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### Important Note

(Once you have read the statement below, click the radio button beside it.)

Please note that the information you enter in your report is only saved when clicking on the "Save and Next" button at the bottom of the page. Using the browser navigation buttons or the "Continue Later" button at the bottom of the page will not save the information entered on the page. If after clicking "Save and Next" you see a "Page has errors" message in red, near the top of the page, it means that at least one field is missing information. In such an instance, the empty field will have the words "Answer is incomplete" underneath it, in red.

This report includes mandatory reporting on 1) the CRCP institutional equity, diversity and inclusion action plan (IEDIAP) and 2) the \$50,000 EDI Stipend.

Your institution must submit the report by the deadline date indicated by the program, and must cover the reporting period identified by the program.

Institutions are required to post the most up to date version of their EDI action plan on their [public accountability web pages](#). Ensure to remove all numbers less than 5 prior to posting on your website in cases where your report includes the representation of individuals from underrepresented groups among your chairholders. This is a requirement of the *Privacy Act*.

Each year, institutions must also publicly post a copy of this report to their public accountability web pages within 7 working days after the deadline for submitting the report to TIPS. TIPS will review the report each year; in addition, the annual report(s) will be provided to the external EDI Review Committee, when it is convened every few years, to evaluate the progress made in bolstering EDI at the respective institution and to provide context for future iterations of the EDI action plan.

All sections of the form are mandatory (unless otherwise noted).

**Contact information**

**Please complete the fields below.**

**Name of Institution:**

University of Victoria

**Contact Name:**

Joaquin Trapero

**Position Title:**

Director, Strategic Research Initiatives

**Institutional Email:**

sridirector@uvic.ca

**Institutional Telephone Number:**

250-472-5383

Does your institution have an EDI Action Plan for the CRCP?

Yes

**PART A: EDI Action Plan - Reporting on Key Objectives Analyses, Systemic Barriers, Objectives and Indicators**

Date of most recent plan (e.g. latest revision of the public plan):

12/15/2017

Rating given action plan in most recent review process:

Fully satisfies

Name of vice-president level representative responsible for ensuring the implementation of the plan:

Lisa Kalynchuk

In developing their action plans, institutions were required to conduct: 1) an employment systems review; 2) a comparative review; and 3) an environmental scan (see program requirements [here](#)). These assessments were required in order to identify the specific systemic barriers and/or challenges that are faced by individuals from underrepresented groups (e.g. women, persons with disabilities, Indigenous Peoples and racialized minorities, LGBTQ2+ individuals) at the respective institution; institutions were then required to develop key S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) objectives and actions to address them.

Indicate what your institution's key EDI objectives are (up to six) as outlined in the most recent version of your action plan (either the one approved by TIPS or the one currently under review by TIPS), as well as the systemic barriers/challenges identified that these objectives must address. Please note that objectives should be S.M.A.R.T. and include a measurement strategy. List the corresponding actions and indicators (as indicated in your institutional EDI action plan) for each objective, and outline: a) what progress has been made during the reporting period; b) what actions were undertaken; c) the data gathered; and d) indicators used to assess the outcomes and impacts of the actions. Please note that indicators can be both quantitative and qualitative and should be specific. Outline next steps and use the contextual information box to provide any additional information (e.g., course correction, obstacles, lessons learned, etc.) for each objective.

### **Key Objective 1**

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 1:

EMPLOYMENT PRACTICES: To sustain or exceed UVic's CRC Equity Targets

- Carefully distribute, select and nominate available chair positions.
- Use the Preferential or Limited Hiring guidelines as appropriate.
- Encourage outreach when recruiting.
- Ensure all advertisements include UVic's equity statement and use language that is inclusive, ungendered and unbiased.
- Ensure information on equity is provided as part of the UVic's CRC renewal process.

Systemic barriers -

Please provide a high-level description of the systemic barriers (e.g., summarize what the barriers are and how they were identified):

While UVic has a robust guideline to facilitate equitable hiring practices to attract and hire diverse applicants, more could be done to standardize the practices across different departments.

