UNIVERSITY OF
WATERLOO

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

Updated 2022

Reporting Period: December 2020 to December 2021

Due: June 30, 2022

Table of Contents

Part A – CRCP Institutional EDI Action Plan

Key Objective 1

1.1 Brief description of 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 2SLGBTQ+ Communities
- Introducing and expanding training related to unconscious bias, equity, diversity and inclusion for those involved in managing Waterloo's CRCP

1.2 Systemic barriers:

As identified in the Employment Systems Review and CRC Review of Institutional Supports, systemic and structural barriers experienced in pursuit of this key accountability include:

- Working to increase accountability for equity, diversity, inclusion and Indigenous research (EDII) throughout the CRC program and across Waterloo campus can be seen as an exercise in meeting targets and compliance, which is counterproductive when looking to build a culture which embeds EDII as core to institutional and research excellence.
- Currently, there is no public equity data for students, faculty and staff at Waterloo, as the institution is in the beginning phase of collecting this information. There are also inherent barriers when seeking and collecting equity data, as many of the dimensions of equity data are social constructs, can limit intersectionality, and may change over time.
- Historical ways in administering grant programs tend to hinder people from equity-deserving groups in ways that limit the impact and effort that activities such as mentorship, community outreach, non-traditional publications, and broad service activities are valued as part of the CRC program.

- It has been broadly researched that training is only one component required to shift organizational culture and personal actions around embedding EDII into research ecosystem.

1.3 Corresponding actions undertaken to address the barriers:

In June 2021, the University of Waterloo launched an Equity Survey to all students and employees with the intention to gathering data to better understand the makeup of our community. Equity data describes aspects of your personal identity. Collecting this information will help us identify equity gaps in programs, services, and policies to better meet the needs of underrepresented and equity-deserving students and employees. Collecting this equity data will be an ongoing initiative to ensure we always have an accurate picture of who is among our campus community. Each year, the survey will open in January,
giving new students and employees the opportunity to complete the survey for the first time or, if the survey has already been completed, campus community members can update existing data; after this time, data collection is paused for analysis and reporting.

Additionally, the EDII unit in the Office of Research launched a Review of Institutional Supports to all CRCs, which included questions related to demographic information. The survey had a 92% response rate, allowing for a rich intersectional and equity-based analysis of the survey data.

Waterloo contracted an external consultant (Taylor Newberry Consulting) to develop an EDII communications strategy for the Canada Research Chair Program. Recommendations from this review were based on qualitative data collected through interviews and focus groups with key stakeholders at Waterloo and are supported by peer-reviewed literature.

New training workshops were developed and delivered to Office of Research staff and faculty grant-support writers to build capacity for these roles to support faculty and effectively manage EDI components of grant and research administration. Two workshops were offered throughout the reporting period, which included case-studies, examples of unconscious bias, and open discussion regarding challenges and opportunities with respect to managing research administration and grant review. A Microsoft Teams space was also established to encourage collective troubleshooting among this group, as well as resource sharing, common experiences and successes in embedding EDII into the research ecosystem.

1.4 Data gathered and Indicator(s):

- 100% of four designated groups (FDG) categories meeting or exceeding equity targets established by the CRC Program by the end of December 2021
- 100% of CRC 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
- Increase in the number of meetings between selection committee chairs and Academic Unit heads and the CRC manager at the start of the recruitment processes to ensure EDI requirements are met

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

A net-new position was created and filled to build support and capacity for Indigenous CRC holders during the reporting period. The position of Manager, Research Program Development & Partnerships, Indigenous Initiatives is responsible for the successful development of a wide variety of multidisciplinary Indigenous research programs and projects designed to support Indigenous researchers and to advance Waterloo's goal of structural and institutional change with respect to doing Indigenous research in a good way. In this capacity, a review of specific supports for Indigenous CRCs was conducted, in addition to conduct of the CRC Review of Institutional Supports Survey. Outcomes resulted in support for the administration of the CRC's research agendas, and initiated conversations with senior level administrators on addressing other items, which are ongoing projects for Indigenous CRCs.

