



UNIVERSITY OF
WATERLOO

**University of Waterloo Canada Research
Chairs Equity Action Plan
(Update 2026)**

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Executive Summary

The Canada Research Chairs Program (CRCP) is part of the Government of Canada's strategy to make Canada a global leader in transformative research and innovation. Since its inception, the program has enabled the University of Waterloo to attract and retain exceptional researchers in engineering, natural sciences, math, health sciences, humanities and social sciences. In alignment with a key recommendation in the CRCP's 15th-year evaluation, the CRCP requires each participating institution to develop its own equity action plan.

The University of Waterloo Canada Research Chair (CRC) Equity Action Plan (EAP) identifies four strategic areas, key objectives and actions for addressing under-representation of individuals from the four designated groups (FDGs) - women, persons with disabilities, Indigenous peoples and members of visible minorities, as well as individuals in the 2SLGBTQ+ communities - in the institution's complement of CRCs. The EAP also includes actions for supporting CRCs and administering the CRC program in alignment with best practices in equity.

An engagement took place throughout 2024 that included current Canada Research Chairs (CRCs), the Deans and select Chairs and Directors from each Faculty (Arts, Engineering, Environment, Health, Mathematics, Science), relevant councils, and senior administrators. The importance of considering CRC nominees from the FDGs, including intersecting identities, was a key feature of the discussions along with best practices in supporting CRCs and strategic planning of CRC positions and teaching support. The result is a CRC EAP truly embedded into the strategic planning of Waterloo and then linked to the [Inclusive Research four strategic implementation](#) areas. In general, the CRCs were keen to have this update, and the CRC program act as a catalyst for positive change both in the program but, also more broadly, for other faculty and the campus.

Waterloo is among the top universities in the world. As such, we promote a culture of equity, diversity, and inclusivity that supports a dynamic research environment with different perspectives, fresh ideas, and new approaches. As we envision our future, increasing inclusive research capacity and building a more inclusive research ecosystem will be key.

1. Introduction and Context Setting

The Canada Research Chairs Program (CRCP) is part of Canada's strategy of being a global leader in transformative research and innovation. Since its inception, the program has enabled the University of Waterloo to attract and retain exceptional researchers in engineering, natural sciences, health sciences, mathematics, humanities, and social sciences. In alignment with a key recommendation in the CRCP's 15th-year evaluation, the CRCP requires each participating institution to develop its own equity action plan.

The University of Waterloo's CRC EAP focuses on improving the governance, transparency and on making progress towards enhancing representation from the four designated groups (FDGs) - women, persons with disabilities, Indigenous peoples and members of visible minorities and 2SLGBTQ+ communities - in its CRC complement. This in turn increases diversity and representation on campus and focuses on providing a supportive environment in which to flourish. In addition, as changes have been embedded over time, the CRC EAP has moved towards inclusion and equity of broad institutional support to promote CRC success. The University of Waterloo first published its CRC EAP in 2017 and engaged in a comprehensive update in 2019.

All action items from the previous CRC EAPs were delivered, implemented or embedded by 2025, prompting a new CRC EAP to be drafted that reflects increasing social awareness, organizational changes, the emerging needs of CRCs and the updates and advancements of the CRC program. Given the pace of change in equity, diversity, inclusion, and decolonization, this plan is designed for delivery over the next five years.

1.1 What is a Canada Research Chairs Equity Action Plan (CRC EAP)?

In 2003, eight women filed a complaint against the Government of Canada, asserting that the CRCP was violating the *Canadian Human Rights Act* by discriminating against protected groups.¹ The 2006 settlement agreement between the plaintiffs and the Government of Canada required that the CRCP implement equity targets in universities across the country to increase the representation of women, racialized individuals, persons with disabilities, and Indigenous Peoples.²

Despite the requirements listed in the 2006 settlement agreement, a 2016 evaluation of the CRCP concluded that institutions lacked transparency in their chair allocation and renewal processes and needed "greater accountability in terms of meeting ... equity targets."³ In 2017, the CRCP steering committee published the program's Equity, Diversity and Inclusion Action Plan and required universities to implement their own plans. The plan recommended that the CRCP should require institutions to adopt greater transparency in their allocation, selection and renewal processes for chairholders. CRC EAPs are focused on improving:

- Program governance
- Transparency

¹ Government of Canada. (1984). *Report of the Commission on Equality in Employment*. Ottawa, ON. / Cohen, A. M. G., Forsyth, L., Joyce, G., Kobayashi, A., Mulay, S., Ollivier, M., ... Robbins, W. (2003). *Human Rights Complaint Concerning the Canada Research Chairs Program*. Ottawa, ON: Canadian Human Rights Commission

² Canada Research Coordinating Committee. (2023). [Best practices in equity, diversity and inclusion in research practice and design](#).

³ Goss Gilroy Inc. (2016). *Evaluation of the Canada Research Chairs Program*. Ottawa, ON: Goss Gilroy Inc.

- Monitoring of its measures
- Addressing long-standing equity, diversity and inclusion challenges

Institutional CRC EAPs are a required feature of the CRCP and set out the prioritization, planning and implementation steps of creating required changes across institutions.

In addition, universities must maintain [CRCP public accountability and transparency websites](#) which include the annual EAP reports⁴ in which they describe “the progress made in implementing their action plans and meeting their equity and diversity targets and objectives.”⁵ In addition to the four designated groups, in 2019, the CRCP started implementing approaches to increase the representation of 2SLGBTQ+ chair-holders.⁶ Universities that do not meet the CRCP equity targets face consequences, including a reduction in the number of nominees and allocated chairs.⁷

The transformative nature of the CRCP stems from its unique ability to improve hiring practices, making them more transparent and streamlined.⁸ When CRCP selection and nomination procedures are well integrated into specific policies (e.g., faculty agreements), they can inform best practices for recruiting faculty members across the institution. CRCP requirements can also identify systemic issues and deficiencies with respect to recruitment, promotion, and administrative support, and help support the institution in best practices.

1.2 A New Strategic and Organizational Landscape at the University of Waterloo

Since the last CRC EAP Update in 2019, there have been several new strategic and organizational changes at the University of Waterloo. The University of Waterloo has publicly committed to increasing equity, diversity, inclusion, and supporting Indigenous initiatives (EDIIR) in its operations with the goal of removing barriers as it works to achieve an equitable academic, research and campus environment, as outlined in [Waterloo’s Strategic Plan](#).

To align with this commitment, resources have been invested in advancing equity, diversity and inclusion across campus by establishing the following:

- The [Office of Equity, Diversity, Inclusion and Anti-Racism \(EDI-R\)](#) is dedicated to fostering a culture of equity, anti-racism, and transformative justice at the University of Waterloo. The office works to build and enhance EDI-R competency across campus, update policies and procedures, and offer support services.
- The [Office of Indigenous Relations \(OIR\)](#) works collaboratively on and off campus to advance the goals of the Truth and Reconciliation Calls to Action as well as providing a long-term vision for the University of Waterloo grounded in decolonization.

⁴ Canada Research Chairs. (2023). [Equity, diversity and inclusion requirements and practices](#).

⁵ Canada Research Coordinating Committee. 2023. [2023 International Joint Initiative for Research in Climate Change Adaptation and Mitigation competition](#).

⁶ Canada Research Chairs. (2019). [2019 Addendum to the 2006 Canadian Human Rights Settlement Agreement](#).

⁷ Canada Research Chairs. (2023). [Chairs administration guide](#).

⁸ Council of Canadian Academies. (2024). [Equity, Diversity, and Inclusion in the Post-Secondary Research System](#). Ottawa (ON): Expert Panel on EDI Practices for Impactful Change, CCA.

- Within the Office of the Vice-President, Research and International (OVPRI), the Inclusive Research team takes the leadership on EDI across the research, international, and entrepreneurship portfolios. The team consists of two units. The [Research Equity Team](#) supports transformative learning, advancing inclusion through grant reviews and research design consultations, and developing innovative pathways through strategic EDI programming. The [Indigenous Research Team](#) is responsible for supporting and strengthening Indigenous research capacity at the university and beyond. The Inclusive Research Team is guided by the [Inclusive Research Implementation Strategy](#) - reinforcing goals foundational to building a research ecosystem where EDIIR considerations are embedded in a pursuit of research excellence, and all can thrive to achieve their potential.

2. Summary of Engagement

To create a thoughtful and responsive CRC EAP, many different voices and perspectives needed to be heard. The engagement for this CRC EAP update was completed throughout 2024-2025. The following information, gatherings and engagements inform this CRC EAP:

- The findings from the integrated Environmental Scan and Institutional Support Survey
- The all-CRC network
- Individual consultations with all six Deans
- A variety of chairs and directors from the faculties who work with CRCs
- CRC Women and Gender Equity-Deserving Groups Network
- CRCs with Disabilities Network
- Research, Equity, Diversity and Inclusion (REDI) Council
- Institutional Research Team
- Indigenous Faculty Council
- Senior Leadership Team in the Office of Vice-President, Research and International

3. Equity Action Plan by Strategic Area

The implementation and delivery of the CRC EAP takes place campus wide and is administered by the Inclusive Research with the expert support of the Institutional Research teams. In order to promote alignment and team efficiency in reporting and approach, and ground the CRC EAP into the overarching strategic planning of the University and the Office of Research, this CRC EAP has been aligned to the [four strategic implementation areas](#) of the Inclusive Research team.

3.1 Strategic Area #1: Provide specialized advice and guidance on embedding EDI and respectful Indigenous Relations principles throughout the Waterloo research ecosystem

Outcome: CRCs have equitable access to the information they need in clear, useful and practical ways, when they need it, so they can make the most of their CRC experience and further advancement.