## Corresponding actions undertaken to address the barriers:

1. CRC search committees are required to appoint and EDI champion. Additionally, a self-identification survey was administered to assess search committees' team composition as well as to evaluate diversity composition of applicants. 2. An online equity based hiring training course launched in Fall 2021, which is a required step for all members engaged in faculty appointment, review, promotion and tenure (ARPT) and senior leadership search processes. 3. EDI Research Officer offered consultation to CRC recruitment committees to ensure that hiring activities were facilitated based on the EDI principle. 4. In the fall of 2021, UVic signed the Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education along with other post-secondary institutions as a commitment to hold ourselves accountable to its principles and actions. Subsequently, UVic received approval by the BC Human Rights Tribunal to preferentially hire Black and Caribbean-descent faculty.

## Data gathered and Indicator(s) - can be both qualitative and quantitative:

To ensure UVic's guideline for equity based CRC hiring process was carefully followed, the university asked all CRC recruitment committees to submit the CRC Recruitment Checklist, confirming their implementation of equity-based hiring practices, including the assignment of an EDI champion, the equity based hiring training course completion by all members and wide job advertisement activities. In this reporting period, our effort to conduct equity based hiring processes (e.g. preferential and limited hire practices) resulted in recruitment and nomination of members of the equity deserving groups.

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

UVic continues to meet or exceed its equity targets and plans to continue this trend by continuously enhancing its recruitment and retention practices.

## Challenges encountered during the reporting period:

It is observed that the EDI champion roles were frequently filled by members from the equity deserving groups, creating additional workload on these members. Some faculty members expressed resistance towards the online equity training despite the positive response from the majority.

## Next Steps (indicate specific dates/timelines):

For upcoming CRC recruitment, the EDI Research Officer will hold a briefing meeting with the committee's EDI champion to go over the champion's responsibilities. Similarly, the EDI Research Officer organizes a pre-recruitment meeting with the committees to highlight the key elements of equity-based hiring practices. The university is committed to enhance its equity based employment practices to hire more Black members and to consider specific ways to promote Black inclusion on campus. With the Equity and Human Rights Office (EQHR, responsible for EDI policy and training), the Office of the Vice President Academic (VPAC, responsible for academic hiring) is going to update the online training content to offer more robust and relevant resources.

## Was funding from the CRCP EDI stipend used for this key objective?

No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

## Do you have other key objectives to add?

Yes

## Key Objective 2

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 2:

**TRAINING & EDUCATION:** To provide training, tools and education for chairs and for chair hiring committee members (e.g. Deans, Department Chairs, faculty members and external members) • Provide training, tools and education for all faculty searches including CRCs, which includes but is not limited to: a transparent, consistent process; use of inclusive language for the advertisement and throughout the search process; accommodation considerations; evaluation of non-traditional CVs; unconscious bias; and other topics. • Provide equity information and training at orientation including for chairs.

Systemic barriers -

Please provide a high-level description of the systemic barriers (e.g., summarize what the barriers are and how they were identified):

A small number of university members demonstrated their lack of engagement in the equity, diversity and inclusion related training and education, not seeing the need to change the current structures, processes or practices.

Corresponding actions undertaken to address the barriers:

1. As noted above, the online equity based hiring training course launched as part of a 4-stage training module called "UVic Increasing Equity in Decision Processes" which is a required component for all members of ARPT and Chair Search committees. 2. Equity committees across campus facilitated education-focused initiatives to initiate cultural shifts and increase buy-ins from their members. Some CRCs are part of their unit's equity committee. They also actively participate in the Academic Advisory Committee for Equity and Diversity (AACED), jointly led by VPAC and EQHR. 3. EQHR collaborated with the Department of Chemistry to launch a new, proactive equity review process for departments on campus.