This position was involved in creating and supporting several Indigenous CRC hiring processes. This participation led to the creation of best practices resources for faculty hiring Indigenous candidates (including hiring for CRC positions), throughout the entire hiring and onboarding process. This position was also involved in creation of the CRC Selection Committee Report and accompanying Supporting Information and Best Practices for Canada Research Chair Selection Committees.

Following the progress and actions reported in previous CRC EAP Progress Reports, the program has continued to embed institutional commitments to equitable recruitment and program management throughout program materials, based on feedback from applicants, Chairholders, Selection Committee members, Faculty administrators, and other stakeholders. This continual refinement process included updates to Waterloo's Public Accountability website,

CRC Internal Nomination Form, Internal Arrangements document, Selection Committee Report, Application Instructions, and internal budget forms. To ensure accountability and a thoughtful approach to building EDI into the CRC program, the VPRI engages Deans in extensive conversations regarding EDI in the CRC selection process and decisions are documented in memos. This includes extensive consideration as to the research areas and search parameters (internal vs internal/external) when filling all chair positions to ensure a diverse pool of candidates.

1.6 Challenges encountered during the reporting period:

There were significant challenges related to changes in personnel throughout the reporting period, specifically regarding staffing changes with the CRC Program Manager and Senior Manager, Research Equity, with the latter remaining vacant for a large portion of the reporting period due to challenges in recruitment and the re-structuring of the EDII team within the Office of Research portfolio.

Challenges related to working through the COVID-19 pandemic – both from a staffing perspective and CRC perspective, are outlined in Part B below.

1.7 Next Steps:

In continuation of Waterloo's work to achieve this Key Objective, the following actions will be undertaken:

- (Ongoing 2022-23) Host a variety of learning opportunities for Faculty to understand and embed EDI into their research, with a specific focus on supporting CRCs, such as "Embedding EDI into your Grant Writing" workshop featuring Dr. Trevor Charles (Waterloo) and Dr. Imogen Coe (Ryerson) (March 2022)

- (June 2022) Re-establishment of the Research, Equity, Diversity and Inclusion Council to be focused on providing advice and accountability on embedding the principles of EDI into the research ecosystem and the CRC program administration

- (March 2023) Creation of an Indigenous Research Advisory Circle to collaborate with Indigenous members of the Waterloo community and the KW community more broadly and advise on Indigenous research initiatives undertaken within the VPRI portfolio. Activities associated with this Advisory

Circle will include: developing guiding principles/Terms of Reference, establishing a structure for honoraria and acknowledgement of participation.

- (September 2022) Create faculty-specific and grant-administrator specific training programs to address challenges, barriers and opportunities for both audiences to build capacity around embedding EDI into research and research program support

- Data Collection Deliverable?

Key Objective 2

2.1 Brief description 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

2.2 Systemic barriers:

The systemic barriers associated with this key objective are related to equitable recruitment and hiring processes and practices. Specific barriers, as determined through the Employment Systems Review, Comparative Review of Institutional Supports and engagement with members of equity-deserving groups, include:

- A lack of diverse representation on hiring committees, with specific onus being placed on faculty who hold intersectional identities
- Search committees being ill-equipped to evaluate non-traditional ways of knowing, publishing and research productivity
- Bias and discrimination embedded into the recruitment and selection process

2.3 Corresponding actions undertaken to address the barriers:

During this reporting period, the University of Waterloo updated the CRC Selection Committee Report to accommodate attestation of completion of CRC requirements while streamlining the document and related processes as much as possible to make it clearer for selection committees to fill out.

The Office of Equity, Diversity, Inclusion and Anti-Racism revised and released an updated Equitable Recruitment and Selection Toolkit, which is used by and applied to CRC selection committees to ensure meaningful action is taken to remove systemic barriers in recruitment and selection processes.

The Office of Research commissioned a CRC EDII Communications Strategy by Taylor Newberry Consulting to help address challenges and identify recommendations to ensure clear and meaningful communication across the CRC program and faculty community. The Strategy Report included 17 recommendations, including the development of an EDII communication strategy for the Canada Research Chairs Program (CRCP) at the University of Waterloo. Recommendations are based on the 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 are supported by peer-reviewed literature. An evidence-based business case for equitable, diverse and inclusive research, teams and processes to support the communications strategy was also included as part of this work.