3.1.1 Future Actions

Project Name	Responsibility	Action
CRC Orientation Project	Inclusive Research Team	Create a package of supporting documents and helpful guides that all CRCs receive during their onboarding and have access to for reference throughout their term as a CRC.
CRC Mentorship Guidelines	Inclusive Research Team	Create a guideline to accompany the CRC Orientation package that supports Faculty leaders in matching CRCs in faculties for a support/touch point mentor when starting a CRC or at any other time.
CRC Renewal Supports Project	Inclusive Research Team	Create a package of supporting documents and helpful guides that all CRCs receive when they have one year to the end of any term and have access to for reference throughout their term(s).
CRC Transitions Supports Project	CRC Team/ Inclusive Research Team	Create a package of supporting documents and helpful guides that all CRCs receive when they have one year to plan and transition out of the CRCP and have access to for reference throughout their term as a CRC.

3.2 Strategic Area #2: Purposeful collaboration with internal and external change makers to address and remove systemic barriers in the research ecosystem

Outcome: Creating opportunities to collaborate and co-create transformational improvements to our CRC program. This includes understanding the contexts of our CRCs as well as the challenges women and gender equity-deserving groups, racialized and Indigenous peoples, 2SLGBTQ+ and people with disabilities face.

3.1.2 Future Actions

Project Name	Responsibility	Action
CRC Faculty Gatherings	Faculty Leadership	Faculty level meet and greet each year held with CRCs, Chairs and Deans.
CRC Women and Gender Equity-Deserving Groups Network	Inclusive Research Team	Plan and support two annual meetings, one formal and one informal, for women and gender minority CRCs hosted by the Vice-President, Research and International.

All CRC Network Meeting	Inclusive Research Team	Plan and support an annual meeting for all CRCs to provide a networking opportunity and a summary update to CRC EAP progress and CRCP updates.
Indigenous CRC Luncheon	Inclusive Research Team	Plan and support an annual lunch meeting for all Indigenous CRCs to provide a networking opportunity and opportunity to provide direct feedback on experiences to the Vice-President, Research and International.
CRCs with Disabilities Luncheon	Inclusive Research Team	Plan and support an annual lunch meeting for all CRCs with disabilities to provide a networking opportunity and opportunity to provide direct feedback on experiences to the Vice-President, Research and International.

Note: We have had deep engagement with the groups above as well as with Racialized CRCs. Each group gave feedback and planned how often they wanted to meet. For example, Indigenous CRCs requested engagement be done in the Indigenous luncheon only once as they often attended other groups as well. Racialized CRCs requested no new networking forum as most were participating in other networks either through the CRC network events or other initiatives and did not want to introduce another meeting. In this way, the groups are all organized differently and at different intervals but were approached equitably and this is revisited in the CRC survey to make sure they stay relevant and useful.

3.3 Strategic Area #3: Commit to ongoing development and capacity building to support equitable and inclusive research practices

Outcome: Creating learning opportunities for CRCs that address their feedback and ensuring priority access to training events along with specific contacts for CRCs for supports in the Office of Research across Pre-Award, Research Finance and Commercialization.

3.1.3 Future Actions

Project Name	Responsibility	Action
Training for Academic Unit Chairs/Directors on CRC Program requirements	CRC Team/ Inclusive Research Team	Create a package of supporting documents, helpful guides and checklists that all Academic Unit Heads receive to support administration of the CRC program/chairs.
Knowledge Mobilization of EDI Training for CRCs	Inclusive Research Team	Create an infographic outlining the training opportunities and pathways for building EDI knowledge CRCs can access. Update annually.
Knowledge Mobilization of Indigenous Knowledges and	Inclusive Research Team	Create an infographic outlining the training opportunities and pathways for building understanding of wise practices of engagement with Indigenous communities and decolonization

Decolonization Training for CRCs		approaches CRCs can access. Update annually.
Priority Training Access for CRCs	Inclusive Research Team	Update internal policy to indicate that when specialized equity, diversity, inclusion and/or decolonization training is brought in through the Office of Research, CRCs get planned priority access to training opportunities.
CRC and Single Points of Contacts Project	Inclusive Research Team	Create a support document with key single points of contact in the Office of Research

3.4 Strategic Area #4: Dismantle discriminatory barriers and actively pursue updates to business practices and processes across research administration

Outcome: The CRC program supports the dismantling of discriminatory barriers through systems reviews, surveys, equity target planning, while creating internal improvements that address internal efficiencies and program needs.

3.1.4 Future Actions

Project Name	Responsibility	Action
CRCs in Administrative Roles Review	Inclusive Research Team	Review and update guidance on CRCs in administrative roles at the time of initial nomination and during their term.
CRC Allocation Transparency Project	CRC Team/ Inclusive Research Team	Review how CRCs are strategically allocated, our approach to meeting CRC targets, how CRCs are assigned across the Institution, reviewing timelines for development of the nomination, faculty/department level and develop clear infographic and communications that are posted on CRC accountability website.
CRC Financial Guidelines Update	Inclusive Research Team/Research Finance	Review and update guidance on financial management of CRC and associated institutional financial supports (considering timeline limits at end of CRC term).
CRC Renewals and Expectations Project	Inclusive Research Team/Faculty Leadership	Review and update guidance to support clear and transparent expectations for renewal throughout the initial term, and expectations of academic leadership for CRCs at Waterloo.
French Language Supports Project	Inclusive Research Team	Review current practices when applying or doing ongoing CRC admin in French and internal processes on translation and supports for French scholars.

Updates to Special Justification (SPJ) Form	CRC Team/ Inclusive Research Team	Update the SPJ form or create a parallel form that better serves an interdisciplinary or non-department-led hire.
Comparative Review of Institutional Support and Equity Climate Bi-Annual Survey	Inclusive Research Team	Survey to be updated and delivered in 2025, 2027 and 2029 with results published in 2026, 2028 and 2030 and presented at a meeting of all CRCs. Results to inform the next CRC EAP.

4. Conclusion

The CRC EAP is guided by the complementary pillars of high impact teaching, research excellence and equity that drive the CRCP. At the University of Waterloo, we know that by interweaving these priorities we can build an even stronger and more robust research environment that will be an important engine of innovation for Canada in the future. The goals outlined in Waterloo’s CRC EAP, along with other campus-wide initiatives, are designed to enhance diversity and inclusivity in the Waterloo CRCP and the greater University community, including FDGs and individuals in the 2SLGBTQ+ communities and beyond.

The objectives aligned with specific action items in the EAP are complex and require careful implementation to achieve the three key goals: results-based accountability, equitable management of Waterloo’s CRC program, and an equitable and inclusive work environment. Of course, change of any kind can be challenging. However, by introducing these changes in the spirit of fairness and by communicating our intentions clearly, we strive to rally the university community around a determination to meet, and even exceed, equity expectations.

The CRC EAP is rooted in building a more inclusive and stronger research community at Waterloo, one that will ultimately inspire future generations of researchers and lead to more innovation and economic progress for the benefit of all Canadians.

5. Appendix A: Comparative Review of Institutional Support and Equity Climate Bi-Annual Survey

The CRC Program requires institutions to collect data on the campus equity climate as well as to conduct a review of institutional resources as components of their CRC EAP. We have combined these two surveys to reduce survey fatigue. This comprehensive survey will be administered to active CRCs on a two-year cycle. Results of the survey are reported back to CRCs as well as to senior administration. The survey questions were developed based on promising practice guidelines provided by the Tri-Agency Institutional Programs Secretariat as well other post-secondary institutions' equity surveys, including the University of Michigan.

The survey is collected on odd numbered years with the last one being completed in 2023 with results shared and integrated into action plans the following year. The results of the 2024 survey are integrated into this plan.

A copy of the 2023 survey is below. The survey is organized into the following four sections:

- **Section 1- Equity Climate:** Questions focus on the institution's culture of inclusion and sense of belonging among CRCs and will inform development of initiatives related and future updates to the CRC Equity Action Plan. The previous equity climate survey was completed in 2019 and provided significant information that shaped Equity Action Plan programming, such as the Mentorship Program and CRC training offerings.
- **Section 2 - Institutional Resources:** Questions focus on the allocation of resources across the CRC program and will help identify any disadvantages and systemic inequities that may exist. The last review of institutional resources was completed in 2023.
- **Section 3 – CRC Supports:** Questions focus on gathering feedback about what supports, and programming CRCs need, which program initiatives are working well, and what could be improved.
- **Section 4 – Demographics:** Questions in this section allows us to disaggregate the data in the above sections to identify systemic barriers and refine activities to address these barriers. These questions are aligned to the 2023 Waterloo Equity Census.

The information collected in the survey is kept confidential and is disaggregated for analysis and reporting purposes by sub-population. The data is used to formulate actionable recommendations. To protect confidentiality, and in alignment with CRCP policy, results are reported only for groups larger than five. Responses are reviewed and edited as required to ensure anonymity.

Section 1: Equity Climate

The CRC Program stipulates that institutions conduct "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" (CRC Chairs Administration Guide¹).

Please answer the following questions about the University of Waterloo's commitment to equity, diversity, and inclusion **based on your experiences as a CRC.**

#. Overall, what is your level of satisfaction or dissatisfaction with Waterloo's current workplace

environment?

A: Very Satisfied; Satisfied; Neither Satisfied nor Dissatisfied; Dissatisfied; Very Dissatisfied; Do not know; Prefer not to answer

#. What impact has the workplace environment had on Waterloo's ability to meet its equity, diversity, and inclusion goal to "[p]romote and support Indigenous initiatives and a culture of equity, diversity, inclusion, and anti-racism for all" over the past **two** years?

A: Very Positive; Positive; Neither Positive nor Negative; Negative; Very Negative; Do not know; Prefer not to answer

- #. Please rate your level of agreement or disagreement with each of the following statements about Waterloo's commitment to equity, diversity, inclusion and decolonization.
- Waterloo has a strong commitment to diversity, equity, inclusion, and decolonization.
- Waterloo demonstrates its commitment to EDI and decolonization in meaningful ways.

A: Strongly Agree, Agree, Neither Agree nor Disagree; Disagree; Strongly Disagree; Do not know; Prefer not to answer

#. To your knowledge, what, if any, are the most significant EDI and decolonization actions going on in the CRC program? Please list up to three. [textbox]

#. Please indicate your level of agreement or disagreement with each of the following statements about your sense of belonging as a CRC at Waterloo.