Data gathered and Indicator(s) - can be both qualitative and quantitative:

1. Since the course's launch on Sept. 15 2021, 212 completions were recorded by Dec. 30, 2021. A large number of responses were submitted in a feedback survey and the annual course update is being scheduled for summer 2022. 2. As a few highlights on various committees' initiatives, several EDI seminars took place with guest presenters from other Canadian institutions. The committees promoted the events widely and shared the recorded lectures on their websites. 3. Through collaborative discussions, key EDI themes were identified and the final deliverables of an Executive Summary were rolled out to the Chemistry department in Fall 2021.

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

1. ARPT and Chair Search committees found the course valuable and many of them requested to use it in other contexts, suggesting that the course was both highly useful to participants, and that it was gaining widespread acceptance. Over 80% of the feedback survey respondents responded that the course prepared them a great deal, or a moderate amount, to contribute equitably to ARPT decisions. 75% of the survey respondents said that their experience taking the course was Very Positive or Positive. 2. The initiatives such as EDI seminars led to campus-wide conversations. At institutional town hall meetings, EDI was often proposed as key priorities by the audience. 3. While the Chemistry department worked on concrete actions to address the raised issues, EQHR explored effective data-gathering measures to strengthen the equity review process.

## Challenges encountered during the reporting period:

1. Even with this in-depth learning tool, there is still a lot to know about evaluating emerging and underrepresented research. We also recognize that many Chairs would benefit from tools to support them specifically in hiring equitably and setting up lab or working group conditions equitably—we don't yet have specific tools for this owing to time constraints. Overall, the pandemic continued to impact the university operation. In Fall 2021, the university decided to deliver a hybrid learning model, which was interrupted by changes to the public health guidelines, occupying faculty and students' time to respond in a safe and timely manner.

## Next Steps (indicate specific dates/timelines):

1-a. A committee work guide is being developed, which will walk committees through implementation of the principles learned in the course. VPAC is collaborating with EQHR to develop and implement this tool in Fall 2022. 1-b. Valuing and Evaluating Indigenous Academic Work – large scale complementary online course – developed collaboratively with Indigenous faculty and staff and co-sponsored by VPAC and VP Indigenous is due to launch in January/February 2023. 1-c. The online course updates are being made throughout summer 2022 to incorporate the survey feedback. 1-d. "Recruiting and Retaining Indigenous Peoples" seminar will be added in Fall 2022 to regular leadership programming – offered by Indigenous Perspectives Society. A similar pilot was held with a small cohort of representatives from Human Resources, Deans and Faculty Relations who are involved in recruitment. Another seminar is scheduled for next year (after September 2022) to a wider group. 2 & 3. Multiple equity committees have expressed interest to EQHR in using a newly developed equity review process to take proactive steps towards assessing the current status of equity in their units, and making plans for future work that will address key gaps and problems identified.

Was funding from the CRCP EDI stipend used for this key objective?

No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

## Key Objective 3

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 3:

MESSAGING & COMMUNICATION: • Share that UVic's new CRC Equity, Diversity and Inclusion Action Plan is available with key governance groups (e.g.: UVic Deans' Council, Research Advisory Committee and Council of Centre Directors) as well as with Department Chairs and School Directors. • Share messages about the values underlying the Action Plan with internal and external audiences

Systemic barriers -

Please provide a high-level description of the systemic barriers (e.g., summarize what the barriers are and how they were identified):

The institution's structure with a complex mix of decentralized and centralized initiatives makes it a challenge to identify and address potential communication gaps.

## Corresponding actions undertaken to address the barriers:

The Director of Strategic Research Initiatives managed communication with senior level units while the EDI Research Officer worked closely with key campus units including EQHR to ensure that the CRC EDI Action Plan's principles were reflected in a number of faculty-related initiatives. For example, the EDI Research Officer facilitated group and individual meetings with the current CRCs to discuss specific EDI related concerns throughout the reporting period. The key findings and recommendations from the CRC EDI Experience Survey was submitted to the VP Research and Innovation as well as to the UVic CRCs in December 2021.