2.4 Data gathered and Indicator(s):

- 100% of CRCs received a guaranteed teaching release equivalent to 50% of the unit's normal course load

- 100% compliance of the revised CRC Selection Committee Report, which was revised to include an additional step requiring review from the Faculty Dean and VPRI Designate to ensure EDI considerations are factored into CRC candidate selection

- 100% of CRC DACAs/SACAs completed a Selection Committee Report for CRC candidates

- New "Information and Best Practices for Canada Research Chair Selection Committee" guide provided to 100% of committees, which includes transparent information on advancement from Tier 2 to Tier 1 CRC

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

In support of this objective, the University of Waterloo released a CRC Review of Institutional Supports Survey, focused on assessing key areas of institutional support (institutional financial support, teaching release, time focused on research, access to HQP and staff support, etc.). This survey had a 92% response rate by current CRCs and provided key insights into the nature of the CRC experience across the institution. The results were communicated to the VPRI and Deans and will be used to inform recommended actions to ensure equitable CRC institutional supports continues.

An institutional CRC SharePoint site was also created to house all CRC related documents. These documents and best practices are available to anyone who has Waterloo credentials, allowing for the information to be open, transparent and accessible to all faculty and staff. Examples of documents on the site include:

- General
    - CRC internal nomination form
    - Internal Arrangements for CRCs
- For nominees:
    - CRC application instructions for new and renewing applicants
    - Internal budget templates
- For Selection Committees
    - CRC Selection Committee Report
    - Supporting Information and Best Practices for Selection Committees

The Office of Research created and disseminated a list of Indigenous Job Board sites as well as a list of Job Board sites focused on supporting faculty from equity-deserving groups. A broad distribution of job opportunities, including through websites and job boards tailored to members of equity-deserving groups (e.g. racialized groups, women, Indigenous peoples, persons with disabilities, and members of 2SLGBTQ+ communities) contribute to a more diverse pool of candidates resulting in greater likelihood of successfully recruiting a diverse team. This document provides a selection of job advertisement posting sites to support inclusive recruitment for faculty hiring highly qualified personnel (HQP) and other research personnel. This is intended to be a non-exhaustive list of possible job boards/posting websites that help provide a general guide for job posting resources.

The Indigenous Priorities Action Committee committed a key priority action to "directly support new Indigenous faculty as they go through the hiring process and adjust to Waterloo", including through negotiations.

2.6 Challenges encountered during the reporting period:

There were significant challenges related to changes in personnel throughout the reporting period, specifically regarding staffing changes with the CRC Program Manager and Senior Manager, Research Equity, with the latter remaining vacant for a large portion of the reporting period due to challenges in recruitment and the re-structuring of the EDII team within the Office of Research portfolio.

Challenges related to working through the COVID-19 pandemic – both from a staffing perspective and CRC perspective, are outlined in Part B below.

2.7 Next Steps:

- (February 2022) Hire Project Manager, Indigenous Initiatives in the Office of Research to offer direct support to Indigenous Faculty, providing project management and administration services. Responsibilities 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.

- (May 2023) Continue to collect equity and program data through annually issuing the CRC Review of Institutional Support Survey. Create a report of recommended actions to address barriers and strive for continuous improvement in alignment with this objective.

- (May 2022) – Confirm all CRCs receive their annual salary stipend and Faculty Research Fund, as identified as an outcome of the CRC Review of Institutional Support

- (December 2022) Initiate a review process of the current outreach actions to reach a diverse pool of CRC candidates to assess effectiveness

Key Objective 3
3.1 Brief description of Key Objective 3:

Support an inclusive work environment for all Waterloo Chairholders, including those from the FDGs and the 2SLGBTQ+ 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

3.2 Systemic barriers:

Building an inclusive work environment is a fundamental goal for the University of Waterloo, as outlined in the strategic plan, where "all of our endeavours will grow in an inclusive community for students, faculty, staff and alumni within and beyond the borders of our campuses". As outlined in the CRC EDII Communications Strategy, and the CRC Review of Institutional Supports survey, the following systemic barriers are present at our institution:

Equity-related education and learning opportunities are promoted across the organization and can differ in ways those communications flow to different audiences via newsletters and websites. Though, the barriers associated with this effort relate to having limited capacity to design and deliver faculty or CRC-specific training, as well as the previously mentioned barrier about how training is one part of a successful culture shift toward building an inclusive environment.