- I feel a sense of belonging at Waterloo.
- I feel connected to one or more communities or groups at Waterloo, such as department-based groups, university-based groups, peer groups, teams, collaborators, and faculty associations or collectives.
- I feel a sense of community with other CRCs.
- I feel a sense of community with my disciplinary and/or academic unit colleagues.
- I feel that there is an opportunity for all CRCs to feel a sense of belonging/community at Waterloo.

My experience as a CRC at Waterloo has had a positive influence on my professional growth.

A: Strongly Agree, Agree, Neither Agree nor Disagree; Disagree; Strongly Disagree; Do not know; Prefer not to answer

#. I face barriers to an equitable workplace environment as a CRC at UWaterloo.

A: Strongly Agree, Agree, Neither Agree nor Disagree; Disagree; Strongly Disagree; Do not know; Prefer not to answer

#. If you face any barriers, please describe them. [textbox]

#. Please rate your level of agreement or disagreement with each of the following statements related to addressing equity-related concerns as a CRC at Waterloo over the last two years:

- The processes to address equity issues as they impact CRCs are clear
- Equity issues or problems that I identified were dealt with in a fair manner
- Equity issues or problems that I identified were dealt with in a timely manner

A: Strongly Agree, Agree, Neither Agree nor Disagree; Disagree; Strongly Disagree; Not applicable; Prefer not to answer

#. Is there anything else related to the equity climate at Waterloo you would like to share with the OVPRI? [textbox]

In the event that you are experiencing discrimination at Waterloo, the following resources are available:

[Office of Equity, Diversity, Inclusion and Anti-Racism](#)

[Office of Indigenous Relations](#)

[Conflict Management and Human Rights Office](#)

[Sexual Violence Prevention and Response Office](#)

[Director of Equity, Diversity & Inclusion in Research, International & Commercialization](#) (if the concern is related to research-specific equity concerns or the CRC Equity Action Plan)

These resources as well as other information about managing equity concerns at Waterloo are included on the [CRC public accountability webpage](#).

Section 2: Institutional Resources

Please answer the following questions about the University of Waterloo's institutional supports. The **institutional resources** section allows us to identify and analyze the allocation of resources across the CRC program, as well as to identify impactful equity, diversity and inclusion indicators and actions that will enable progress towards addressing disadvantages and systemic inequalities that may exist among Waterloo's CRCs.

Protected Research Time:

#. What percentage of your time at Waterloo has been allocated to research per academic year?
1-10 11-20 21-30 31-40 41-50 51-60 61-70 70+

#. Is that an accurate representation of the time you spend on research?

- Yes
- No

If not, how much time do you spend?

1-10 11-20 21-30 31-40 41-50 51-60 61-70 70+

#. What percentage of your time is allocated to teaching per academic year?

1-10 11-20 21-30 31-40 41-50 51-60 61-70 70+

#. Is that an accurate representation of the time you spend on teaching?

- Yes
- No

If not, how much time do you spend?

1-10 11-20 21-30 31-40 41-50 51-60 61-70 70+

#. How many undergraduate courses did you teach in total over the past **two** academic years?

- 0
- 1-2
- 3-4
- 5+
- Prefer not to answer

#. How many graduate courses did you teach in total over the past **two** academic years?

- 0
- 1-2
- 3-4
- 5+
- Prefer not to answer

#. My highly qualified personnel (HQP) supervisory load is

- Higher than others in my department
- About the same as others in my department
- Lower than others in my department
- Prefer not to answer

#. Is there anything else you would like to share with the OVPRI about your protected research time? [text box]

Service:

[Policy 77](#) states that “In addition to their primary duties of teaching and scholarship, regular faculty members have a responsibility to participate in the effective functioning of the University through service on committees, student advising, coordination of activities and in administrative positions. It is important that all faculty members be willing to assist with administrative duties when their help is needed. Many faculty members also provide valuable service to groups outside the University, such as disciplinary or professional organizations, conferences, journals and granting councils. Community service related to a faculty member's scholarly activities is normally considered as service to the University.”

#. What percentage of your time is allocated to service per academic year?

1-10 11-20 21-30 31-40 41-50 51-60 61-70 70+

#. Is that an accurate representation of the time you spend on service?

- Yes
- No

If no, how much time do you spend?

1-10 11-20 21-30 31-40 41-50 51-60 61-70 70+

#. What type(s) of service activities are you engaged in at Waterloo? (Please select all that apply)

- Committee Chair
- Committee Member
- Student advising (but not supervision)
- Coordination of activities, such as the coordination of a university-based conference
- Administrative/leadership positions
- Other, please describe: _____
- Prefer not to answer

#. Are you engaged in service activities that are not addressed in the definition of service above?

- Yes, please describe: _____
- No
- Prefer not to answer

#. Are there any service activities beyond Waterloo that you are engaged in?

- Yes
- If yes, please select all that apply:
- Disciplinary or professional organizations
- Conference organizing
- Editorial activities
- Granting councils
- Community engagement
- Other, please describe: _____
- No
- Prefer not to answer

Institutional Financial Support:

- #. Did you receive the annual salary stipend for CRCs?
- Yes
- No
- Prefer not to answer

#. If yes, please confirm the value of your annual salary stipend.

\$0-\$5,000 \$5,001-\$10,000 \$10,001-\$15,000 \$15,001-\$20,000 \$20,001+

#. Do you receive the annual Faculty Research Fund, a discretionary amount to support your research?

- Yes
- No
- Not Applicable
- Prefer not to answer

#. If yes, what is the annual value of your Faculty Research Fund?

\$0-\$10,000 \$10,001-\$20,000 \$20,001-\$30,000 \$30,001-\$40,000
\$40,001-\$50,000 \$50,001-\$60,000 \$60,001-\$70,000 \$70,001-\$80,000
\$80,001-\$90,000 \$90,000+ unsure Prefer not to answer

Access to Resources:

#. Do you have access to dedicated office and/or lab / research space on campus? (may not be required by all CRCs)

- Yes
- No, and I need it
- If not, but you need it, can you describe the barriers to receiving this type of support?
[textbox]
- No, and I don't need it
- Not applicable
- Prefer not to answer

#. Do you have access to dedicated research equipment? (may not be required by all CRCs)

- Yes
- No, and I need it

- If not, but you need it, can you describe the barriers to receiving this type of support?
[textbox]
- No, and I don't need it
- Not applicable
- Prefer not to answer

#. Do you have the research supports you need in terms of highly qualified personnel (HQP) (e.g. undergraduate students, graduate students, and/or postdoctoral fellows)?

- Yes
- No, and I need it
- If not, but you need it, can you describe the barriers to receiving this type of support?
[textbox]
- No, and I don't need it
- Not applicable
- Prefer not to answer

#. Do you have access to non-student salary support (e.g. staff including clerks, technicians, research-related personnel)

- Yes
- No, and I need it
- If not, but you need it, can you describe the barriers to receiving this type of support?
[textbox]
- No, and I don't need it
- Not applicable
- Prefer not to answer

#. Do you have any additional comments or information to offer the OVPRI that would inform this review of access to institutional resources? [textbox]

Section 3: CRC Support

Please answer the following questions about institutional support. This section allows us to hear from CRCs directly about what supports and programming they need, as well as to gather feedback about what is working in the current offerings and what could be improved.

- #. Please indicate your level of agreement or disagreement with each of the following statements about Waterloo's support for CRCs.
- Waterloo provides sufficient programs and resources to foster the success of its CRCs.
- Waterloo provides CRCs the equity, diversity, inclusion and decolonization supports they need.

A: Strongly Agree, Agree, Neither Agree nor Disagree; Disagree; Strongly Disagree; Do not know; Prefer not to answer

#. Which of the following CRC programming activities have you participated in in the last 12 months? (select all that apply)

- Building Reciprocal and Intentional Dialogues (BRAID)
- 1 or more networking activities
- 1 or more training sessions
- None

- If none, please share any feedback that would help the OVPRI ensure that the offerings are relevant to you [textbox]

#. The support that would be most beneficial to me is (please select all that apply):

- More training
- More networking
- More peer mentorship opportunities
- Guidance documents
- Something else (please describe) [textbox]

#. Please rate the effectiveness or ineffectiveness of each of the following University of Waterloo CRC programming at:

- Providing access to mentorship opportunities
- Providing training and development opportunities for CRCs
- Providing networking opportunities

A: Very effective, Effective, Neither effective nor ineffective; Ineffective; Very ineffective; Do not know; Prefer not to answer

#. What is your preferred mode of communication for CRC-related content? (select all that apply)

- In-person, synchronous
- Virtual, synchronous
- Hybrid (having the option of both in-person or virtual connections, synchronous)
- Email, asynchronous
- Microsoft Teams channel that all CRCs belong to, asynchronous
- Other (please describe): [textbox]

#. How often would you like to receive notifications about CRC programming? (select all that apply)

- Monthly email of updates and upcoming events
- Once per term email of updates and upcoming events for the next term
- Email as events happen
- Through a dedicated Microsoft Teams channel that all CRCs belong to that is regularly updated
- Other (please describe): [textbox]

#. Is the current frequency of CRC communications with respect to email communication of training and support opportunities ...?

- Too frequent
- About right
- Too infrequent
- Other: please describe: [textbox]

#. Are there supports that would have helped you on your way to becoming a CRC?

- Yes
- If yes, please describe. [textbox]
- No
- Not sure

#. Please share any topics that could be the focus of a future event or training for CRCs. [textbox]

#. Which of the following best represents people with whom you would benefit from connecting during your CRC term:

- Early Career / first term CRCs
- Second term CRCs
- CRCs who have a similar research focus
- CRCs with shared lived experiences
- Specialist advisors
- A different group, please describe [textbox]
- Not applicable

#. Have you seen initiatives at other institutions that were effective in supporting CRCs that the OVPRI might consider implementing?