## Data gathered and Indicator(s) - can be both qualitative and quantitative:

A report was presented to the Board of Governors in May 2021 to highlight UVic's Canada Research Chairs 2029 equity targets and initiatives to advance equity, diversity and inclusion in the UVic CRC program. New CRCs were introduced to the campus community in a timely manner. UVic continues to share the research chairs' accomplishments and stories on a regular basis. A few examples are; • CRCs highlighted in UVic News- BC Knowledge Development Fund (<https://www.uvic.ca/news/topics/2021+province-funds-innovative-uvic-research+news>) • Royal Society of Canada (<https://www.uvic.ca/news/topics/2021+royal-society+news?t=media-release&y=2021&s=royal-society>)

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

As UVic continues with its efforts to promote the EDI principles, more departments become committed to comply with the CRC EDI Action Plan, resulting in a positive dialogue among departments on the CRC recruitment and renewal processes.

## Challenges encountered during the reporting period:

Extensive time commitment was required for consultations, information sessions and assessment and evaluations. Properly tagging CRCs in all of our communications (Twitter, articles, profiles) was a challenge as many stakeholders were not aware of the UVic's commitment to the CRC Communication Guidelines.

## Next Steps (indicate specific dates/timelines):

Vice President Research & Innovation (VPRI)'s newly formed Research Profile team to strategize messaging and communication to recognize and share CRCs' work and beyond. The team is going to focus on the following key areas; • Strengthen collaborative efforts with UVic central communications team as well as faculty communications staff • Enhance the current communication templates such as announcements • Strategize an approach to utilize various media channels and formats for sharing information

Was funding from the CRCP EDI stipend used for this key objective?

No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

## Key Objective 4

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 4:

ACCOMMODATION: To support accommodation, including for CRC recruitment and retention in line with UVic Policy, procedures and the Collective Agreement • Provide advice, training and support for leaders and hiring committee members on the principles and UVic's processes to support accommodation. • Support all potential chair candidates requiring accommodation during recruitment process

Systemic barriers -

Please provide a high-level description of the systemic barriers (e.g., summarize what the barriers are and how they were identified):

UVic is deeply committed to reducing systemic barriers in all recruitment activities, and has taken a universal design approach to offer a barrier-free experience to all applicants. A Disability Management Audit was performed by an external consultant in 2021. While many strengths were noted, it was recommended that further work be done on communicating stakeholder roles and the process flow.

Corresponding actions undertaken to address the barriers:

All job postings provided contact information for those requiring differential access to information. All search committee members completed the training on equity in Decision-making processes. All Chairs, Associate Deans and Deans participated in an in-house course on Accommodation (duty and process). Work is being done to address the communications issues noted above and is expected to be completed by Fall 2022. In addition, VPAC and EQHR remained available to selection committees for ongoing consultation and guidance to ensure hiring and onboarding practices were barrier-free to the fullest extent possible. A Work Life Consultant (support person for members with disabilities) with understanding of the academic context was available for all faculty requiring accommodation. The consultant worked closely with the Faculty Association's Membership Services Office Advisors to manage accommodation requests to find effective solutions to its members. As a point of contact to the chairholders, the Equity, Diversity and Inclusion Officer collaborated with the Work Life Consultant when researchers reached out for support to manage their accessibility-related concerns.

Data gathered and Indicator(s) - can be both qualitative and quantitative:

The Work Life Consultants keep track of the qualitative and quantitative data around accommodations. The disaggregated information was reported out to management. A small number of requests were made by the CRCs and the requested were handled by the relevant personnel in an effective manner.

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

All CRC recruitment and renewal processes during the reporting period embedded the existing accommodation practices and actively consulted with VPAC and EQHR.

Challenges encountered during the reporting period:

Operational shift to a hybrid model triggered by COVID-19 anecdotally increased the number of requests from faculty, including the research chairs. The continuously changing health guidelines created additional challenges for UVic to offer a nimble and effective process to offer accommodation. A limited number of available family doctors in Victoria have caused some delay in getting medical reports to substantiate accommodation requests.



