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Submit and Exit Survey

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](#).

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

The link for the EDI progress report and EDI Stipend report:

<https://ca1se.voxco.com/SE/?st=jeuW6suXm8k3Ct0XM1n9bz3j3Dx9FJ0rsaU96EDwwz8%3D>

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 underrepresented groups (e.g. women, persons with disabilities, Indigenous peoples and racialized minorities 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 current 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. IMPORTANT NOTE: The EDI Stipend was used by the University of Victoria to hire an EDI Research Officer. The EDI Officer was hired in December 2020 but started in January 2021, just outside the reporting period of this report. The EDI Officer has played a critical role in all the Objectives of our EDI Action Plan, but the activities happened after the reporting period. Therefore, the sections on EDI Stipend reporting are left blank in this report, and will be reported next year.

Systemic barriers -

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

1. Limited use in the past of the Preferential/Limited hire job posting process - While UVic has received support from the BC Human Rights Tribunal to conduct Preferential / Limited Hires, not all Departments and CRC search committees were familiar with the preferential/limited hire practices. 2. Coordination among different offices - The selection process for CRC candidates requires the direct involvement of the offices of the Vice President Research and Innovation (VPRI, responsible for the CRC program), the Office of the Vice President Academic (VPAC, responsible for academic hiring), the Equity and Human Rights Office (EQHR, responsible for EDI policy and training), and the Faculties and Departments (responsible for the search committees).

Corresponding actions undertaken to address the barriers:

1. The option to use preferential/limited hires was communicated to the Deans during the internal distribution of chairs, and to the host departments when confirming the CRC chair allocation. The interested search committees received guidance from the Vice President Research and Innovation (VPRI) and the Equity and Human Rights Office (EQHR) to conduct a preferential /limited hire process. 2. A CRC working group was formed with members from VPRI, VPAC and EQHR, to align processes, guidelines and documentation.

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

1. 10 out of 18 CRC searches were preferential /limited hires during the reporting period. 2. The working group met regularly to discuss CRC guidelines and EDI related matters. Coordinated Standard Operating Procedures were developed for each of the offices and roles. CRC specific guidelines were agreed upon and included in UVic's Guide to Recruit.

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

1. The 10 preferential/limited hire postings yielded 5 successful hires, 2 successfully reposted after an unsuccessful search, and 3 unsuccessful. Since open searches were also successful in attracting applicants from equity deserving groups, it is inconclusive to confirm whether or not the preferential/limited hire guideline helped the equity recruitment. In general, 15 of 18 Uvic's nominations (new and renewal) during the reporting period were of EDI candidates (83% of Uvic's candidates). 2. Through frequent meetings, the working group members were able to stay on topic to reach collective decisions in a timely manner throughout the reporting period.

Challenges encountered during the reporting period:

1. Within the university, there were still misunderstandings and questions about the guidelines around the preferential/limited hire practices. It is essential to continue the training of different academic units on how to conduct preferential/limited hires more effectively. 2. During the reporting period, the three units underwent staff changes, requiring orientation and training to ensure continuity.

Next Steps (indicate specific dates/timelines):

1. To clarify questions, EQHR is creating a FAQ page on their webpage on the preferential/limited hiring guideline. In the meantime, VPRI and EQHR continue to provide consultation with hiring committees. 2. The addition of an EDI Research officer supported with CRC's EDI Stipend, will play a central role in strengthening the collaboration among the three units to effectively embed EDI in CRC recruitment practices. The EDI Research Officer started in January 2021.

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):

1. Availability of training and education to all search committee members. It could be challenging to ensure timely distribution of the training resources to all committee members even when some members were not able to attend the group training. 2. Limited EDI training as part of orientation activities for new CRC recruitments.