- Yes
- If yes, please describe. [textbox]
- No
- Not sure

#. Please list or describe additional actions the OVPRI could take to support you in terms of career growth, specific EDI and/or decolonization needs if any. [text box]

Section 4: Demographic Data

Please answer the following demographic questions. The answers in this section allow us to disaggregate the data in the above sections for analysis and reporting purposes. Your information will be kept confidential, and no individual will be identified. The sociodemographic questions are aligned to the 2023 Waterloo Equity Census.

#. What tier of CRC do you hold?

- Tier 1
- Tier 2
- Prefer not to answer

#. If you are a Tier 1, did you previously hold a Tier 2 CRC?

- Yes
- No
- Does not apply to me
- Prefer not to answer

#. Which of the federal granting agencies funds your CRC?

- Canadian Institutes of Health Research (CIHR)
- Natural Sciences and Engineering Research Council (NSERC)
- Social Sciences and Humanities Research Council (SSHRC)
- Prefer not to answer

#. Which term of your CRC are you currently in?

- New (initial term)
- Renewal (second term)
- Other (third term)

- Prefer not to answer

#. How many years have you been a faculty member at Waterloo?

- Less than 1 year
- 1-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21+ years
- Prefer not to answer

#. Please indicate which is the primary position you currently hold:

- Assistant Professor
- Associate Professor
- Professor
- Other (please specify): _____
- Prefer not to answer

#. In which Faculty is your CRC housed?

- Arts
- Engineering
- Environment
- Health
- Mathematics
- Science
- Prefer not to answer

#. *Disability* - Are you a person with one or more disabilities?

Definition: For the purposes of this survey, disability is a physical, mental, intellectual, emotional, developmental, cognitive, learning, communication, or sensory impairment – or a functional limitation or difference. A disability could be permanent, temporary, or episodic in nature. It could be readily evident or invisible. The disability may result in a person experiencing a disadvantage or encountering barriers to full participation in university life.

- Select only ONE (1) option
- Yes
- No
- I prefer not to answer

If Yes, please select the box(es) below that apply to you.

Please note that these options are not meant to be comprehensive. There are many forms of disability that may not be listed here, and disability experience is very diverse and always changing. Select ALL that apply

- Autoimmune disorder (e.g., lupus, fibromyalgia, rheumatoid arthritis, HIV/AIDS)
- Addiction (e.g., alcohol; caffeine; cannabis; hallucinogens; inhalants; opioids; sedatives, hypnotics, and anxiolytics; stimulants; and tobacco)
- Blind, low vision or visual impairment (e.g., unable to see or difficulty seeing, retinopathy, glaucoma, cataracts, etc.)
- Cognitive or learning disability (e.g., traumatic brain injury, stroke, concussion;

- developmental disability; difficulties using symbols or spoken language)
- Deaf or hard of hearing (e.g., tinnitus, sensorineural, conductive hearing loss, acoustic neuroma, age-related hearing loss)
- Mental health (e.g., depression generalized anxiety disorder, bipolar disorder, obsessive compulsive disorder, personality disorders)
- Mobility (e.g., difficulty moving around, for example, from one office to another or up and down stairs, maintain prolonged sitting or standing, use of mobility device such as cane, crutches, wheelchairs, scooters; includes amputations)
- Neurodivergent (e.g., Autism spectrum, Attention Deficit Disorder, Attention Deficit and Hyperactive Disorder, dyslexia, dysgraphia, Tourette's, etc.)
- Nervous system condition (e.g., migraine headaches, Parkinson's disease, Multiple sclerosis/MS)
- Ongoing Medical condition (e.g., epilepsy, diabetes, Crohn's, cancer)
- Speech impairment (unable to speak or difficulty speaking and being understood, e.g., aphasia, apraxia, dysarthria, dysphonia)
- Upper extremity limitations (e.g., coordination, dexterity, difficulty using hands or arms, for example, grasping or handling paper towels or using a point-of-sale machine)
- Another disability (please specify):
- I prefer not to answer

#. *Gender* - Please select the gender identity option(s) with which you identify.

Select ALL that apply

- Agender
- Gender non-conforming
- Man (includes cis men, trans men, and anyone who identifies as a man)
- Non-binary
- Questioning
- Trans
- Two-Spirit
- Woman (includes cis women, trans women, and anyone who identifies as a woman)
- Another gender identity (please specify):
- I prefer not to answer

#. *Sexual Identity* - Please select the sexual identity option(s) with which you identify.

Select ALL that apply

- Asexual
- Bisexual
- Gay
- Heterosexual/straight
- Lesbian
- Pansexual
- Queer
- Questioning
- Two-Spirit
- Another sexual identity (please specify):
- I prefer not to answer

#. *Indigenous Identity* - Do you identify as an Indigenous person?

Select only ONE (1) option

Yes, an Indigenous person from Canada (i.e., First Nations [status or non-status], Métis, or Inuit/Inuk)

Yes, an Indigenous person from outside Canada (i.e., Saami, Maori, Ainu, Aymara...)

No (Go to question 6)

I prefer not to answer

#. If an Indigenous person from Canada, do you identify as:

Please select ALL that apply

- First Nations, status or non-status (please specify the name of the First Nation or Indian Band):
- Métis
- Inuit/Inuk
- I prefer not to answer

#. If Métis, are you a registered member of a Métis organization or settlement?

Please select ALL that apply

- No
- Yes, the Métis Nation of Ontario
- Yes, the Manitoba Métis Federation
- Yes, the Métis Nation Saskatchewan
- Yes, Settlements of Alberta
- Yes, the Métis Nation British Columbia
- Yes, another Métis Organization or Settlement (please specify):
- I prefer not to answer

#. If Inuit/Inuk, are you enrolled under, or a beneficiary of, an Inuit land claims agreement?

Please select ALL that apply

- No
- Yes, Inuvialuit
- Yes, Nunavut
- Yes, Nunavik
- Yes, Nunatsiavut
- Yes, another land claims agreement (please specify):
- I prefer not to answer

#. *Racial Identity* - Our society often describes people based on their race or racial background (e.g., "White" or "Black"), though these categories are complex, often overlapping, and not necessarily aligned with region or nationality.

Please select the racial category or categories with which you primarily identify.²

Select ALL that apply

- Black (e.g., African, Afro-Caribbean, Black Canadian, Afro-Latine, African American, or other African descent)
- Caribbean (e.g., Chinese Caribbean, East Asian Caribbean, South Asian Caribbean)
- East Asian (e.g., Chinese, Korean, Japanese, or other East Asian descent)
- Latine (e.g., Latin American, Hispanic descent)
- Mixed / biracial (e.g., Black and another racial identity)
- Middle Eastern (e.g., Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, or other Arab or Persian)

- Descent)
- South Asian (e.g., East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, or other South Asian descent)
- Southeast Asian (e.g., Filipino, Vietnamese, Cambodian, Thai, Malaysian, Indonesian, or other Southeast Asian descent)
- White (e.g., British, German, Ukrainian, or other European descent)
- Another race category (please specify):
- I prefer not to answer

#. Beyond the identifications listed above, are there any other identifications you hold that impact your experience of Waterloo? [textbox]

#. Overall, is there any additional information you'd like the OVPRI to know about your experience as a CRC? [textbox]

6. Appendix B: Equity Initiatives Across Campus

A cornerstone of institutional support for EDI at the University of Waterloo is regular input to university leadership and policymakers from a number of advisory groups, committees and councils, as well as key initiatives focused on fostering an inclusive campus climate for students, staff and faculty. Since the last update of the CRC EAP in 2019 there has been renewed emphasis towards equity, diversity, inclusion and decolonization on campus. This is, in part, due to major strategic updates such as [Waterloo at 100](#) and work on the [University of Waterloo values](#) that include “*we all belong*”, as well as increased consciousness raising and education across the university community including the student body – driving opportunity and change.

6.1 CRC luncheons and networking sessions

All women and gender equity-deserving CRCs are invited to two networking meetings - one formal and one informal – in each academic year. The purpose of these luncheons is to connect CRCs directly with the VPRI and to provide an opportunity for women and gender equity-deserving CRCs to build a community with each other. The luncheons also provide the opportunity to share experiences and concerns. The formal meetings include guest speakers on specific topics of interest. Informal gatherings are also held each term for women and gender equity-deserving CRCs to network and share in a more social atmosphere.

All Indigenous CRCs are invited to a lunchtime gathering with the VPRI each year. This luncheon provides the opportunity to share experiences and concerns. In addition, the VPRI hosts the lunch of the Indigenous Faculty Council once per year and listens and brings research items into that space (which includes the Indigenous CRCs). This approach was requested by the Indigenous CRC community to support broader communication and limit any time burden to connecting.

All CRCs with disabilities are invited to a lunchtime gathering with the VPRI each year. This is sometimes as a group and sometimes one-on-one. These lunches provide the opportunity to share experiences and concerns. This approach was requested by the disabled CRC community to support confidentiality.

6.2 Research Equity, Diversity, and Inclusion (REDI) Council

The [Research Equity, Diversity and Inclusion \(REDI\) Council](#), established in 2018, was reinvigorated with an update in mandate in 2022. To align with the [Inclusive Research Implementation Strategy 2022-2025](#), the REDI Council moved from a delivery group to a key faculty engagement group to give advice to the Inclusive Research Team in the OVPRI on ways to meaningfully embed EDI strategies into the research ecosystem at the University.

REDI Council consists of representatives from all six faculties at Waterloo, bringing together diverse lived experiences and inclusive research expertise. The REDI Council provides strategic advice including but not limited to, directions and objectives for the Inclusive Research Team, ways to support faculty members in embedding EDI into their research and team environment, implement the CRC EAP and associated projects, and are invited to share information about EDI initiatives taking place across the faculties for mutual sharing and support.

6.3 Building Inclusive Research Capacity (BIRC) Program

The purpose of the [Building Inclusive Research Capacity \(BIRC\) program](#) is to build researcher capacity to support inclusive research environments and research design. The program consists of our five core webinars, which focus on inclusive research teams/environment and inclusive research design and decolonizing research, in addition to workshops, and other resources including the [Inclusive Research Resource Hub](#).