## Next Steps (indicate specific dates/timelines):

Effective September 1, 2022, the provincial government will launch the Accessible BC Regulation. UVic is currently reviewing the regulation and planning its approach to effectively comply with the regulation. VPAC will roll out the enhanced communication plan to further clarify the work flow with internal stakeholders in the fall of 2022.

## Was funding from the CRCP EDI stipend used for this key objective?

No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

## Key Objective 5

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 5:

**LEADERSHIP & ACCOUNTABILITY:** To provide leadership on equity, diversity and inclusion • Promote and practice equity to ensure equity, diversity and inclusion are key considerations and key ingredients in the UVic culture

### Systemic barriers -

Please provide a high-level description of the systemic barriers (e.g., summarize what the barriers are and how they were identified):

While leadership is making an effort to communicate the value of equity, diversity and inclusion on a number of occasions through social media and public presentations, campus members continue to experience persistent underrepresentation, systemic barriers and inequity including racism, transphobia, homophobia, ableism, and harassment and microaggression.

### Corresponding actions undertaken to address the barriers:

A number of key initiatives/actions took place at the leadership level to advance the value of equity, diversity and inclusion. 1. UVic has signed the Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education along with other post-secondary institutions as a commitment to hold ourselves accountable to its principles and actions. The BC Human Rights Commissioner has approved the university's intention to conduct preferential/limited hiring for Black applicants. 2. Aspiration 2030 – a research and creative works strategy was announced. The strategy was formed by the EDI principle, proposing multiple actions to remove barriers and to support researchers and students from equity deserving groups. 3. The process of developing an institutional Equity Action Plan started by EQHR. With a one-year timeline, a committee with 25 diverse members started an equity-centered design process to identify systems of inequity and redesign these systems to foster equity on campus. 4. In order to strengthen collaboration with VPRI and EQHR, the EDI Research Officer position was updated with a dual reporting structure to the Director of Strategic Research Initiatives in VPRI and the Manager in EQHR to ensure that the work aligns with the overall direction and priorities of advancing EDI at UVic. 5. UVic also made a strategic decision to create multiple key positions to foster equity, including the role of Associate Vice-President Indigenous, who has the responsibility of furthering the university's commitment to truth, respect and reconciliation. Similarly, UVic also supported EQHR to expand its team to hire an Equity Data and Research Analyst and an Indigenous Rights and Anti-Racism Officer to move forward with critical EDI related initiatives. 6. In November 2021, EQHR facilitated UVic's fourth annual 5 Days of Action event. The event was purposed to highlight UVic's commitment to end discrimination, harassment and sexualized violence on campus.

### Data gathered and Indicator(s) - can be both qualitative and quantitative:

In 2021, UVic is recognized as one of Canada's best diversity employers, making significant investments to ensure well-being of the university community members. The UVic CRC EDI Experience Survey was conducted to capture the voices of the current CRCs. The disaggregated report was shared with the internal key stakeholders. The UVic Employment Equity Survey was conducted in August 2021 to capture the representation of the equity deserving groups on campus. Other initiatives and actions are highlighted in EQHR's Annual Report. For the 5 Days of Action, 28 workshops/events took place throughout the week and various EDI related topics were thoroughly discussed. A wide range of campus members participated in this initiative and their feedback were collected for next year's planning.

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

All of the above mentioned initiatives provided opportunities for multiple pan-institutional conversations and collaborations to address inequity at different levels within institution.

### Challenges encountered during the reporting period:

COVID-19 continued to impact the way the university leadership engaged with the community. While in-person classroom teaching returned in September 2021, most of non-academic meetings and gatherings were held virtually.