Corresponding actions undertaken to address the barriers:

1. EQHR regularly updated its EDI training resources and tools for all faculty search committees to ensure the training content was current and applicable. 2. EQHR continue to provide EDI training resources on their website so that academic units can use the resources to provide program-specific EDI training. The university wide faculty orientation was coordinated once a year and EQHR was invited to provide an overview of Uvic's EDI strategy and initiatives. Similarly, the Faculty and Librarian Recruitment Guide includes the "Checklist for Department On-Boarding," which refers to support services such as EQHR and Indigenous Academic & Community Engagement.

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

1. The institution's equity officer (or equivalent) delivered EDI training to all 18 CRC search committees. - Equity recruitment resources as well as the guide for preferential and limited hires were posted on the EQHR website. - For the CRC searches, EDI practices were included in the Recruitment Guide, such as the search committee diversity composition report and the CRC recruitment checklist. 2. New faculty feedback had not been formally collected to assess if their participation in the orientation activities had prepared them to actively engage in an institutional effort to value diversity.

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

1. Further enhancement on EDI resources enabled the search committees to consider and implement equity hiring practices. 2. The VPAC Office hired a new Training and Development Manager to develop several training streams for academic leaders. One of the stream includes EDI-centered sessions such as Trans Inclusion and Anti-Racism Education.

Challenges encountered during the reporting period:

1. There is a limit to staff resources to facilitate group training sessions to all search committees. COVID-19 was an additional challenge on search committee members as most of them had to modify their teaching methods while being held back from on-campus research activities, leaving little room for EDI training. 2. Due to COVID-19, the campus wide faculty orientation was cancelled and a virtual activity was arranged by the academic units to welcome new hires.

Next Steps (indicate specific dates/timelines):

1. In 2019, UVic Faculty Association signed an updated collective agreement, which included mandatory equity training to all committee members prior to the commencement of the committee work. The hybrid training module (online + group workshops) is currently being developed. 2. VPAC's new Training and Development Manager will be launching the new training pilot program for new Deans in July 2021. 1 + 2, the EDI Research Officer (supported by CRC's EDI Stipend) is scheduled to conduct an EDI experience survey with the current CRC chairholders to better understand their perspective on EDI training and orientation activities. The survey was conducted at the end of April, 2021 and the collected information is being reviewed through focus group 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.

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):

Keeping multiple stakeholders informed and collecting information from them in a timely manner.

Corresponding actions undertaken to address the barriers:

UVic has a dedicated webpage to share the CRC EDI Action Plan with its internal and external stakeholders. The page includes the plan, management of chairs, equity targets, current and past job advertisements as well as the information on the current chairholders. The Director of Strategic Research Initiatives ensured that the CRC EDI Action Plan and strategies to meet the CRC equity targets were widely shared with the key governance groups (Board of Governors, Senate, Executive Council, Deans' Council, and Research Advisory Council).

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

Internal UVic CRC reports with information on status of CRC distributions, searches and equity targets were produced and shared with the senior management in 2019 and 2020. These reports were shared with the Board of Governors, Senate, Executive Council, Deans' Council, and Research Advisory Council.

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

Communication about the CRC program and the EDI Action Plan is continuous with the Deans, their Associate Deans Research and the Departments involved in active searches. This communication includes regular presentations to Deans' Council and the Research Advisory Council, but also individual meetings as necessary. Every communication about distribution of new chairs, or renewal processes include specific reminders about the CRC EDI Action Plan, the importance to follow EDI best practices, and the need to meet our CRC equity targets. This communication has created a very positive and engaged environment where Deans and other members of the executive transmit the same supportive messages to the faculty. In this collaborative environment, the results have been extremely positive (83% of EDI nominations during the reporting period) without the need to force any unwanted measures to the Faculties. Preferential and Limited searches have been adopted by some departments due to their own conviction that it was the right process to follow, not because the institution force them to do so.

Challenges encountered during the reporting period:

The main challenge has been the changes in leadership during the reporting period (Deans, Department Chairs, and Centre Directors).