6.4 Inclusive Research Resource Hub

The [Inclusive Research Resource Hub](#) is an internal curated resource library comprised of important documents and guidelines focused on EDI and decolonization to support the UWaterloo community as they integrate EDI into their research design and teams. This repository has links and access to more than 150 supporting documents for researchers at all stages of research or grant development.

6.5 Office of Indigenous Relations – Knowledge Building

The Office of Indigenous Relations supports knowledge building by providing access to a number of different educational opportunities and outreach. These include an Indigenous terminology guide, information on the Indian Residential School System, guest speakers and access to the [Educational Collaborations and Online Catalogue](#). In addition, there are speakers series and date specific celebrations and opportunities to learn such as during [Treaties recognition Week, Indigenous History Month and on the National Day of Truth and Reconciliation](#).

6.6 Indigenous Research Council

The Indigenous Research Council was established in 2024 and is a collaboration between the Office of Research (represented by Research Ethics and the Inclusive Research Team) and the Office of Indigenous Relations at the University of Waterloo. This Council's purpose is to bring together multiple perspectives and expertise from both the Office of Research and the Office of Indigenous Relations representing the University of Waterloo to an Indigenous person, community,

or organization bringing forward a concern about research and to support the researcher or research team involved in working in a better way.

6.7 EDI-R Educational Catalogue

The [EDI-R Educational Catalogue](#) is a curated collection of resources designed to deepen a broader understanding of intersectionality, lived experience, and social justice. This catalogue offers pathways for every learning level and interest, from exploring foundational topics to engaging with advanced discussions. Subjects include: the historical legacies of exploitation, oppression, and resistance; current systems of power; ongoing debates on equity; and key concepts and frameworks about identity and belonging.

6.8 Black Faculty Collective

The [Black Faculty Collective](#) (*BFC*) is a group of faculty members of African descent working at the University of Waterloo. The BFC seeks to disrupt the white supremacist status quo that currently interferes with equitable learning, working, research, and teaching at the University of Waterloo. 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 racism at the University of Waterloo.

6.9 Sankofa Network

The [Sankofa Network](#) for Transformative and Community Research (SNTCR) is devoted to engaging academics, undergraduate and graduate students, Waterloo region community members, and national and international collaborators to produce action-oriented research (*praxis*) to deconstruct oppressive institutional structures and advance the collective well-being of marginalized and excluded communities. *Sankofa*, as articulated by the Department of Africana Studies at Southern Illinois University, is an Akan word loosely translated to mean "go back to the past and bring forward that which is useful."

6.10 Accessibility Committee

Advisory to the Chief Human Resources Officer, the [Accessibility Committee](#) provides a forum for consultation and collaboration on campus-wide initiatives relative to improving the accessibility of the University and its campuses for persons with disabilities whether they be employees, students, visitors, or members of the general public. Compliance with the Accessibility for Ontarians with Disabilities Act (AODA) is a foundational focus for the Accessibility Committee and where possible, members consider inclusive practices that extend beyond a state of AODA compliance.

6.11 All-Gender Washrooms Project

The Office of Equity, Diversity, Inclusion and Anti-racism (EDI-R), in partnership with the Waterloo Undergraduate Students Association (WUSA) and the Glow Centre, is [expanding all-gender washroom options on campus](#).

6.12 Menstrual Equity at UWaterloo

The [Menstrual Equity project at UWaterloo](#) is a collaboration between the Equity, Diversity, Inclusion and Anti-Racism Office (EDI-R) and Plant Operations, and has been made possible by the sustained advocacy and work of the [Women's Centre](#). The project uses a multifaceted approach to enhance the accessibility of resources and support to all people who menstruate.

6.13 Faculty Association of University of Waterloo (FAUW) Equity Committee

[FAUW's equity committee](#) engages in educational and advocacy activities related to the status of women and equity issues such as those arising from gender, ethnicity, race, sexual orientation, disability, religion, age, or gender identity. In 2018, the committee launched an annual award recognizing a member or affiliate of the University of Waterloo community whose actions have demonstrated an exemplary commitment to improving equity, inclusivity, and/or diversity at the University.

6.14 Women in Engineering (WiE)

Since 1992, [WiE](#) has been providing [resources](#), programs, and networking opportunities for women in engineering at Waterloo. WiE is an inclusive community that encourages participation regardless of gender, orientation, or background.

6.15 Women in Engineering (WiE) - Youth

[Women in Engineering \(WiE\) - Youth](#) supports current women-identifying engineers and students while encouraging the next generation of women to pursue careers in engineering. This program was established to address the issues that women engineers face, and encourage more girls to pursue engineering and better reflect the gender ratio of the general population within the profession.

Women in Engineering programs are free for girls and non-binary youth and feature STEM mentors alongside a variety of hands-on activities that explore science, technology, engineering and math.

6.16 Women in Mathematics (WiM)

The [Women in Mathematics](#) (WiM) committee consists of faculty members, graduate students and undergraduate students who work together to provide support and resources for women and gender minorities (women+) in the Faculty of Mathematics at the University of Waterloo. Throughout the year, they organize various research, career development and social events to connect the women+ community.

6.17 STEMpowered

University of Waterloo's Engineering and Science Outreach have partnered with the [BrainSTEM Alliance](#) and many local community organizations to address the increasing need to create more inclusive and accessible opportunities in STEM education for Black youth. [STEMpowered](#) programs are free and feature STEM mentors alongside a variety of hands-on activities that explore science, technology, engineering and math.

6.18 The Wellness Collaborative

[The Wellness Collaborative](#), which launched in June 2019, is a result of the signing of the [Okanagan Charter and the Healthy Workplace Statement](#). The Wellness Collaborative is unique, as it addresses the wellbeing of the entire university community, including students, staff, faculty and CUPE.

6.19 W3+

[Waterloo Womxn + Nonbinary Wednesdays](#) (W3+) is a community of womxn and nonbinary grad students, post-docs, staff and faculty. The purpose of W3+ is to foster a social and support network among womxn and nonbinary members of the UWaterloo community. The group offers a safe space to discuss issues, provides a place to present university research, and raises awareness about gender and sexuality at the university both as a workplace and as a place for intellectual engagement.

6.20 Waterloo Indigenous Student Centre (WISC)

The [Waterloo Indigenous Student Centre](#) (WISC) is a warm, welcoming, and all-inclusive space that provides Indigenous-led programming, services and events centered in supporting the University of Waterloo Indigenous community. Bringing together a vibrant and growing Indigenous campus community to support all UWaterloo Indigenous (First Nations, Métis, and Inuit) students throughout their academic journey.

6.20 Indigenous Speakers Series

The [Indigenous Speakers Series](#) is organized by a group of Indigenous and settler faculty, staff, and students from the Waterloo Indigenous Student Centre (WISC), the Office of Indigenous Relations, the Dean of Arts Office, and the departments of History and Communication Arts. The series is co-sponsored by WISC and the Faculty of Arts with the support of donors to the Arts unrestricted giving fund and bring in Indigenous speakers on a variety of topics.

6.21 Racial Advocacy for Inclusion, Solidarity, and Equity (RAISE)

[RAISE](#) is a student-led Waterloo University Student Association (WUSA) service launched in 2019. RAISE serves to address racism and xenophobia on the University of Waterloo campus with initiatives reflective of RAISE's three pillars of education and advocacy, peer-to-peer support, and community building.

6.22 Disability Affinity Program

The [Disability Affinity Program](#) is a space for University of Waterloo students, staff, and faculty to seek peer support, community, and collaboration. The Disability Affinity Program comprises the Student Disability Community Network, the Employee Disability Community Network, and the Accessibility Ally Network.

6.23 President's Anti-Racism Taskforce

In 2020, the University of Waterloo launched the [President's Anti-racism Taskforce \(PART\)](#) with a mission to address systemic racism on campus. The Taskforce, made up of Black, Indigenous, and other racialized faculty, staff, and students, proposed 88 recommendations for the University to implement to foster an equitable culture. These recommendations have since evolved into 125 active projects driving meaningful change across the University.

6.24 Anti-Racism Reads

[Anti-Racism Reads](#) is a way for the University of Waterloo community to increase their education, awareness, and understanding of race, culture and ethnicity across campus, Canada and beyond.

6.25 Freedom of Expression and Inclusive Engagement Taskforce

In November 2023, the University launched a [Freedom of Expression Freedom of Expression and Respectful Engagement Task Force](#) to develop [principles of freedom of expression for the University of Waterloo](#) to help ensure the maintenance of a campus environment for open inquiry and exchange, free expression, and inclusive engagement. Over a period of six months, the Task Force reviewed the University's existing policies and guidelines related to freedom of expression, examined the current state of freedom of expression across the University, and consulted with the University community.

7. Appendix C: Management of Chair Positions

Specific processes, university procedures and internal guidelines have been established to support the equitable management of Waterloo's CRC positions, including allocation of Chair positions and the corridor of flexibility. The Office of Research, led by the Vice-President Research & International, is responsible for oversight of the CRCP at the University of Waterloo. The CRC Internal Review Committee is an oversight committee, which has been expanded from three to sixteen members. It is now comprised of four standing members: the Vice-President, Research & International, Associate Vice-President Research & International (who also acts as the delegate for the Vice President, Research and International), the Associate Vice-President Research Oversight and Analysis, and the Assistant Vice-President Research and International. There are an additional twelve researchers from across the professoriate (three active members and an alternate for each of SSHRC, CIHR and NSERC disciplines). The committee has broad representation (across the FDGs and disciplines) and provides input to the Vice-President, Research and International in respect of both new and renewal nominations. Per the EAP, terms of reference for this committee were revised, and all committee members must participate in equity training, including enrolling in annual training updates focused on equitable recruitment and selection.

