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Canada Research Chairs Program (CRCP) Institutional Equity, Diversity and Inclusion (EDI) Action Plan and EDI Stipend Report

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).

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Contact information

Please complete the fields below.

Name of Institution:

York University

Contact Name:

Dr. Amir Asif

Position Title:

Vice-President Research & Innovation

Institutional Email:

vpri@yorku.ca

Institutional Telephone Number:

416-736-5479

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

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

- Yes
- No

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:

Amir Asif

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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:

Improve Training in Unconscious Bias Across the University:

Systemic barriers -

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

Very formalized labour relations context.

Corresponding actions undertaken to address the barriers:

Working collaboratively with our Joint Committee on Affirmative Action.

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

No formal data was collected. But our process has been integrated such that every hiring committee (CRC and otherwise) undertakes this training.

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

Pervasive training that set the stage for the new online education hub.

Challenges encountered during the reporting period:

None

Next Steps (indicate specific dates/timelines):

Launch new hub - phase 1 in October, and phase 2 in November.

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

- Yes
 No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective:

50,000

If an amount was entered in the previous question, indicate specifically what the funds were spent on.

Technical development of the platform

EDI Stipend Impact Rating

Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this key objective:

- Insignificant impact (the institution could attain similar progress towards this objective without the EDI stipend)
 Minor impact (the EDI Stipend had minimal impact on achieving progress)
 Moderate impact (the EDI Stipend had moderate impact on achieving progress)
 Major impact (the EDI Stipend had a major impact on achieving progress)
 Extensive impact (the EDI Stipend had an extensive impact on achieving progress)
 Don't know

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

Leveraged cash or in-kind contributions from your institution (if applicable):

	Amount \$	Source / Type (cash or in-kind)
1	50,000	York University
2	0	0

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Key Objective 2

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

Improve recruitment process through enhanced collaboration of Faculties, VP Research, Provost, Departmental Hiring Committees, Human Resources, Centre for Human Rights, Equity & Inclusion, and the new division of Equity, Peoples, and 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):

Hiring was generally isolated within a Faculty and the Provost office

Corresponding actions undertaken to address the barriers:

The new VP EPC is now integrated in processes. VPRI now is involved with hiring committees for all CRCs. Careful communication with Deans of Faculties to allow VPRI supports of hiring.

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

n/a

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

CRC considered as a single hiring unit.
VPRI members meet with every search committee at the outset - outlines expectations and requirements, provides Checklist to guide process, and check in 4 other times throughout the search process

Challenges encountered during the reporting period:

it is time consuming.

Next Steps (indicate specific dates/timelines):

This process is working well.

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

Yes

No

Key Objective 3

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

Enhance Chairholder resources, allowing for unique needs of FDG candidates.

Systemic barriers -

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

Individual meetings to support CRCs have been held for some of our FDG chairs

Corresponding actions undertaken to address the barriers:

AVP and VPRI host individual meetings to support CRCs have been held for some of our FDG chairs to ensure they are receiving the support they need.

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

Anecdotal evidence gathered through AVP and VPRI meetings to support CRCs.

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

Tailored solutions have been created ensuring needed supports were provided to our CRCs from FDG

Challenges encountered during the reporting period:

While our individual meetings have successfully supported a number of our CRCs, this has been a response that has been reactive not proactive

Next Steps (indicate specific dates/timelines):

Setting up proactive meetings with FDG chairs to discuss their supports and individual barriers.

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

Yes

No

Key Objective 4

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

Improve leadership of equity, diversity and inclusion at the university

Systemic barriers -

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

Dean and Associate Dean Research level are an area that more work is required to diversify.

Corresponding actions undertaken to address the barriers:

Search firms are hired with lens towards diversity hiring.

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

It is about leaders in seats. See below on progress

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

-A number of new leaders have been appointed both centrally and in the Faculty. A number of our larger Faculties now have a position for "Senior Advisor to the Dean" position for Black Inclusion and/or Indigenous Inclusion. Every member of our Executive team (President and Vice-Presidents) are members of the FDG- one of which is an intersectional candidate.

Challenges encountered during the reporting period:

Working on objectives.

Next Steps (indicate specific dates/timelines):

University is continuing to support diversifying the Faculty leadership.

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

- Yes
 No

Key Objective 5

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

Revisiting York's policy of hiring internal candidates for CRCs to ensure retention of our own FDG research leaders

Systemic barriers -

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

Rare allowances will be made.

Corresponding actions undertaken to address the barriers:

Ensuring ongoing dialogue with Faculties to proactively manage decision-making progress

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

One exception has been made

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

Hired internal nominee as a CRC

Challenges encountered during the reporting period:

none

Next Steps (indicate specific dates/timelines):

Continue to keep dialogue open

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

Yes

No

Key Objective 6

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

Create inclusive practice for new junior CRCs to support research skill-building, including EDI practices

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 did not have a systemic training process, nor budget to create

Corresponding actions undertaken to address the barriers:

3-year pilot budget request to University Budget Committee

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

Received \$1.2 million.

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

We created the Research Commons. A digital platform for junior and senior Faculty to support research skill-building. We host approximately 25 workshops a year now on our digital platform and a personalized one-one grant clinic for new (or new to council) faculty, including our CRCs.

Challenges encountered during the reporting period:

Ensuring we did not duplicate resources provided by union positions.

Next Steps (indicate specific dates/timelines):

Continue to build and grow the Research Commons.

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

- Yes
 No

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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):

Aside from the pandemic, we have not had challenges with executing our initial plan set out in 2017, which initially showed a gap of 8 chairs across the four designated groups. We now sit in a position where we meet or exceed all our FDG targets. We are working towards the most aggressive pathway to meeting 2029 targets.