Next Steps (indicate specific dates/timelines):

In early summer 2021, VPRI will announce the new CRC 2029 targets agreed by the university. Any new internal chair distributions or renewal process will continue to include information about the importance of EDI in the selection process and a reminder of UVic's equity targets. VPRI will share the information with its internal stakeholders and continue to promote EDI-based recruitment and retention actions to be implemented by the host academic units.

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):

We have not observed systematic barriers in providing support for hiring committees on the accommodation process. The Faculty Relations (FR) team in VPAC works in partnership with our internal Equity and Human Rights (EQHR) experts for ongoing consultation and guidance to ensure our hiring and onboarding practices are barrier-free to the fullest extent possible. UVic is deeply committed to reducing systemic barriers in all recruitments, and we have taken a universal design approach to reduce extra steps for accommodating. We are also currently engaged in an extensive review of all appointment, reappointment, promotion and tenure processes.

Corresponding actions undertaken to address the barriers:

In collaboration with EQHR, FR ensures that; - hiring committees receive tailored EDI training as well as one-on-one support from FR where necessary. - All advertisements have the following statement included "Persons who anticipate needing accommodations for any part of the application and hiring process, may contact the Equity and Human Rights Office." As an employer, under the University's Employment Accommodation policy, we have a duty to accommodate job candidates at all stages of the application process as well as once they are hired. When a duty to accommodate arises, the request for accommodation must be met unless it would cause undue hardship to the University. The two main terms used to refer to modifying standard arrangements for candidates are: • Accommodation • Universal design Moving beyond "accommodation on a case by case basis," taking a "universal design" approach was identified as advantageous when enhancing our recruitment processes and the workplace practices. In this approach, we design processes and procedures that are barrier-free from the start, creating a smoother experience for all members. For example, when search committees integrate accommodations into their process, they are expected to share the details with all candidates in advance of their interviews and ensure that all candidates are able to fully participate in the selection process.

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

To our knowledge, there were no requests for formal accommodation from past CRC job postings or new CRC hires during the reporting period. Some candidates may have sought informal accommodations, which would have been handled at the hiring unit level.

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

UVic has made significant progress and impact on the promotion of accommodations. While search committees have access to dedicated EQHR supports for all recruitment activities, the Associate Director of Faculty Relations is also available to oversee equitable recruitment practices in addition to the detailed CRC supports provided through the Vice-President Research and Innovation's team. Similarly, FR provides each recruitment committee detailed recruitment guides and hiring resources tools to assist with their recruitment and onboarding efforts.

Challenges encountered during the reporting period:

Notably, in the latter part of this reporting period, operational changes related to COVID-19 facilitated greater ease with certain aspects of our recruitment process, eliminating the need for air and ground travel and on-campus presence. It cannot be known whether this eliminated the need for accommodations, but anecdotal evidence suggests it did have a positive impact. We have also worked on creating online training to ensure individuals can receive training from wherever they are located at whatever time they choose.

Next Steps (indicate specific dates/timelines):

The University is presently engaged in an institutional Equity Action Plan (EAP) process. As we develop the EAP, we will expand on the advancements made through the UVic Employment Equity Plan. Our work will deepen our institutional commitment to finding and addressing systemic barriers to equity, diversity and inclusion. Embedding Anti-Racism and Anti-Oppression initiatives and actions will also be an important part of the process. The EAP will provide UVic with a set of universal goals to advance and embed equity, diversity, inclusion and Anti-Racism. The plan will also offer guidance for different groups and constituencies within the UVic community as they develop targeted strategies to work towards the universal goals. In addition to this work, since January 2021, Faculty Relations has formed a close partnership with the newly appointed and fully dedicated Equity, Diversity and Inclusion Research Officer in UVic's Office of the VP Research and Innovation (supported with CRC's EDI Stipend) to further review existing practices. Recommendations are currently under development, with implementation planned in the 2021-2022 academic year.