### Next Steps (indicate specific dates/timelines):

1. Based on the Scarborough Charter, EQHR continues to explore ways to take tangible actions to introduce cultural shifts while offering support to campus units to implement targeted recruitment and retention actions to students, staff and faculty who self-identify as Black. 2. The Office of VPRI continues to track actions and initiatives on campus to address systemic barriers. A bi-annual progress report of Aspiration 2030 is to be issued in 2023. 3. The equity action plan committee continues to hold community consultations and prepares a draft plan that proposes several universal goals to initiate critical cultural shifts for the institution. The universal goals are to be shared with the campus community in Spring/Summer 2022 and a draft plan to be shared in Fall 2022. 4. The EDI Research Officer will continue to engage with various campus units through training and consultation and act as an EDI champion for the community of researchers and beyond. 5. In addition to the fore-mentioned positions, UVic will be undergoing major changes in its senior leadership as it welcomes a new Vice-President Academic & Provost, a Vice President Finance & Operations, an Associate Vice-President Global Engagement, an Associate Vice-President Research and an Executive Director of Research Services. 6. EQHR assessed the participant feedback and started planning for the 5 Days of Action for Fall 2022, with a strategic focus to solicit support from faculty to embed some workshops in their course schedules so a larger group of students can be meaningfully engaged in EDI discussions.

### Was funding from the CRCP EDI stipend used for this key objective?

No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

## Key Objective 6

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 6:

CONSULTING & PARTICIPATING: To consult and engage on employment equity • Coordinate meetings of the UVic Employment Equity Plan (EEP) Implementation Steering Committee to review progress on the EEP and suggest new developments to enhance the plan's work. • Engage with the campus community on new and ongoing equity, diversity and inclusion initiatives

Systemic barriers -

Please provide a high-level description of the systemic barriers (e.g., summarize what the barriers are and how they were identified):

While much has been done to promote the EDI principles, the engagement level of the campus community varied throughout the reporting period. Higher engagement from the equity deserving groups was noted while participation of the dominant identity holders was sporadic.

Corresponding actions undertaken to address the barriers:

Strategic partnerships were formed and fostered throughout the reporting period. Through partnerships, notable actions were taken such as the examples below: 1. In collaboration with VPRI, VPAC and EQHR, a UVIC CRC EDI Experience Survey was developed and conducted among the UVic CRCs in the spring 2021. 2. As part of the online equity training course design (managed by VPAC and EQHR), the EDI Research Officer participated in the pre-launch review process and ensured the CRC's EDI best practices were embedded throughout the course content. 3. As noted earlier, an institutional initiative to develop UVic's first equity action plan begun in the spring 2021, where representatives from various units and student groups participated in discussions to ideate tangible actions to advance equity, diversity and inclusion on campus.

Data gathered and Indicator(s) - can be both qualitative and quantitative:

1. Through the survey's key findings and follow-up focus group consultation meetings, recommendations were formed to highlight gaps and trends experienced by the CRCs. 2. The mandatory course completion requirement was widely supported by various faculties and other non-academic units, evidenced by the high completion rate. 3. The committee held monthly meetings to build rapport among its members and established collective understanding of various concepts related to equity, diversity and inclusion.

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

1. The summary report of the survey's key findings and recommendations was shared with VPRI and the UVic CRCs in December 2021. 2. A high course completion rate was reported during the reporting period. 3. The committee developed a collective understanding of an equity-centred design process and started planning for community consultations.

Challenges encountered during the reporting period:

1. The focus group discussions and the report preparation required a longer timeline as key participants faced competing priorities throughout the process. However, the extended timeline did not negatively impact the report's overall goal to capture the current CRCs experiences. 2. There is yet to be an impact measuring tool to confirm whether or not the course made any tangible impact on recruitment outcomes. 3. Due to COVID-19, the committee meetings were held virtually, which limited its ability to form a strong bond among its members.

## Next Steps (indicate specific dates/timelines):

1. The summary report is to be presented to multiple internal stakeholders such as VPAC and EQHR and implement recommended actions such as standardizing mentorship and facilitating networking events. 2. The EDI Research Officer will continue to engage in the equity training programs. EQHR is designing its second stage of the training as well as VPAC is working on to launch a sub training course on Indigenization and Decolonization. 3. The committee is preparing a draft action plan by Fall 2022 based on extensive community consultation process via survey and meetings.

Was funding from the CRCP EDI stipend used for this key objective?

