- Associate Vice-President, Human Rights, Equity and Inclusion
- Grants and Contracts Manager, Office of Research
• Director, Equity Office
• Faculty Relations Manager, Provost Office
• Grants and Contracts Manager, Institutional Research
• Senior Associate Vice-President, University Research
• Senior Education Officer, Human Rights, Equity and Inclusion Office, and
• Vice-President, Research and International.

Through these interviews, the consultants developed a better understanding of Waterloo’s processes; further explored workplace equity, diversity, inclusion, and Indigeneity issues; and identified the key challenges the organization will face in implementing the recommendations from the ESR. As described above, the ESR provides 71 actionable recommendations to be implemented over the next year.

5.8 Engagement through the CRC EDII Communications Strategy

For the development of the CRC EDII Communication Strategy, Taylor Newberry Consulting conducted a background literature search, environmental scan, qualitative data collection, and analysis between September 2020 and January 2021 resulting in 18 actionable recommendations. The main components which contributed to the final report are as follows:

5.9 Business Case

The Business Case was developed through review of 45 peer-reviewed and grey literature documents; 20 sources that specifically investigated diversity initiatives within corporations and academia were synthesized to support the argument in favour of supporting EDII initiatives within the CRCP.

5.10 Environmental Scan

The goal of the environmental scan was to identify the strengths and weaknesses of existing communication documents (CRC and University of Waterloo websites, policy documents, training transcripts, media posts, etc.) to inform the development of a new EDII communications strategy for the CRCP. The environmental scan was conducted using a directed content analysis research method, whereby the analyst identifies codes in the text that are guided by a predetermined set of research questions. For this environmental scan, text was coded into predetermined categories of communications strengths and challenges and key EDII content. Codes were generated after a thorough review of each communication material and were then synthesized into themes. The coding process involved group analysis among members of the research team to validate interpretation.

5.11 Focus Groups and Interviews

Focus groups and interviews were conducted with key stakeholders, including: CRCs; academic chairs; and other senior university leaders in order to contextualize EDII-related experiences and opinions within the University of Waterloo. Development of focus group and interview guides were informed by the Business Case and environmental scan. Interviews and focus groups were conducted with n=38 individual stakeholders (8 focus groups, 10 interviews) representing the following groups:

• Office of Research
• Human Rights, Equity and Inclusion
• Research, Equity, Diversity and Inclusion (REDI) council
• University Communications
• Academic Chairs
• Canada Research Chairs
• Faculty Association of the University of Waterloo’s (FAUW) Equity Committee

The recruitment process for UW staff differed slightly from the process for academic chairs and CRCs as follows:

UW Staff: Project contact within the Office of Research identified and introduced the TNC team to key stakeholders within the university whose work pertained to communication, equity, or research. These stakeholders were invited to participate in focus groups or interviews via video conference (Zoom).

Academic Chairs and CRCs: Following University of Waterloo internal communications protocols, academic chairs and CRCs were informed of the project through an institutionally pre-approved memo in which they were invited to contact the research team with their interest in participating. One memo was sent to academic chairs and one to current CRCs inviting them to participate in a focus group or interview. The memos were sent to all academic chairs and all current CRCs, regardless of their social identity or whether they belonged to one of the FDGs. Ten academic chairs and 20 CRCs self-selected to participate.

Qualitative data was collected in October and November 2020. Once data collection was complete, the research team conducted a thematic analysis using the transcripts that were obtained from the focus groups and interviews. The analysis involved a combination of inductive and deductive approaches as it built upon existing themes from the environmental scan and also generated new, more contextual themes around issues of pushback and unconscious bias.

5.12 Ongoing Engagement through Chairholder networking sessions

In recognition of the systemic barriers faced by women and Indigenous Chairholders, networking sessions are scheduled on a bi-monthly basis for each of these groups. These networking sessions serve to connect Chairholders directly with the Vice-President, Research and International and to provide an opportunity to build a community. The networking sessions also provide the opportunity to share experiences and concerns. Importantly, the meetings serve to identify and implement course corrections for Waterloo’s CRC Equity, Diversity, and Inclusion Action Plan. A key example of specific issues identification is the inequitable application of the 50% teaching reduction that will be explored further in Waterloo’s 2021 CRC Comparative Review of Institutional Support. As described above, the online survey format will be open to all active Chairholders at the University of Waterloo.
6. OTHER EDI INITIATIVES

In June 2020, Waterloo committed to take steps to engage our campus community and address racism at Waterloo, which is a significant systemic barrier more broadly within the institution. As this commitment progresses and evolves, our objectives remain to address systemic racism in all its forms at the University of Waterloo, and to ensure this work is led by members of Black, Indigenous, and racialized communities.

6.1 Timeline of action

2020

June 15: Taskforce

- Made a commitment to establish a taskforce that tackles systemic racism, anti-Black racism and anti-Indigenous racism on campus.

AUG 2020

August 19: Executive Designate, Charmaine Dean

- Appointed an executive designate, Charmaine Dean, to steward the ongoing process, the formation and the work of the President’s Anti-Racism Taskforce. Dr. Dean will ensure engagement, planning and action is representative of the diverse voices and lived experiences of Waterloo’s BIPOC communities.

August 19: Pedagogy & Learning

- Committed to creating a Black cultural centre on campus.
- August 19: Support Funnel for BIPOC High Secondary Students
- Committed funds to explore a Transitional Year Program for BIPOC high school students.
- Committed to establishing Black Studies and Indigenous Studies programs.
- Committed to developing a non-credit anti-racism module and make it available to all students.

August 19: Ethical conduct

- Committed to directing students to the University’s policy on ethical behaviour and equity in the boilerplate of every syllabus. This will define acceptable behaviour and consequences if the policy is violated.

August 19: Human resources and faculty

- Committed to beginning a new system to diversify applicant pools for staff positions and to address barriers in the recruitment and hiring processes for members of BIPOC Communities.

August 19: Black & Indigenous faculty

- Committed to increasing Black and Indigenous faculty representation and dedicated funding for those positions.

August 19: Faculty Development & Diversity
• Became a member of the National Centre for Faculty Development and Diversity, an independent centre providing tools, mentoring and support for faculty members, postdocs and graduate students.

August 26: Training for leaders
• Provided initial training to university leadership on unconscious bias and systemic racism.

SEP 2020

August to September: Community support and engagement
• Held over 100 discussions with BIPOC faculty, students, staff, administrative leaders from Canada and representatives from campus associations about their lived experience and approaches towards campus equity.
• Facilitated the formation of PART’s Community Collaborative, a forum of over 40 BIPOC volunteers brought together for broad consultation on the initiation and development of PART.

September 29: Community Collaborative
• Hosted the first official meeting of PART’s Community Collaborative.

OCT 2020

October: Thematic areas for action on anti-racism:
• Developed, sought widespread community feedback, and finalized six thematic areas that would structure the work of PART.

NOV 2020

October to November: Key responsibilities:
• In consultation with the Community Collaborative, developed key responsibilities of the PART working groups and implementation teams.

November: Working groups
• Organized five working groups, with representation from students, staff, faculty and other administrators based on their areas of expertise, to generate recommendations for the university’s consideration in each thematic area.

November: Implementation teams
• Established four teams to begin work immediately on campus in the areas of Campus Representation; BIPOC Related Programming; Race, Culture & Ethnicity Awareness; and Race-Based Data Strategies.

DEC 2020

December: Taskforce
• Initiated working groups and implementation teams and the taskforce.