Barriers associated with developing policies and procedures that are conducive to EDII, include the myth that upholding research excellence is at odds with concepts of equity. This barrier is well researched and examined in the post-secondary sector, with specific reference to "The Equity Myth" by Frances Henry, Enakshi Dua, Carl E. James, Audrey Kobayashi, Peter Li, Howard Ramos, and Malinda S. Smith.

Though the institution has named "strengthening sustainable and diverse communities" as a theme for impact in its Strategic Plan, we know that practice varies between departments and disciplines on how to create an inclusive workplace and research environment. Waterloo is a large and decentralized University, with varying practices across the institution.

3.3 Corresponding actions undertaken to address the barriers:

EDI related educational and training opportunities were communicated to all faculty and staff across the institution via specific newsletters, updates, the Daily Bulletin and faculty-specific communications. Equity-related training topics were also integrated into the Academic Leadership Program for Academic Unit Heads and Associate Deans.

An evidence-based business case was developed as part of the CRC EDII Communications Strategy by Taylor Newberry Consulting to address existing barriers and myths traditionally associated with having an equitable and diverse academic workforce and inclusive work environment. The business case focused specifically on three pillars of understanding:
- EDII expands the talent pool, improves retention, and increases productivity
- A diverse faculty strengthens the teaching and learning environment
- EDII contributes to research excellence

The Indigenous Priorities Action Committee conducted a review of the Memorandum Of Agreement (MOA) and applicable University policies such as adding language about Indigenous research, service, representation at the level of dean, and teaching.

3.4 Data gathered and Indicator(s):

Data gathered through the CRC Institutional Support Survey that are relevant to supporting this objective include:

- Majority of respondents spend between 51-60% of time allocated to research, 21-30% allocated to teaching, and 21-30% allocated to service
- In the qualitative remarks, survey respondents reported they feel "exceptionally well supported" by the Office of Research in their CRC position
- 100% retention of Indigenous CRCs
- 100% participation of eligible CRCs in the new Rotiyo'tenhserí:yo Award of Excellence, in acknowledgement of success as a new self-identified Indigenous Canada Research Chairholder at the University of Waterloo. Rotiyo'tenhserí:yo is a Kanien'keha (Mohawk) word meaning 'they do good work'. This award provides the recipient with registration for the Faculty Success Program administered through the National Centre for Faculty Development and Diversity for summer

2021. The <u>Faculty Success Program</u> is a 12-week online program designed as a resource for tenure track faculty wishing to increase research and writing productivity while maintaining a health work-life balance.

- Development of the Black Faculty Collective was formed in the summer of 2020 with the goal of working both within and outside the institution to end anti-Black racisms at the University of Waterloo

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

Networking meeting of Women-identified CRCs, including a survey of participants was conducted in Fall 2021 to identify areas of interest for deep dive sessions to be held at future meetings. Suggested topics included leadership and support for transitioning out of a CRC.

Networking meeting of Indigenous-identified CRCs once a term with a specific focus on barriers and challenges that the Indigenous faculty were facing.

One-on-one support provided for Indigenous-identified CRCs through the Manager, Research Program Development and Partnerships, Indigenous Initiatives including support for grant application review and submission, assistance with setting meetings and follow up tasks related to their research agendas, review of CRC renewal criteria and long-term research planning, and other supports as requested.

The Associate Vice President, Indigenous Relations meets with CRC candidates before offers are made to speak with the candidates about the Indigenous specific-supports that are available at Waterloo and to make an initial introduction to campus and the Indigenous community.

Developed guides for Academic Chairs / Unit Heads that present step-by-step instructions for tasks including creating job ads, training the selection committee members, and evaluating applications through an EDII lens.