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):

1. Communication: Institutional Commitment to equity, diversity and inclusion needed to be communicated more widely and regularly. 2. Leadership Change - In 2019, the UVic President announced his departure from his role.

Corresponding actions undertaken to address the barriers:

1-a. UVic Strategic Framework (2018-2023) was released in 2018, identifying equity, diversity and inclusion as one of the 4 core values for the institution, and "Cultivate an Extraordinary Academic Environment" (including embedding practices of equity, diversity, accessibility, inclusion and dialogue) as one of the 6 strategic priorities. 1-b. A new initiative launched in 2019 where "UVic EDI 9 Shared Practices" were developed to provide the campus community with practical tools and useful measures for success. The resources were posted on the EQHR's website under "Employment Equity." 1-c. UVic continued to implement EDI initiatives such as the campus-wide Anti-Racism Education Module and the annual 5 Days of Action in 2019 and 2020, respectively. 1-d. UVic applied for the CRC Stipend in 2020 to hire an EDI Research Officer. 2. The presidential search switched its hiring process to a virtual setting due to the pandemic

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

1-a. The Strategic Framework implementation report (year 2) was issued in 2020, highlighting the new EDI initiatives such as 5 Days of Action and Anti-Racism education program. 1-b. The university had not formally collected feedback from users on the 9 Shared Practices though informally receiving positive responses from campus members. 1-c. The Anti-Racism Education Module was delivered monthly as part of the HR's employee learning program. The first unit of the module was presented as a Pro-D session for numerous academic programs as well as local community groups, receiving positive feedback from participants. For the 5 Days of Action in 2019, over 350 UVic members (85 students, 213 staff members, 35 faculty members and 24 community members), representing 100 different units on campus, had participated in sessions, lectures, workshops, performances and art exhibits. In 2020, the 5 Days of Action was held virtually, engaging 200 – 300 people each day through social media, while 12 workshops attracted a total of 240 participants 1-d. The university had successfully secured the CRC EDI Stipend. 2. The President search committee completed the hiring process and selected a new president. The UVic Board of Governors highlighted the values that made the new President an ideal candidate: "He has a deep commitment to the impact universities can make in their communities, to equity, diversity and inclusion, and to advancing our goals on truth, respect and reconciliation with Indigenous Peoples."

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

1-a. While recognizing the implemented initiatives, the Strategic Framework implementation stated the need for further commitment towards more EDI initiatives. 1-b. The 9 Shared Practices posted on the EQHR website had provided guidance to the members of the campus community when creating an inclusive workplace. 1-c. It is safe to note that these EDI initiatives have made positive impacts to the university culture, creating a safe space to discuss EDI related topics among the campus community members regardless of their positions within the institution. 1-d. An EDI Research Officer position was advertised and successfully completed the hiring process. 2. A new president (Dr. Kevin Hall) "known for his strong commitment to community engagement and unwavering belief in access to education and equity, diversity and inclusion", started in November 2020.

Challenges encountered during the reporting period:

1-a. COVID-19 forced the university activities to take place in a virtual format, however, the leadership continued to support EDI initiatives, even strongly. The university launched initiatives to support researchers impacted by the pandemic, especially to support faculty who were most vulnerable to career damage. 1-b. COVID-19 prevented the committee to take further steps to promote the 9 Shared Practices while other items took priority. 1-c. Due to COVID-19, transitioning to online training limited participants to gain similar benefits from face-to-face- learning experience. In-class engagement such as impromptu story sharing was difficult to facilitate and peer-to-peer connection was not easily established. 1-d. There were no challenges in conducting hiring activities for the EDI Research officer role supported by CRC's EDI Stipend. The decision was made in November 2020 and the new officer was set to start in January 2021. 2. COVID-19 required the new president to connect with the UVic stakeholders virtually.