7.1 Policies and Procedures

Waterloo's commitment to the principles of equity, diversity, and inclusion can be found throughout its library of University policies. Those policies relevant to the recruitment and management of CRCs include the following:

[*Policy 3, Sabbatical and Other Leaves for Faculty*](#)

[*Policy 14, Pregnancy and Parental Leaves \(including adoption\)*](#)

[*Policy 33, Ethical Behaviour*](#)

[*Policy 42, Prevention and Response to Sexual Violence*](#)

[*Policy 59, Reduced Workload*](#)

[*Policy 61, Religious Accommodation*](#)

[*Policy 65, Equality in Employment*](#)

[*Policy 76, Faculty Appointments*](#)

Several University of Waterloo policies have provisions designed to ensure that faculty members, including members of the FDGs, are not disadvantaged by career gaps stemming from leaves such as pregnancy or parental leave. These include [Policy 3](#) (Sabbatical and Other Leaves for Faculty Members), [Policy 14](#) (Pregnancy and Parental Leave), and [Policy 59](#) (Reduced Workload).

CRCs are encouraged to bring accommodation-related issues to the attention of their academic unit head and/or Faculty Dean. Creating an inclusive environment for all Chairholders also requires flexible "accommodations" beyond the provisions in Policies. These types of initiatives help to ensure that all Chairholders, including members of the FDGs, feel included and valued.

7.2 Recruiting Committee Formation

Waterloo's [Policy 76 - Faculty Appointments](#) specifies that the membership of Faculty/Department/School Advisory Committees on Appointments, which are the committees

tasked with faculty hiring, include all genders. Deans and academic unit heads require all hiring committees related to CRCs to be reflective of equity across the FDGs in their composition. Best practices in forming these committees should include a variety of people from diverse backgrounds and identities. In particular, in the event of a restricted job advertisement, there should be *at least one person from the identity group* that the job is restricted to on the hiring committee. Ideally, this person would be a faculty member in the department/faculty of the hire. However, in the event there is not a person in the department/faculty available (for example, due to small numbers) this could be represented from another department/faculty or alternatively, Indigenous Relations could support in coordinating Indigenous expertise and/or representation. As this requires additional committee work for FDG faculty, Academic Unit Heads are encouraged to take this into account in annual reviews of contributions/service.

Additionally, the President, Vice-Presidents, and Deans report on equity initiatives to Waterloo's Executive Council, the senior leadership committee, twice annually. Annual progress reports are published on the university's CRC EAP website to ensure public accountability and improve visibility as we strive to exceed equity targets.

7.3 Advertising Chair Positions

A fair and equitable CRC recruitment process is supported by strong advertising and outreach initiatives. All CRC advertisements include the University of Waterloo's Equity Statement:

The University values the diverse and intersectional identities of its students, faculty, and staff. The University regards equity and diversity as an integral part of academic excellence and is committed to accessibility for all employees. The University of Waterloo seeks applicants who embrace our values of equity, anti-racism and inclusion. As such, we encourage applications from candidates who have been historically disadvantaged and marginalized, including applicants who identify as Indigenous peoples (e.g., First Nations, Métis, Inuit/Inuk), Black, racialized, people with disabilities, women and/or 2SLGBTQ+.

Equitable recruitment involves ensuring that well-developed processes for open competitions and clear evaluation criteria are in place. Transparency is the key to reducing perceptions of unfairness. Equity best practice contends that recruitment should be research area-focused rather than person-focused. To ensure a fair process, the University of Waterloo eliminated the option of using the emergency retention pathway (nominating a researcher for a CRC who is considering leaving the university to take a position elsewhere, and whose departure would significantly jeopardize a strategic area of research) effective January 1, 2018.

In 2015, Waterloo's hiring practices for CRCs were reviewed, and equity guidelines were implemented in 2016. This included development of an equity checklist to help guide CRC hiring committees through a fair and transparent recruitment process. These guidelines were updated in light of the decision to remove the emergency retention pathway.

As of January 1, 2018, all CRC positions can be advertised internally and externally in accordance with [Policy 76](#). The approach to hiring in terms of internal and/or external is made for each position. In addition, Waterloo has expanded the minimum number of sites for advertising all external positions, including CRC positions, to ensure more diverse groups are made aware of recruitment opportunities. Originally limited to advertisements through the Canadian Association of University Teachers (CAUT) and Association of Universities and Colleges of Canada (AUCC), mandatory sites

for advertising now include the University's CRCP Public Accountability website and relevant Faculty/Department webpages. As well, some Faculty also post jobs on JobBank.

Hiring committees are also strongly encouraged to post in additional venues that reach a broad and diverse audience, including job-posting platforms, websites, listservs, journals, and professional networks targeted to under-represented groups. A full up to date list of options and suggestions for postings is maintained by the Associate Vice-President, Faculty Planning and Policy Office in the [Advertising Checklist](#).

7.4 Allocation and Renewal of Chair Positions

CRC allocations are generally informed by equity considerations as well as Tri-Agency funding. Decisions are also guided by the strategic priorities of the University, with oversight by the Vice-President, Research and International, the Provost and the President. For some STEM disciplines, a committee of Research Fellows advises on research areas with a strong pool of candidates in the FDGs. This benefits all FDGs but is particularly helpful in closing the gap for Indigenous CRCs.

In conjunction with introducing procedures to more effectively recruit members of the FDGs for open CRC positions, we have implemented a more transparent and equitable process for reaching decisions on renewals of existing CRCs. Renewal nominations continue to be reviewed at the Faculty level and by the CRC Internal Review Committee. We have implemented greater transparency in this process so that Chairholders clearly understand criteria for renewal of their Chair. Effective January 2018, academic unit heads, guided by new processes and metrics, work with first term CRC nominees to establish bona fide renewal criteria appropriate to the unit/Chairholder. If the nomination is successful, progress of the Chairholder against these criteria will be discussed during annual/biennial performance reviews within the academic unit. If approved by the Faculty to move forward to a renewal application, the renewal criteria along with a brief proposal that includes discussion of progress made during the initial term and priorities proposed for a renewal term, which is then used by the Internal CRC Review Committee to evaluate whether a particular CRC will be allowed to proceed to full proposal.

7.5 Corridor of Flexibility

The CRCP provides universities with flexibility to change the Tier or research area of a limited number of Chair positions. Waterloo has been allocated 10 "flex moves", and the current deployment of these is publicly available. Flex moves are coordinated by the Office of Research. Every effort is made to minimize flex moves and maintain the original balance between Tiers and among research areas (i.e., SSHRC, NSERC, CIHR) as much as possible. All flex move requests are ultimately approved by the Tri-Agency Institutional Program Secretariat.

7.6 Phasing Out in the Event of a Decrease

In the event that Waterloo loses Chair positions during the national re-allocations of CRCs procedures for phasing out CRC positions have been formalized, using an equity lens. If the re-allocation results in the need to adjust the number of Chair positions, the following process will be used:

- Any increase to a Faculty's Chair allocation will take effect immediately

- Any decrease to a Faculty's Chair allocation will be implemented as follows:
 - If that Faculty has an open Chair position, it will be withdrawn and either reallocated to another Faculty in accordance with internal procedures or, if the University as a whole must lose a Chair position, returned to the CRCP.
 - If that Faculty does not have an open Chair position, the Office of Research will review allocations across the institution to determine if there is an open Chair position elsewhere that could be returned to the CRCP to avoid having to wind-down a filled Chair. Inter-Faculty negotiations facilitated by the Office of Research will ensure that the Chair position is returned as soon as possible based on each Faculty's share of Tri-Agency funding.
 - If there is no flexibility across the University, the Faculty losing a Chair position will be required to initiate a wind-down of an existing Chair. To wind-down a Chair(s), that Faculty will work with the Office of Research to do so with minimal disruption to the Chairholder.
 - To ensure a fair and transparent process for returning a filled Chair position, the first call for a phase-out will be a second-term Chairholder closest to the end of his/her second term or, if there is no second-term Chairholder, the Chairholder closest to the end of his/her first term, regardless of Tier.
 - At Waterloo, we strongly believe that active Chairholders should not be penalized if, through no fault of their own, their CRC must be wound down. To protect all Chairholders, including those from the FDGs, if a Faculty must wind down active Chairholder positions, the Dean and Provost will ensure that the level of support agreed at the outset (financial and non-financial) continues until what would have been the normal end of the CRC term. In keeping with the CRCP's guidelines, the Chairholders will also retain their title until what would have been the end of their term.

7.7 Advancement from a Tier 2 Chair to a Tier 1 Chair

Tier 2 Chair positions are intended to help early career researchers establish a strong research program and there should not be any expectation of automatic advancement to a Tier 1 Chair. Advancement from a Tier 2 to a Tier 1 Chair is only possible for exceptional candidates who compete for a Tier 1 Chair position in a broad disciplinary area that is advertised internally and externally. It is contingent on a Tier 1 position being available. It is noted that:

- Advancements are considered new positions and must follow the same [nomination process](#) as a new nominee
- To ensure there is no gap in CRC funding, if approved to move forward by the IRC, an advancement application must be submitted to a regular CRC submission cycle at least six months prior to the end date of the Chairholder's current term.

7.8 Training Opportunities

The EDI-R Office has developed two training sessions relevant to CRC recruitment, and all members of the Office of Research staff involved in administering the CRCP, and the Deans of our six Faculties have received the following equity and unconscious bias training:

Equitable Recruitment and Selection Training for Hiring Committees: Recruitment / Hiring / Selection Committees are established for each CRC recruitment. All procedures related to

recruitment and selection of CRCs, and indeed, all faculty hires, are reviewed by this Committee through an equity lens. The goal is to ensure that fair, objective and inclusive recruitment and selection processes, mindful of current legislation, are followed to identify the best-qualified candidate.

Addressing Unconscious Bias in the Evaluation Process: An toolkit has been designed for individuals with responsibility for faculty recruitment, including members of CRC recruitment committees. Among the topics considered are the nature of unconscious bias, its impact and how to disrupt it. The goal is to develop awareness of strategies for obviating any effect of unconscious bias on performance evaluation.