Through the President's Anti-Racism Taskforce (PART), recommendations were submitted specifically in reference to Policy 8 (Freedom of Speech), Policy 18 (Staff Employment), Policy 33 (Ethical Behaviour), Policy 76 (Faculty Appointments) and Policy 77 (Faculty Tenure and Promotion). Ongoing EDI consultation and consideration in support of the Waterloo Policy Renewal Project led by the University Secretariat, with the goals to:
- Review the framework within which university policies are managed and make improvements where necessary
- Review and update the existing policy library with the intention of improving the clarity, consistency and relevance of university policies

3.6 Challenges encountered during the reporting period:

There were significant challenges related to changes in personnel throughout the reporting period, specifically regarding staffing changes with the CRC Program Manager and Senior Manager, Research Equity, with the latter remaining vacant for a large portion of the reporting period due to challenges in recruitment and the re-structuring of the EDII team within the Office of Research portfolio.

Challenges related to working through the COVID-19 pandemic – both from a staffing perspective and CRC perspective, are outlined in Part B below.

3.7 Next Steps:

– (March 2022) An in-depth training session was offered to all CRCs on how to transition from a CRC position. This topic and session were established in response to requests received by CRCs and in an effort to be open and transparent in communications.

(Ongoing 2022-23) Next steps to implement the CRC EDII Strategic Plan recommendations, which will take place during the 2021-2022 reporting year:

– Engage senior administration and academic chairs in collaborative discussion around how EDII will be included in hiring processes. Recognizing that the hiring processes between different departments varies, different departments may choose to consider EDII in a different way; such flexibility requires enhanced interdepartmental communication and clarity of process regarding EDII and hiring.

– When developing EDII visioning and communications, collaborate across units and offices, avoiding siloed approaches to EDII at the university. For example, the Communications Officer within the Office of Research could collaborate with the AVP Communications on the ongoing development and implementation of the EDII strategy.

– Leverage official university channels (e.g., listservs, university memos, the university website, President's blog, other faculty members) to lend credibility to and show organizational support for EDII initiatives.

‒ To improve transparency, clarity, and trust in the hiring process, avoid changes to protocol unless said changes are first clearly communicated to all stakeholders.

‒ Continue to advertise CRC Job Ads -- and any restrictions on the ads -- on the UW website. Transparency about whether job ads are open to internal or external applicants is recommended to not only attract the appropriate candidates, but to avoid pushback from those who feel the process is surreptitious.

‒ Create a centralized, easy to find area for EDII communications and policies; for example, a regular menu item on the main university webpage.

‒ Revamp the CRC pages on the website to make it easier to navigate, bring clarity about current job postings, and promote existing EDII initiatives for the program.

‒ Using the strategies outlined in this report and in collaboration with communications personnel at the University of Waterloo, identify best practices for communication at Waterloo. These best practices may include ideal frequency and day-of-the-week of email communications and when and how to best utilize email reminders.

‒ Promote the EDII strategy through memos, training materials, and wider promotion on the university website. Consider promotion as distinct from passive communication of updates. The goal of promoting EDII communications more widely is to *sell the ideas;* to ultimately improve the popularity and uptake of the EDII strategy.

‒ When in-person training can resume, consider retreat-style training where small groups of leaders, CRCs, and faculty congregate to interact with respected academic guests who can speak to the systemic biases they have encountered as members of equity-deserving groups. Include discussion and reflection components in the training.

‒ Have bias training delivered by respected faculty or researchers (peer-to-peer), drawing heavily on empirical research. The Faculty Association of the University of Waterloo's Equity Committee is prepared to support such trainings with

members of the faculty who are willing to lend their voice and credibility if necessary.

– Organize communication among members of the university leadership to develop a unified strategy to increase FDG hires in the CRCP, and support for EDII at all levels.

– Develop a mentorship program (in all departments/schools) that works to pair experienced CRCs who identify as members of an equity-deserving group with faculty who identify as members of an equity-deserving group.

– Develop educational modules, workshops or training events that approach the concepts of systemic barriers, and equality vs. equity, at a more basic level than hiring and selection. Focus on consciousness raising as a precursor to training around restricted hiring and meeting mandated EDII targets.