Next Steps (indicate specific dates/timelines):

1-a. VPRI is preparing a new Research and Creative Works Strategy to be launched by fall 2021. This strategic research plan will include EDI commitment as a university value and one of the 5 aspirations. 1-b. The 9 Shared Practices will be merged into the Equity Action Planning discussion, which is scheduled to begin in later spring / early summer 2021. 1-c. The EDI initiatives will continue to be offered throughout the year. Each EDI training/event will collect participant survey. 1-d. The EDI Research officer supported by CRC's EDI Stipend started in January 2021. 2. The new President has expressed his full support towards the UVic Equity Plan Action development, which is starting in spring 2021.

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):

A constant effort was made in order to stay current with EDI practices and approaches while making appropriate and timely advice to relevant units (i.e. CRC hiring committees).

Corresponding actions undertaken to address the barriers:

The EEP has been instrumental to the CRC recruitment practice. The preferential / limited hire practice were carefully consulted with EQHR. For CRC recruitments, a check-list was developed for hiring committees to confirm every step in the recruitment process was conducted with EDI in mind.

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

A CRC recruitment checklist is used by each CRC search committee to track and confirm that EDI was embedded in each step of the hiring process. Faculty Relations and VPRI requires the checklist (signed by all committee members) to approve the recommendations by the search committee.

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

Each year, EQHR and VPRI were consulted to review and update the Faculty Recruitment Guide, confirming and improving the inclusion of EDI best practices in UVic's hiring process, and in particular alignment with UVic's CRC EDI Action Plan, and CRC's hiring requirements.

Challenges encountered during the reporting period:

Since spring 2020, COVID-19 has become the priority to the university, which slowed some EDI-related dialogues.

Next Steps (indicate specific dates/timelines):

UVic's Institutional Equity Action Plan (EAP) is being reviewed and an updated version will be released in September 2021. In early summer 2021 when the new 2029 CRC EDI target is determined and communicated to CRC, VPRI will consult with EQHR and FR to explore how best to support CRC hiring committees to conduct diverse candidate searches and inclusive selection practices.

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 – Although VPRI is the primary contact for the CRCP, it is impossible to run the program without the support from other units including VPAC's Faculty Relations unit which is responsible for faculty recruitment as well as the Equity and Human Rights office. These supporting units have different but complementary mandates and VPRI is in a unique position to continuously solicit their support towards the CRCP. Additionally, a fine balance had to be maintained when interacting with CRC hiring committees. It is essential that institutional guidelines are fully accepted, understood and properly implemented by search committees. For example, while VPRI and Faculty Relations suggest to advertise postings widely (with a list of recommended academic career job sites), it is ultimately the committees' decision on how to advertise the positions, based on the specific context of their research community. Lastly, lack of data collection in various aspects of recruitment and retention has been identified as a potential challenge that could impact the measurement of success. A new applicant self-identification survey has been proposed to be in place by summer 2021. Information collected from the new applicant survey will provide an opportunity for VPRI and search committees to assess if the posting had attracted applicants from diverse backgrounds. Additionally, new information is being collected from the CRC community on retention factors. COVID-19 related challenges – Due to travel restrictions, we believe COVID-19 impacted the number of applications to our searches, since people were reluctant to travel / relocate in this unpredictable time. Though not directly related to the CRC EDI Action Plan, the university and the Faculty Association have been working on taking COVID impacts in consideration when it comes to faculty performance evaluation. In particular, it was decided that Course Evaluation Survey would not be used for evaluation in the COVID-impacted terms unless the member(s) decided to include the survey. Opportunities – UVic is currently in a favorable position to move its CRC EDI Action Plan forward for three major reasons. First, in the fall of 2020, we welcomed the new President who has been promoting EDI at any institutional meetings including meetings with different academic units. This unequivocal and explicit EDI commitment from the top will bring EDI to the centre of campus activities, which will make it even easier to advocate the CRC EDI Action Plan. Second, as noted in the earlier report, a new position of an EDI Research officer was created upon receiving the CRC EDI Stipend. VPRI recognized that strengthening the implementation of the CRC EDI Action Plan and other EDI initiatives for the community of researchers required a dedicated resource. The research officer started in January 2021 (and therefore, its activities are outside the reporting period of this report) and is expected to act as a critical liaison with key stakeholders within and outside of the university to implement the CRC EDI Action Plan while making contributions to the institutional effort to embed EDI in the operation. Third, in spring 2021, UVic will start reviewing its new Equity Action Plan. The new EDI Research Officer will be actively engaged in this process, advocating EDI initiatives for researchers. This campus-wide initiative will add more momentum to bring EDI in the spotlight, creating more opportunities to gain buy-ins from the campus community.