In addition to this, several offices on campus provide learning and development opportunities to promote a campus culture supportive of equity. Beyond the “Equitable Recruitment and Selection Training” and “Addressing Unconscious Bias in the Evaluation Process” toolkit, the EDI-R Office and OIR offer a number of training opportunities for faculty including CRCs, as well as staff and students.

7.9 Management of Complaints Related to Equity

Academic unit heads and Faculty Deans are encouraged to proactively engage the EDI-R Office with respect to supporting and promoting equity and inclusivity. However, specific concerns or complaints related to equity in the CRCP, and more generally across the University, are initially addressed through speaking with the direct manager. Academic unit heads and supervisors are encouraged to consult members of the EDI-R Office for advice in dealing with such matters.

8. Appendix D: Chair Position Management Process

Outlines the processes related to use of flex moves (III.1), CRC recruitment (III.2), and CRC renewals (III.3).

8.1 Flex Moves

Faculties should follow the process below to request or reverse a flex move.

Step	Timing	Responsibility	Action
Apply equity lens	Prior to requesting flex move/advertising a CRC position	Faculty	Apply an equity lens to ensure that members of the FDGs would not be disadvantaged by changing the original allocation
Contact Office of Research	Prior to advertising a CRC position	Faculty	Request a change from the original allocation (split of Tier 1 into two Tier 2s or merging two Tier 2s into a Tier 1 or change Agency)
Internal review	Upon receipt of request	VPRI and Office of Research	Review request including consideration of impact to the FDGs
TIPS review	Upon Internal CRC Review Committee approval	Office of Research	Forward request to Tri-Agency Institutional Programs Secretariat for approval
Faculty notified of decision	Upon final approval	Office of Research	Notify Faculty of final decision and update public accountability website
Advertise position	Upon final approval	Faculty	Advertise Chair position
Reverse flex moves	As soon as possible	Faculty/Office of Research	Revert to the initial allocation as soon as possible

8.2 CRC Recruitment

For the purposes of this document, Selection Committee refers to either the DACA/SACA (concurrent external/internal advertisement) or the internal Selection Committee that was formed (internal advertisement).

As of September 10, 2018, the CRCP introduced new requirements for recruiting/nominating CRCs. To meet these requirements and Waterloo's CRC equity targets by December 2029, vacant CRC positions may be advertised internally or advertised concurrently internally and externally.

1. When a CRC allocation has been approved, contact the Office of Research CRC manager (crc@uwaterloo.ca) to obtain information about Waterloo's internal arrangements (financial and non-financial) for CRCs and a copy of the CRC Selection Committee Report.
2. Use the Selection Committee Report to guide you through the steps for selecting and nominating a CRC.
3. Include the completed report as an attachment to the Internal Nomination Form package (also see step 9).
4. Establish a selection committee and follow all relevant University/Faculty/Departmental Policies/guidelines (e.g. [Policy 65](#), [Policy 69](#)) and [CRCP's selection practices/policies](#) to identify new CRC nominees. The committee must: have more than one member.
 - include one or more individuals from the FDG or have made concrete efforts to form a diverse committee; and
 - include an equity champion. While equity is everyone's responsibility, the champion will ensure that equity and diversity are considered throughout the selection process.
 - Ensure all individuals involved in the selection process have undertaken the [Equitable Faculty Recruitment and Selection](#) training within the previous 12 months. If not, training must be completed before committee work is initiated. This training is offered in both an asynchronous module and in a "live" virtual training option. Completing this training includes completing the *Implicit Bias Pre-Reading* and reviewing the *Equitable Faculty Recruitment and Selection Toolkit*.
 - Once EDI training is complete, decide the strategic area that will be filled by the Chair position and the evaluation criteria that will be used to identify a nominee.
 - UW's equity targets and gaps must be considered when deciding which field to support with a Chair and whether to limit the pool to internal candidates.

8.3 Advertisements/Search for Applicants⁹

1. Two documents are required to advertise internally, which must be completed concurrently. Send drafts of the following two documents to the Office of Research (crc@uwaterloo.ca) for review:
 - a. An internal advertisement by email to faculty members. Use the [CAUT Authorization to Advertise for Tier 1 / Tier 2 CRC](#) to create your internal ad.
 - Use inclusive, unbiased, and ungendered language focused only on the qualifications and skills necessary to do the job.
 - It is up to the Selection Committee to determine how broadly to distribute the internal ad, but it must be distributed at a minimum to the entire department/Institute/Centre/School or Faculty.
 - The internal ad must provide **a minimum of 30 days** for applications to be submitted.
 - b. If the ad is restricted to members of one or more of the four designated groups (FDG), complete the Special Program Justification (SPJ) Form.

⁹ *The time from advertisement to application submission must be less than two years.*

2. Once the Office of Research has approved both, the job ad is forwarded to the Provost's Office for review and approval. Once the Provost approves the ad, distribute your internal ad as determined in step 5.
 - a. The job ad must be posted to the Public Accountability website *on the same day* the internal ad is sent to faculty members and will remain posted for a minimum of 30 days or until the closing date indicated in the internal ad, whichever is longer.
3. As part of the application process for a restricted job ad, applicants are asked to self-identify as members of one or more of the designated groups currently underrepresented among Waterloo's CRC complement, HR will confirm with the committee chair "Yes", "No", or "no survey received" as to whether or not the applicant has self-identified as a member of a DG without specifying which DG(s). If no survey is received, it is at the committee's discretion to delay the evaluation process in order to ask the applicant(s) to complete the survey or proceed with only those applicants who completed the survey per the instructions in the original job ad.

8.4 Evaluation/Nomination Decision

4. Evaluate the applicants using the evaluation criteria developed in Step 4. For nominees from outside Canada, consult the [CRC Guidelines on Foreign Nominations](#). The committee must:
 - a. fairly consider the impact of leaves on a potential candidate's record when assessing research outputs;
 - b. consider that leaves can contribute to a career slowdown as individual's transition to being on leave and back to work;
 - c. ensure that the assessment process does not undervalue scholarship or research that is nontraditional or unconventional, based on Indigenous ways of knowing, outside the mainstream of the discipline, or focused on issues of gender, race, or minority status;
 - d. ensure that the need for workplace accommodations does not negatively impact a candidate's assessment;
 - e. carefully document all evaluation processes and decisions at each stage of the process, and retain this information for a **minimum of 48 months**; and
 - f. review the final hiring decision (and challenge it if necessary) to ensure that unconscious bias did not negatively impact the decision-making process and that it is aligned with UW's EDI Action Plan.
5. Once a CRC nominee has been selected in compliance with the procedures above, complete the [Internal Nomination Form](#) package (including all attachments) and forward the original to the CRC manager (crc@uwaterloo.ca).
Include the completed CRC Selection Committee Report.
6. Once CRC requirements have been met, the Office of Research will forward the Internal Nomination Form package to a CRC Internal Review Committee, for approval based on an assessment of:
 - a. alignment with Waterloo's strategic priorities, including EDI; and
 - b. the quality of the nominee and the strength of the proposed research program.
7. Office of Research staff will work with approved nominees to ensure applications

are completed to meet CRC application deadlines.

8.5 CRC Renewals

The Office of Research will reach out to the Faculty approximately 18 months before the term end date to determine if they support a renewal. Renewal nominations are accepted within the following timeframe:

- within one of two intake cycles prior to the current term end date ([details on the CRCP website](#)).
- An application submitted less than six months prior to the first term expiry date would not be considered a renewal. This “new” nomination would result in a gap of CRC funding and would not be eligible for renewal.

Faculties should follow the steps outlined in the table below to renew a Chairholder.

Step	Timing	Responsibility	Action
Create Chairholder-specific renewal criteria	Once a first term nominee has been selected	Academic unit head/nominee	Use general principles to establish renewal criteria
	Once draft criteria developed	Internal CRC Review Committee	Review criteria, applying an equity lens to ensure criteria are not unintentionally biased
Communicate Chairholder-specific renewal criteria	By first term Internal Nomination Form submission deadline	Chairholder/ Academic Unit Head/Dean	Include criteria as an attachment to Internal Nomination Form
	When initial CRC approved	Office of Research	Send confirmation to nominee, academic unit head, and Dean
	Annual/biennial performance reviews	Academic unit head	Review criteria and progress with Chairholder
Notification of potential upcoming renewal	~18 months before first term end date	Office of Research	Notify academic unit head and Dean of potential renewal Response requested within one month of receipt

Academic unit/Faculty review of case for renewal	~18 months before first term end date	Academic Unit Head/Dean/Chairholder	<ul style="list-style-type: none"> • Use departmental/Faculty processes/practices/procedures and a review of the renewal criteria to evaluate the case for renewal • Provide Office of Research with a response within one month of notification of upcoming renewal • Complete and submit an internal nomination form no later than five months before the CRCP application submission deadline
University- level review of case for renewal	Upon receipt of the Internal Nomination Form	Internal CRC Review Committee	Review renewal request based on: <ul style="list-style-type: none"> • the quality of the nominee and strength of the proposed renewal research program • alignment with renewal criteria, Waterloo's strategic priorities and institutional efforts to meet our FDG goals for Chairholders
Prepare Renewal Application	Prior to CRCP deadline	Chairholder/Office of Research	If approved, prepare and submit renewal nomination

8.8 Renewal criteria

Excellence comes in many forms, and the metrics discussed below are by no means exhaustive. Though these metrics have always been considered, they have now been made explicit in this transparent framework.

Committee members should consider, and be sensitive to the impact of, individual circumstances when assessing the nominee's research productivity. This can include, but is not limited to, the following examples: career interruptions or slowdowns (e.g. maternity, parental, or sick leaves, pregnancy, eldercare, etc.); publication delays (e.g. to protect intellectual property); research in an emerging field or interdisciplinary research; and intellectual leadership activities. Waterloo's Equity Office will provide training to those involved in developing CRC renewal criteria and to anyone involved in the administration of renewal requests. For more information, please see the [CRC Program Guidelines for Assessing Productivity of Nominees](#).

To be nominated for renewal, CRCs must have met all the criteria of the 'renewal plan' established at the start of their initial term, while accounting for any individual circumstances outlined above.