No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

## Challenges and Opportunities

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

Challenges: Through the UVic CRC EDI Experience Survey, over 60% of UVic CRCs from the equity deserving groups confirmed they had seen/experienced discrimination or harassment. This persistent trend is widely present in the campus community. EQHR managed over 150 cases related to the Discrimination and Harassment policy, 25% of cases were from faculty. The large majority of concerns were of personal/sexual harassment, workplace bullying, gender, race and disability. In an effort to increase the university community's awareness of the resolution process, EQHR developed a set of information sheets, which were distributed to the key campus units. Opportunities: The UVic CRC EDI Experience Survey also found that the majority of UVic CRCs were seeking to build a network with other CRCs on campus, to engage in collaborative discussions and to develop a lateral support structure. VPRI is committed to host networking events for its chairholders a few times a year to create a space for such collaboration and discussions. With the launch of Aspiration 2030 – a research and creative works strategy in the fall of 2021, along with upcoming UVic's equity action plan and institutional strategic planning discussion, UVic facing an opportunity to review and revamp the CRC EDI Action Plan (originally developed in 2017) to align with the new institutional direction to advance equity, diversity and inclusion on campus and beyond. Working closely with the Equity Data Research Officer, UVic's current equity data collection processes (including CRC related data collection) are being revamped. COVID 19: After a year of learning how to teach and support in a virtual setting, in the fall of 2021, staff and faculty had to re-learn how to offer the same teaching and supporting through a hybrid model to accommodate both in-person and virtual experiences. Navigating the varying requirements of a dual-delivery approach, and understanding how to make decisions in light of ongoing and changing public health guidelines, continues to require time and creativity. Faculty, students and staff with marginalizing identities, especially those with disabilities, experienced additional barriers in this hybrid model and sought accommodation. CRCs from the equity deserving groups utilized the available support services to address their challenges throughout the reporting period.

## Reporting on EDI Stipend objectives not accounted for in Part A

### Instructions:

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

### Objectives associated with your institution's EDI Stipend application

**Table C1.** Provide information on the objectives associated with your institution's EDI Stipend application, including the funding and timelines, for the reporting period.

#### EDI Stipend Objective 1

### Additional Objectives (if applicable)

**Table C1.** Provide information on the objectives associated with your institution's EDI Stipend application, including the funding and timelines, for the reporting period.

#### EDI Stipend Objective 2

#### EDI Stipend Objective 3

#### EDI Stipend Objective 4

#### EDI Stipend Objective 5

#### EDI Stipend Objective 6

## **Part D: Engagement with individuals from underrepresented groups**

Outline how the institution has engaged with underrepresented groups: e.g., racialized minorities, Indigenous Peoples, persons with disabilities, women, LGBTQ2+ individuals, during the implementation of the action plan (during the reporting period), including how they have been involved in identifying and implementing any course corrections/adjustments, if applicable. For example, how was feedback gathered on whether the measures being implemented are resulting in a more inclusive research environment for chairholders of underrepresented groups? How has intersectionality been considered in developing and implementing the plan (if applicable)? Have new gaps been identified? How will members of underrepresented groups continue to be engaged? (limit: 10 200 characters)

When VPRI conducted the UVic CRC EDI experience survey and held several focus groups discussions, voices of underrepresented groups and their lived experiences were captured. Such key findings include the equity deserving groups' lower sense of safety and belonging and a gender-based disparity around workload assignment (i.e. more service work for self-identified women). In December 2021, the survey's key findings and recommendations were presented to the chairholders and they were asked to identify top 3 priorities. VPRI is aiming to take actionable steps to implement the identified priorities in 2022/23. VPRI held multiple consultation meetings with Faculty Association's Black and Person of Colour (BPOC) Caucus during the reporting period, where the caucus members were able to present their ongoing challenges in balancing competing priorities in an "uneven playing field." The consultation meetings will continue to take place a few times a year to keep a communication pipeline open between VPRI and the caucus so the current BPOC faculty feedback is directly communicated to the VPRI office. During the reporting period, EQHR formed a committee to support the co-creation of UVic's inaugural equity action plan. Comprised of various intersecting identities, the committee was tasked with listening to diverse voices on campus and framing challenges and opportunities to address barriers and to achieving equity and justice. Multiple community consultation meetings were scheduled in spring 2022 and a draft plan to be released in fall 2022. A number of academic units formed a unit-based equity committee to work towards transforming the unit to become a safe, respectful and inclusive working and learning environment. CRC chairholders are actively engaged in their equity committees either by taking a formal role of faculty representation or attending EDI webinars and virtual discussions. (example: School of Earth and Ocean Sciences EDI Committee)