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

Indicate the S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) objective(s) towards which this funding has been directed:

Provide advice and support to CRC selection and search committees to ensure compliance with UVic and CRC EDI Action plans and requirements.

Indicator(s): Describe indicators, as presented in the EDI Stipend application, and how they are calculated.

EDI targets by 2022 exceeding or meeting UVic's targets with an updated plan to meet 2029 targets

Progress: Describe results observed, including indicator results, outcomes, impacts. Include timelines (start and end dates).

Six of the seven CRC searches since the approval of the CRC EDI Stipend have selected an EDI candidate. NOTE: the EDI Officer supported with the EDI Stipend started in January 2021, after the reporting period of this report. Therefore, the expenditures are indicated as \$0 in this table.

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective:	0
Institutional commitment (if applicable):	0
Total funds spent:	

Indicate in the table below any leveraged cash or in-kind contributions provided by your institution:

	Amount \$	Source / Type (cash or in-kind)
1	0	cash
2	0	cash

Table C2. EDI Stipend Impact Rating

Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this objective as identified in your application, for the reporting period:

Major impact (the EDI Stipend had a major impact on achieving progress)

Provide a high level summary of how the stipend was used:

The EDI Officer has had a significant impact in this objective, once she was hired, after the reporting period of this report.

Do you have other objectives to add?

Yes

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

Indicate the S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) objective(s) towards which this funding has been directed:

Review UVic's EDI plan in light of new 2029 CRC targets

Indicator(s): Describe indicators, as presented in the EDI Stipend application, and how they are calculated.

EDI targets by 2022 exceeding or meeting UVic's targets with an updated plan to meet 2029 targets

Progress: Describe results observed, including indicator results, outcomes, impacts. Include timelines (start and end dates).

The University of Victoria met and exceeded all the CRC EDI targets, and is in a trajectory that would allow us to meet or exceed the 2029 targets. 83% of UVic nominations during the reporting period have been EDI candidates. NOTE: the EDI Officer supported with the EDI Stipend started in January 2021, after the reporting period of this report. Therefore, the expenditures are indicated as \$0 in this table.

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective: 0
 Institutional commitment (if applicable): 0
 Total funds spent:

Indicate in the table below any leveraged cash or in-kind contributions provided by your institution:

	Amount \$	Source / Type (cash or in-kind)
1	0	cash
2	0	cash

Table C2. EDI Stipend Impact Rating

Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this objective as identified in your application, for the reporting period:

Major impact (the EDI Stipend had a major impact on achieving progress)

Provide a high level summary of how the stipend was used:

The EDI Officer has had a significant impact in this objective, once she was hired, after the reporting period of this report.

EDI Stipend Objective 3

Indicate the S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) objective(s) towards which this funding has been directed:

Review current self-identification systems and develop stronger processes and tools for the collection of self-identification data within the program.

Indicator(s): Describe indicators, as presented in the EDI Stipend application, and how they are calculated.

Successful development of new processes for self-identification.

Progress: Describe results observed, including indicator results, outcomes, impacts. Include timelines (start and end dates).