– Engage in discussion and redefinition of "research excellence" as criteria for hiring, taking into consideration bias inherent in achieving that criteria.

Part B - Challenges and Opportunities

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

Through the reporting period, the COVID-19 pandemic continued to demonstrate **challenges** and impact the way CRCs and faculty members were able to contribute to teaching, research and service, with additional and disproportionate impacts for people from equity-deserving groups. Through the CRC Review of Institutional Supports survey, we learned that some challenges CRCs reported regarding their research during the COVID-19 pandemic include:
  - researchers conducting human research experienced long and sustained halts to their research with little assistance to navigate the requirements to resume various activities once it was safe to do so.
  - challenges maneuvering and managing return-to-work/research scenarios for themselves and their teams, specifically with finding ways

       to accommodate for people who were not yet comfortable returning to campus and navigating hybrid in-person/online interactions with their research teams.

- obstacles in funding infrastructure maintenance and equipment repairs due to COVID-19 shutdowns.

We also know there to be systemic and disproportionate impacts on researchers from equity-deserving groups, the data of which was used to help shape and determine an equitable response to the recovery of research and faculty support as the pandemic developed.

Amidst these challenges, there were a number of encourage and exciting **opportunities**, such as the appointment of a new President, Dr. Vivek Goel. Dr. Vivek Goel is the University of Waterloo's seventh President and Vice-Chancellor. He is a distinguished scholar with extensive achievements in research, teaching and leadership across both public and private sectors. Dr. Goel is recognized in Canada and around the world as a leading public-health researcher, health-services evaluation expert, and champion for the use of research evidence in health policy making. He has held a number of senior leadership roles at the University of Toronto including as Vice-President and Provost and most recently as Vice-President Research and Innovation.

The University of Waterloo also underwent an external review of the Human Rights, Equity and Inclusion Office, in an effort to review and evaluate the HREI portfolio at the University of Waterloo, with an emphasis on organizational structure and leadership, partnerships, internal collaborations, and the delivery of services and programs. To advise on strengths, challenges, and opportunities the University should consider to ensure the human rights, equity and inclusion needs of the Waterloo community are met in an efficient, effective, and progressive manner. The final report was comprised of 16 recommendations to ensure the University is organized and functions effectively in its journey to a more equitable and inclusive environment. This included the creation of two new offices and Associated Vice-President roles:

- Office of Equity, Diversity, Inclusion and Anti Racism
- Office of Indigenous Relations

Part C - Reporting on EDI Stipend objectives not accounted for in Part A

Instructions:

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

  NONE

Part D: Engagement with individuals from underrepresented groups

Outline how the institution has engaged with underrepresented groups: e.g., racialized minorities, Indigenous Peoples, persons with disabilities, women, 2SLGBTQ+ individuals, during the implementation of the action plan (during the reporting period), including how they have been involved in identifying and implementing any course corrections/adjustments, if applicable. For example, how was feedback gathered on whether the measures being implemented are resulting in a more inclusive research environment for chairholders of underrepresented groups? How has intersectionality been considered in developing and implementing the plan (if applicable)? Have new gaps been identified? How will members of underrepresented groups continue to be engaged? (limit: 10 200 characters)

In 2020, the University of Waterloo formed the PART and made a public commitment to engage our community and address systemic racism across our campuses.

Consulting with groups across our community, members of the Taskforce have carefully and thoughtfully prepared a series of recommendations to advance this critical mission.

It was recognized, that lasting change requires our work to be guided by the perspective, courage, knowledge, experience and expertise of BIPOC individuals, voices that have historically been marginalized here at Waterloo and beyond.

Throughout October and November we held additional discussions with members of our Community Collaborative, for continued consultation on the initiation and structure of PART.

With their guidance and input we finalized the thematic areas that were shared with the entire campus community for feedback in October. Additionally, actions to be considered under each thematic area were developed. These areas have

become the foundation for the President's Anti-Racism Taskforce, as well as its working groups and implementation teams. Members of the Community Collaborative, and other administrators across campus with specific areas of responsibility and expertise, agreed to serve on the five working groups and four implementation teams. The chairs of the working groups served as members of the Taskforce.

Feedback received throughout consultations over the summer and through the fall, were shared widely with working group members, and formed an initial set of deliverables for consideration by each group.

Engaged members of the communities we've spoken with so far, have courageously and generously shared their experience and identified some areas for change. There are seven thematic areas that were considered by PART, that emerged from discussions with our Community Collaborative members, including:

1. Campus representation (faculty, staff, students)
2. Educational environment & the development of learners
3. Health and mental health strategy
4. Professional & academic development & mentorship
5. Race, culture & ethnicity awareness
6. Race-Based Data Strategies
7. Safety

A complete report of the President's Anti-Racism Taskforce was delivered to the President, including 88 concrete recommendations with accountability for action identified across the institution.

PART E: Efforts to Address Systemic Barriers More Broadly within the Institution

Briefly outline other EDI initiatives underway at the institution (that are broader than those tied to the CRCP) that are expected to address systemic barriers and foster an equitable, diverse and inclusive research environment. For example, are there projects underway that underscore the importance of EDI to research excellence? Is there additional training being offered to the faculty at large? Are there initiatives to improve the campus climate? Please provide hyperlinks where relevant, using the hyperlink boxes provided below (URLs should include https://). Note that collecting this information from institutions is a requirement of the 2019 Addendum to the 2006 Canadian Human Rights Settlement Agreement and provides context for the work the institution is doing in addressing barriers for the CRCP. (limit: 4080 characters)

Black and Indigenous Excellence Faculty Cluster Hire Initiative:

The University of Waterloo has announced it will take a step in addressing the systemic underrepresentation of Indigenous and Black faculty at our institution with the launch of new cluster hiring initiatives that will see the addition of 10 new Indigenous and 10 Black faculty members.

As restricted hiring opportunities, the cluster hiring initiatives follow the provisions for a special program as described by the Ontario Human Rights Commission. Waterloo's current underrepresentation of Indigenous and Black faculty allows us to take this action.

Waterloo Library Indigenous Research Subject Guide

This guide was developed jointly by Indigenous students from the Graduate Students Association, the Office of Research, and the Library. It is intended to help Waterloo researchers identify Indigenous-related resources that have been marginalized, erased, and ignored because of dominant Western practices in education, scholarship, and library science.

Our goals in creating this guide are to advance decolonization efforts within the Library and highlight Indigenous research, voices, and ways of knowing by:

- providing search advice and strategies to help researchers uncover resources
- highlighting resources that focus mainly on First Nations, Inuit, and Métis of Turtle Island (North America)
- identifying Indigenous research methodologies
- welcoming feedback on how to improve this guide

This guide is a work in progress, a resource that will be shaped on an ongoing basis by the expectations, needs, and interests of people who use it. It will be formally reviewed annually.

New Positions and Hiring:

A number of new equity-focused positions were established on campus during the reporting period, including:
- Project Manager, Research Equity, Office of Research
- Manager, Research Program Development and Partnerships, Indigenous Initiatives, Office of Research
- Anti-Racism Communications Manager, University Relations
- Senior Educational Developer, Indigenous Knowledges and Anti-Racist Pedagogies in the Centre for Teaching Excellence

- Counsellor for Indigenous Student Support in Campus Wellness
- Counsellor for Black Student Support in Campus Wellness
- International Recruitment Specialist with a focus on Black Student Recruitment in the Registrar's Office
- Indigenous Recruitment and Partnership Specialist in the Registrar's Office

The following equity-related actions were led by the **Office of Equity, Diversity, Inclusion and Anti-Racism** in support of the key objectives during the reporting period:

Training:

- Developed Unlearning the Binary: Fostering a Truly Trans-Inclusive Campus
- Developed 2SLGBTQ+ Fundamentals
- Developed Decentering Whiteness
- Developed Responding to Disclosures of Racism
- Revamped Faculty Equitable Recruitment & Selection (training and toolkit)

Employment Equity:

- o provided support to the development of job ad language for priority and restricted hires, the language required for an equity statement for all job postings, supported individual high priority hires (e.g. Black International Recruitment Specialist, Black Counsellor, Student Equity Specialist for Student Success Office etc.), supported the change of gender options in Workday. (Ongoing)

- **Equity Data:**
  - o Development of equity data questions, survey launch

- **Anti-Racism and Anti-Oppression module**
  - o AVP Office, established project coordinator
  - o Underwent RFP process to hire a content creator/consultant for campus wide Anti-Racism/Anti-Oppression module for students, faculty and staff
  - o Supported development of project goals, expectations, and timeline. Consultant hiring ongoing. (Target completion for module launch, Fall 2022).

- Initiated work with AccessAbility Services to develop a process for non-disability OHRC related accommodations for students.
- Created resource for student, faculty and staff rights and responsibilities
- Developed and published Inclusive Meeting Checklist. (Complete)
- Initiated draft of guide to Inclusive Events. (Ongoing)

- Advised the Registrar's Office on the list of key religious observances and outlined a framework for the legal obligations related to cultural vs religious/spiritual accommodations.
- Management of information about prayer spaces on campus, and requests for resources related to prayer spaces (Ongoing).
- Initiated conversations about reinstating inclusive washroom locations to campus maps (Ongoing)
- Embedding trans centric practices in Health Services, in response to student needs/issues around misgendering, deadnaming and lack of trans inclusive/centric care in Health Services.
  - Supported development of responsive training, working with student stakeholders, creating project plan for embedding trans centric practices, and working with health promotion to implement communications plan (Ongoing).
- Initiated project to expand inclusive washrooms to include multi-stall gender neutral washrooms in key locations across campus, including proposal to Provost for funding to hire external contractor to determine feasibility (Ongoing).
- Supported Black and Indigenous Faculty Cluster Hires
  - Co-created resource for Indigenous Faculty Hiring & Selection Committees to embed decolonization/Indigenous centric practices in their hiring process (Complete)
- Exploring opportunities for partnerships to expand availability of free/low-cost menstrual products for campus (Ongoing)
  - Coordinated access for free menstrual products for Health Services, and managed interim process for menstrual product access
- Collaborated with the Communications and Engagement team to launch video profiles of members of the Black Faculty Collective, as a part of Black History Month (2021). (Complete)
- Provided Support to the development of the Inclusive Language and Engagement Guide. (Ongoing)
- Initial conversations about commencing work on Equity in Admissions Project

Advice & Guidance

- Provided advice and guidance on the Student Experience Review. Facilitated a meeting between the student equity services and Dr. Marlee Spafford, the Special Advisor to the Provost on student experience.
  - Supported equity deserving students, faculty and staff with experiences of racism, ableism, sexism, transphobia, systemic barriers, transitioning in the workplace, and other equity related needs.
  - Advised Faculties and Academic Support Units on matters including but not limited to the collection of equity data, embedding equity in

existing programs & processes (e.g., orientation, mentorship programs etc.) equitable recruitment and selection practices, awards for equity deserving students, anti-racism statements/plans, admissions letters/processes, supports available for equity deserving students, staff, and faculty members, leading town halls/focus groups on sensitive equity related matters, definitions of equity related terms, balancing differing/competing needs of equity deserving groups, and establishing equity committees (etc.). Advised the Faculty of Science, the Faculty of Math, the Faculty of Engineering, the Arts First Program, ARTS Graduate Studies, the Student Success Office, Athletics and Recreation, Campus Housing, the School of Architecture, the Registrar's Office, Health Promotion, Graduate Studies and Post-Doctoral Affairs, School of Public Health, the Co-operative and Experiential Education, School of Environment, Centre for Extended Learning, Legal and Immigration Services, the Games Institute, Human Resources, WUSA, UW Mates, Student Awards, Office of Research, Equity Science Society, Graduate Students Association, AccessAbility Services, Organizational Human Development, Women in Computer Science, Wellness Collaborative, Counselling Services, Health Services, Sustainability Office and Centre for Teaching Excellence

- Provided review and feedback on Policy 33, Policy 70 & request for Policy 18