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

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

<https://www.uvic.ca/research-innovation/strategic-initiatives/aspiration-2030/index.php#ipn-research-community>

<https://www.uvic.ca/about-uvic/equity-action.php>

<https://www.uvic.ca/vpacademic/faculty/training/index.php>

<https://www.uvic.ca/equity/assets/docs/annualreport2021w.pdf>

<https://www.uvic.ca/equity/education/washrooms/index.php>

EDI to Research Climate 1. UVic is committed to offer multiple EDI training sessions to the faculty and beyond. In collaboration with the Faculty Association, VPAC and VPRI, EQHR is developing a four-stage model to support equity in faculty decision for recruitment, review, promotion and tenure. In the fall of 2021, Stage 1: Increasing Equity in Decision Process course was launched. This online, asynchronous course has been widely participated by faculty. In 2021/22, EQHR will begin to work on Stage 2 and 3 modules. 2. EDI Education – Multiple academic programs facilitated EDI seminars and public events to the UVic research community, including UVic Women of Science’s “Picture A Scientist” screening & a panel discussion and UVic Chemistry’s “Reducing bias and discrimination in STEM” seminar. In addition, the EDI Research Officer continues to facilitate workshops and consultations to support researchers in preparing their applications for the federal funding programs such as New Frontiers in Research Fund - Transformation 2022 and Canada Foundation For Innovation’s Innovation Fund. 3. As articulated in the Aspiration 2030: A Research & Creative Works Strategy, the EDI principles are embedded in many aspects of UVic’s research strategic initiatives. Most notably, UVic identifies “research community” as one of the five aspirations and aims to implement various actions including “(to) create dedicated support programs for early career researchers, post-doctorial fellows and individuals from equity-deserving groups” and “(to) embed equity, diversity and inclusion (EDI) in research processes and activities to overcome systemic barriers and build and support a diverse research community.” The university will continue to track actions that are related to these areas and will be reported back to the community on a bi-annual basis. Campus Climate 1. As noted earlier, an institutional initiative to develop UVic’s first equity action plan has begun in the spring of 2021 to ideate tangible actions to advance equity, diversity and inclusion on campus. Extensive community consultation meetings and surveys were implemented in spring 2022 to collect diverse lived experiences of systemic barriers at the university, based on which, the committee identified five universal goals to address inequity. Further discussions are taking place to articulate tangible actions under each goal. 2. Through partnership with EQHR, VPRI, VPAC and HR, UVic is seeking to reimagine its equity data collection and reporting structure, which includes a broader approach to consider intersectional and disaggregated data as well as the use of qualitative data collection through focus groups and qualitative surveys. 3. UVic continues to enhance access to washroom facilities on campus as articulated by the Universal Washroom guidelines, which was developed in fall 2019 by the Inclusive Washroom Advisory Group. Facilities Management and EQHR continue to collaborate in the application of the guidelines in different buildings on campus. 4. EQHR is currently working on a new, proactive equity review process for departments on campus. The process contains methods for equity data collection and analysis and a tool to translate data into concrete and measurable actions to improve/enhance equity. EQHR will work with interested departments in assessing the current status of equity in their units, and making plans for future work that will address key gaps and problems identified.

<https://www.uvic.ca/research-innovation/strategic-initiatives/aspiration-2030/index.php#ipn-research-community>

<https://www.uvic.ca/about-uvic/equity-action.php>

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