A team composed of the EDI Officer, Faculty Relations and the Office of Equity and Human Rights, studied current processes and designed a new self-identification solution. NOTE: the EDI Officer supported with the EDI Stipend started in January 2021, after the reporting period of this report. Therefore, the expenditures are indicated as \$0 in this table.

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective: 0
 Institutional commitment (if applicable): 0
 Total funds spent:

Indicate in the table below any leveraged cash or in-kind contributions provided by your institution:

	Amount \$	Source / Type (cash or in-kind)
1	0	cash
2	0	cash

Table C2. EDI Stipend Impact Rating

Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this objective as identified in your application, for the reporting period:

Major impact (the EDI Stipend had a major impact on achieving progress)

Provide a high level summary of how the stipend was used:

The EDI Officer has had a significant impact in this objective, once she was hired, after the reporting period of this report.

EDI Stipend Objective 4

Indicate the S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) objective(s) towards which this funding has been directed:

Develop new EDI retention strategies, based on feedback from survey

Indicator(s): Describe indicators, as presented in the EDI Stipend application, and how they are calculated.

Successful implementation of new processes for CRC retention

Progress: Describe results observed, including indicator results, outcomes, impacts. Include timelines (start and end dates).

The EDI Officer, had preliminary consultations with several EDI champions on campus, and with colleagues at other universities. In April 2021, a session with all CRC chairholders was organized and a survey launched. NOTE: the EDI Officer supported with the EDI Stipend started in January 2021, after the reporting period of this report. Therefore, the expenditures are indicated as \$0 in this table.

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective:	0
Institutional commitment (if applicable):	0
Total funds spent:	

Indicate in the table below any leveraged cash or in-kind contributions provided by your institution:

	Amount \$	Source / Type (cash or in-kind)
1	0	cash
2	0	cash

Table C2. EDI Stipend Impact Rating

Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this objective as identified in your application, for the reporting period:

Extensive impact (the EDI Stipend had an extensive impact on achieving progress)

Provide a high level summary of how the stipend was used:

The EDI Officer has had a significant impact in this objective, once she was hired, after the reporting period of this report.

EDI Stipend Objective 5

EDI Stipend Objective 6

Table C2. EDI Stipend Impact Rating

Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this objective as identified in your application, for the reporting period:

Extensive impact (the EDI Stipend had an extensive impact on achieving progress)

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)

During the reporting period, the institution had welcomed feedback from chairholders (applicants or current chairholders) in an informal format. White women in STEM were most vocal to express their concerns with tokenism, disadvantaged performance evaluations and not feeling equally valued as their male colleagues. While UVic had effectively mitigated issues and concerns on an ad-hoc basis, there is a strong need to formally collect feedback from the current chairholders to accurately identify gaps among underrepresented groups. VPRI had conducted an EDI experience survey at the end of April 2021 [role of the EDI Officer supported by the CRC EDI Stipend]. A focus group has been formed to review collected results and will help VPRI shape annual EDI action targets to enhance CRC chairholders experience. In the meantime, 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: Chemistry EDI Committee) [Role of EDI Research Officer] As VPRI identified the engagement with researchers from equity deserving groups as one of the most critical priorities, VPRI secured the CRC EDI Stipend in 2020 and created a position of Equity, Diversity and Inclusion Research officer. The EDI Research Officer's responsibilities include, but not limited to; • Work in collaboration with VPAC, EQHR and other units to ensure CRC recruitment practices are in compliance with UVic and CRC EDI guidelines. (Objective 1: EMPLOYMENT PRACTICES) • Build expert level of EDI requirements and resources to offer guidance to search committees and promote EDI to the community of researchers including the current chairholders (Objective 2: TRAINING AND EDUCATION) • Engage with equity-deserving groups of researchers to actively listen to their concerns and advocate practices that promote inclusion within the campus community (Objective 3: MESSAGING & COMMUNICATION) • Liaise with search committees, the Work Life Consultant (HR) and VPAC to ensure an accommodation process is embedded in the faculty recruitment and retention initiatives (Objective 4: ACCOMMODATION) • Develop stronger institutional accountability by establishing methods to assess the current chairholders' recruitment and retention experience to identify gaps and propose realignment of the existing practices to create a safe and respectful environment for members from equity deserving groups. (Objective 5: LEADERSHIP & ACCOUNTABILITY) • Demonstrate active engagement in UVic's effort to promote EDI as one of the key institutional priorities through meetings with academic units and EDI-related committees (Objective 6: CONSULTING & PARTICIPATING