Led by Associate Vice-President Research Rebecca Pillai Riddell, our proposed EDI Stipend project proposed has adjusted the timelines due to a larger mandate. We are excitedly working on our project which will be launched internally (Stage 1 release- October 2021) and nationally (Stage 2 release December 2021) in the Fall 2021. Four separate teams are working concurrently: Video production, Web Design, IT programming and Content generation. Pillai Riddell is working with the York staff specialists in video production, web design, and IT programming. She has also led a team of 14 professors and 2 Expert Research Support Staff that represent the four designated groups and LGBT2SQ+ communities. This Content Generation group has been meeting bi-weekly for 8 months to generate content and a training structure that will be available both to York professors and non-York professors across Canada and internationally.

The depth and scope of the online education hub for EDI training in research adjudication (now called POLARIS- Place of Ongoing Learning for the Adjudications of Researchers Inclusively and Supportively) has been expanded to 7 videos, a CV pre-post test exercise, a synchronous online discussion group and a platform to host 3 webinars a year specifically to address timely topics in EDI and Research in a Canadian Context. This year we also created a Diversity Composition Report process for either researchers building their own EDI action plans for research grants (e.g. NFRF, NSERC CREATE, CIHR H RTP) or committees that hire or adjudicate research. A Diversity Composition Report is created for researchers to have access to a de-identified report of self-id information for team or committee members (both inside and outside York) that protects personal privacy and confidentiality. We are currently working with programming team to create an almost completely automatic process that will rest within POLARIS.

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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:

Create an Online Education Hub for researchers who hire and adjudicate other researchers

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

We will denote success by the creation of the hub and evaluation by the hub by users

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

Pandemic delays and a major expansion of the project, has resulted in a 4 month delay. The content generation team began in September 2020. The Web design, Computer Programming and Video Creation teams were engaged in February 2021. The entire project will be completed in October 2021 for internal launch (and pilot evaluation). Once feedback has been incorporated. we will launch nationally (expecting December 2021).

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective:

Institutional commitment (if applicable):

Total funds spent: 150,000

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

	Amount \$	Source / Type (cash or in-kind)
1	<input type="text" value="50,000"/>	<input type="text" value="Cash for salary of 2 part-t"/>
2	<input type="text" value="0"/>	<input type="text" value="0"/>

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:

- Insignificant impact (the institution could attain similar progress towards this objective without the EDI Stipend)
- Minor impact (the EDI Stipend had minimal impact on achieving progress)
- Moderate impact (the EDI Stipend had moderate impact on achieving progress)
- Major impact (the EDI Stipend had a major impact on achieving progress)
- Extensive impact (the EDI Stipend had an extensive impact on achieving progress)
- Don't know

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

Because we are still in development of our online education hub (POLARIS), the impact currently has been minor (empowered a team of EDI champions across the university). However, because we have been working closely with union representatives and had strong institutional support, we expect the hub will have extensive impact through training every York professor in adjudicating inclusive excellence. Moreover, we are building a non-York pathway for other Canadian institutions which we believe will have notable impact because this type of training does not exist nationally.

All EDI Grant money went to technical support of the creation of videos.

Do you have other objectives to add?

- Yes
- No

Note: If you select "Yes" you will be brought to a separate section where you may enter information for up to five additional objectives and where, at minimum, you will be required to enter information for Objective 2 in order for that section to be considered complete. Otherwise, if you

select “No”, you will not be directed to the section for additional objectives and, therefore, will not have access to Objectives 2 through 6, in which case, completing the information for Objective 1 will be sufficient.

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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)

Since 2017, York's Canada Research Chair program has been embedded within an innovative and collaborative approach of hiring and inclusion practices (outlined in our plan) and supported by the Offices of the Vice-President Research and Innovation (VP-RI), Provost and Vice-President Equity, Peoples and Culture VP-EPC). Moreover, we consult regularly with Associate Deans Research on EDI issues and ensure at least 5 check-in points with CRC hiring committees. Our work to build a more inclusive CRC program has had implications beyond just our CRC program but also how we run our York Research Chair program (internal twin). Every year we evolve our practices to ensure an organic and ongoing approach to adjudicating inclusive excellence. During the pandemic, the VPRI (through our new Research Commons) has created didactics for caregivers running research programs during the pandemic and regularly reach out to researchers in monthly emails to promote life balance alongside research productivity. In relation to the EDI Stipend project which has grown over the past year from our initial proposal of an online tool to the creation of an online education hub with 6 modules, a pre-post adjudication exercise, synchronous interactive group meeting and ongoing webinars (POLARIS). The VP-RI has worked deeply with an interdisciplinary team of professors across the university to build the content of this online education hub. All four designated groups and LGBTQ2S+ are represented. This engagement has encompassed bi-weekly 2-hour meetings for 8-months to create the hub.

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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)

Aside from our CRC EDI Stipend-funded POLARIS (a major EDI training hub for all York professors), there are many EDI projects currently ongoing at York, led by York's Centre for Human Rights, Equity and Inclusion (<https://rights.info.yorku.ca/>). One of the most noteworthy accomplishments from an EDI perspective for York, is the VP-EPC's creation of York's Black Inclusion Framework which was drafted this year (<https://www.yorku.ca/abr/framework/>). The largest ongoing project led by the VP-EPC involves a committee of 50 faculty, staff and students who are creating York's first Equity, Diversity and Inclusion Plan. Consultations with the entire York community will occur over the Summer-Fall of 2021 through both focus groups and both broad and pulse survey methodologies. The Report is expected to be released in Fall 2021.

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