They must also have demonstrated an ability to establish an outstanding, world-class research program that builds on the accomplishments of the initial term (Tier 1) or have made progress toward becoming an outstanding researcher of world-class caliber (Tier 2).

All CRCs will be academics of stellar reputation, demonstrating academic and research leadership appropriate to their discipline and Tier. Leadership can take many forms, including but not limited to, participating in university committees or other strategic endeavors that positively impact a broad audience. It can also include creating research centres/institutes; outreach to stakeholder groups; advocating for policy improvements; leading multi-PI grants; writing books or manuals; communicating research results internally and externally; and providing mentorship to junior faculty and/or graduate students. CRCs are also expected to demonstrate leadership that promotes equitable conditions for all to succeed by: fostering a supportive climate – valuing equity, diversity and encouraging work/life balance; and addressing under-representation of designated groups by supporting and promoting equity considerations.

Chairholder renewal criteria: potential metrics, subject to discipline norms

Category	Tier	Details	Potential metrics (subject to disciplinary norms)
Excellence of Researcher	Tier 1	Should be acknowledged as doing world-class, innovative research by arms-length international leaders.	Consistent record of high-quality research published in high impact, peer-reviewed journals and/or conference proceedings
	Tier 2	Should be emerging world class researchers who have demonstrated creativity in a particular field.	Early career awards and Prizes (e.g. Ontario Early Researcher Awards; Scientific Society Young Investigator Awards)
	Tier 1/ Tier 2	World-class (Tier 1) or emerging world-class (Tier 2) researchers demonstrating academic leadership	Active participation as an academic citizen <ul style="list-style-type: none"> • accepting invitations to speak at leading conferences • serving as external examiners on PhD defenses at other universities • refereeing important papers or participating on editorial boards of journals • performing administrative roles in academic societies, • adjudicating significant awards or grant proposals • Receiving prestigious research awards

Category	Tier	Details	Potential metrics (subject to disciplinary norms)
			<ul style="list-style-type: none"> • Citation counts or other use or mention of research results
Record of research results / dissemination	Tier 1	Should be recognized by their peers as international leaders in their field(s).	<ul style="list-style-type: none"> • Invited lectures at international conferences, particularly keynote addresses • International grants and prizes • Invitations to serve on expert panels (grant review; government advisory; University program review) in and outside of Canada.
	Tier 2	Should have demonstrated the potential to achieve international recognition in their field(s) in the next five to ten years.	<ul style="list-style-type: none"> • International meetings attended and talks given • International collaborations established
Training record	Tier 1	Should have a superior record of attracting and supervising graduate students and Postdoctoral fellows, as evidenced by a continuous record of supervision at multiple levels.	<ul style="list-style-type: none"> • Overall numbers of graduate student and PDF trainees • Trainees have obtained scholarships, awards and prizes • (particularly external ones) • Trainees have published and/or given conference presentations • (differentiating between M.Sc., Ph.D. and PDF) • Some trainees have successfully completed their programs and are pursuing further studies or have found suitable employment
	Tier 2	Should have demonstrated the ability to attract and retain excellent trainees.	

9. Appendix E: Guidelines for Institutional Support

Following the release of the 2017 EAP, Waterloo undertook a comparative review to understand the support offered to current Chairholders. While no barriers related to support emerged for Chairholders in the FDGs, the exercise identified a gap in standardization of robust financial and non-financial support. Guidelines for support were then developed and have been applied for all new and renewal nominations. The table below identifies salary, stipend and research funds for CRCs, and how these budget items are to be determined. The following table outlines funding provided by the university, including residual salary and benefits.

Amount and Determination of Funding for CRCs

Budget item	Amount	Additional Information
Chairholder's salary and benefits, Central University Charge	Regular annual salary (salary increases will occur as per the standard annual merit based procedures)	Salaries for CRCs should be comparable with CRCs in similar fields.
Fixed stipend	Tier 2 = \$10,000/year Tier 1 = \$15,000/year	For all Chairholders, the stipend (\$a) is conditional on holding the CRC: if the CRC funding stops, so does the stipend. The stipend is not part of base salary for purposes of pension, benefits, or annual salary increases. Stipends are cumulative. If a Chairholder receives a stipend (\$b) for another purpose (e.g., from research grants), Chairholder receives \$a+\$b
Annual Faculty CRC Research Fund	Set by each Faculty for their academic units and kept on file in the Office of Research	The Faculty CRC Research Fund was established to provide an annual discretionary pool of funds to support the Chairholder's active research program. The Fund is re-evaluated annually, Chairholders have flexibility to use these funds in accordance with CRC Program guidelines. With approval from their Faculty, Chairholders may carry forward into the next fiscal year unspent allocation. Academic units should monitor expenses to ensure Chairholders are staying on top of their spending plans. Chairholders are strongly encouraged to spend the Fund annually. With approval from their Faculty, chairholder may have an additional 12 months after their CRC term ends to fully spend out the Fund

Funding from the University for CRCs

Budget item	Amount	Additional Information
Residual salary, Central University Charge, stipend, and annual Faculty CRC Research Fund	Any outstanding commitments for funding	As per above, the CRC Research Fund can be used in accordance with CRCP guidelines
Benefits	Estimated at 20% of salary	Actual rate will vary depending on family status and salary level.

9.1 Guidelines for Teaching Workload

We heard specific feedback around the value that CRCs bring to the university's educational mission but concerns that the current teaching guidelines do not allow CRCs to engage with students across the full spectrum of graduate and undergraduate activities. Teaching activities and excellence would also be expected to emerge as a key factor in the *CRC Renewals and Expectations Project* (Table 3.1.4).

The University of Waterloo provides CRCs with protected time for research through a reduction in teaching workload. Historically, the Comparative Review of Institutional Support confirmed that all CRCs receive teaching release equivalent to 50% of the normal course assignment for their academic unit each year for the duration of their CRC term. However, this allocation of teaching release has not been strategically effective for faculty planning, and the approach reinforced inequities across campus.

Given the University of Waterloo's mission of advancing learning and knowledge through teaching, research, and scholarship, it is a priority to ensure that CRCs are present in the classroom. Our students deserve and expect to engage with important and influential leaders in their field, such as CRCs.

Accordingly, the following guidelines for teaching workload have been updated to address these goals and further support equity among Chairholders:

- CRC Teaching Loads remain as defined in the employment agreement for the duration of the CRC's current term.
- Upon potential renewal of a CRC for a second term, and for new appointments, workload requirements would be stated as a minimum two courses per year and an expectation that this would normally consist of a mix of undergraduate and graduate teaching.

This approach was announced after engagement with various offices and was communicated in a memo found in Section 10: Appendix F – Memo regarding CRC Teaching Loads.

Maintaining a minimum teaching load will also support CRC readiness to return to a standard teaching assignment once their CRC term ends. To ease this transition and to manage the attendant recalibration of research commitments, CRCs have the option of deferring a portion of

their reduced teaching assignment for up to two years beyond the end of their CRC term. The standardization of this approach was confirmed through the Comparative Review of Institutional Support.

10. Appendix F: Memo regarding CRC Teaching Loads

MEMORANDUM

To: Canada Research Chairs

From: Ian Milligan, Associate Vice-President, Research Oversight and Integrity

CC: Deans of All the Faculties
Charmaine B. Dean, Vice-President, Research and International
Kirsten Müller, Associate Vice-President, Research Grants and Infrastructure
Christine McWebb, Associate Vice-President, Faculty Planning and Policy

Date: 2025-10-30

Subject: CRC Teaching Loads

- For information and action -

Dear chairs,

As part of our proposed and revised Canada Research Chair (CRC) Equity Action Plan (EAP), earlier this year we released guidance related to teaching expectations for CRCs. The guidelines for teaching workload noted that chairholders are expected to teach a minimum of two courses a year; that they are expected to teach a mix of both undergraduate and graduate courses over their CRC term; and that, ideally, this would be one undergraduate course and one graduate course each year.

We also heard from many of you about the challenges that you would face with the implementation of these revised guidelines. In listening to you, as well as through consultations with various offices, I am pleased to convey to you the following revised implementation details:

- CRC Teaching Loads remain as defined in the employment agreement for the duration of the CRC's current term.
- Upon potential renewal of a CRC for a second term, and for new appointments, workload requirements would be stated as a minimum two courses per year and an expectation that this would normally consist of a mix of undergraduate and graduate teaching.

These details will take effect upon approval of the approval of the new EAP, tentatively slated for January 2026.

We know these are meaningful changes, and we will be working with your Faculty leadership to arrange Faculty-by-Faculty meetings, with all CRCs, to hear from you directly and respond to the concerns that you have raised about these workload changes.

Thank you and we look forward to meeting with all of you in person to discuss these changes.

11. Appendix G: Glossary of Acronyms

ALDP - Academic Leadership Development Program

ALP - Academic Leadership Program

AP HR - Associate Provost Human Resources

AUH – Academic Unit Head

CRC – Canada Research Chair

CRCP – Canada Research Chair program

DACA – Department Advisory Committee on Appointments

EAP - Equity, Diversity, and Inclusion Action Plan

EDI – Equity, Diversity and Inclusion

EDIIR – Equity, Diversity, Inclusion and Indigenous Relations

EDI-R – Equity, Diversity and Inclusion and Anti-Racism Office

ESR – Employment Systems Review

FACA – Faculty Advisory Committee on Appointments

FDGs – four designated groups identified in the [Employment Equity Act](#)

IRC – Internal CRC Review Committee

OIR – Office of Indigenous Relations

OVPRI – Office of the Vice-President, Research and International

SACA – School Advisory Committee on Appointments

SPJ – Special Program Justification (usually used with Special Program Justification Form)

STEM – Science, Technology, Engineering and Math

VPRI – Vice-President, Research & International

WIE – Women in Engineering

WIM – Women in Math

2SLGBTQ+ - An acronym for the two-spirit, gay, lesbian, bi-sexual, trans and queer community with the plus indicating many other identities that may be part of this community