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 possible. 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)

Institutional planning documents In addition to the CRC EDI Action plan, the University of Victoria has several operational plans that address equity, diversity and inclusion. These plans are publicly available on our website: Employment Equity Plan (2015-2020) Indigenous Plan (2017-2022) UVic's Strategic Framework (2018-2023) Creating and working well with diverse committees EDI is recognized by UVic's research community as integral to research participation, to the research itself, and to research training and learning environments. Knowing that institutional and cultural change is challenging and gradual, UVic continuously implements concrete actions that engage with intersectional understandings of inequity, discrimination and exclusion. Equity Action Planning (EAP) Expanding from the Employment Equity Plan, UVic is launching to develop an institutional Equity Action Plan through an equity-centred design approach. The first step in this initiative is well underway to form the Reflection & Challenge Committee, consisting of UVic faculty, staff and students. This initiative will deepen our institutional commitment to finding and addressing systemic barriers to equity, diversity and inclusion. Embedding anti-racism and anti-oppression initiatives and actions will also be an important part of the process. The EAP will provide UVic with a set of universal goals to advance and embed equity, diversity, inclusion and anti-racism. The plan will also offer guidance for different groups and constituencies within the UVic community as they develop targeted strategies to work towards the universal goals. Policy Review UVic's three fundamental institutional policies related to EDI below are currently undergoing the review process. Sexualized Violence Prevention and Response Policy (GV0245) Discrimination and Harassment (GV0205) Human Rights, Equity and Fairness (GV0200) Anti-Racism Education (ARE) Program UVic's Anti-racism Education Program is designed to provide university community members with the skills and knowledge to courageously challenge and root out systemic racism and to engage in anti-racist strategies. This three-stage training module is available online for faculty, staff and students through UVic's learning calendar. Education for ARPT Committees on EDI Following the new requirements in the Collective Agreement for training for all appointment, renewal, promotion and tenure (ARPT) committee members, EQHR is working on a four-stage education model. The model is designed to make better, fairer decisions through providing information, facilitating group engagement with complex scenarios, establishing research-proven processes to guide more equitable and inclusive decision-making, and supporting leaders in facilitating equity in decisions. EDI resources for grant proposals In 2019, a team led by the Office of Research Services received a grant from the UVic Strategic Framework Impact Fund to implement an initiative to support researchers to meaningfully incorporate plans for equity, diversity and inclusion (EDI) in their research programs and grant proposals. The objectives of this project were to identify gaps in current supports, and to develop training materials and other resources for use by researchers across campus. This project initially included a full-day in-person workshop, but when public health measures were put in place in response to the COVID-19 pandemic, the project plan was revised. In Fall 2020, an online needs assessment survey was conducted to gather information about EDI resources that researchers currently use, as well as suggestions for new resources. Results from the survey are currently being collated and will be shared with UVic Equity and Human Rights, as well as the general research community. Based on the results, the project team is now developing an indexed repository of EDI resources; and guidelines, prompts and examples to help researchers write EDI sections in their grant proposals. Additional resources may also be created.

Before submitting your report, please ensure that your responses are complete. You will not be able to edit the information after it is submitted.

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1. Objectives associated with your institution's EDI Stipend application

This information will be sent to the Tri-agency Institutional Programs Secretariat when you click 'Submit.'

Jointly administered by:

