Canada Research Chairs   Chaires de recherche du Canada

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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:

York University

Contact Name:

Dr. Amir Asif

Position Title:

Vice-President Research & Innovation

Institutional Email:

vpri@yorku.ca

Institutional Telephone Number:

416-736-5479

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:

Amir Asif

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:

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

Corresponding actions undertaken to address the barriers:

Work collaboratively with the Joint Committee on Affirmative Action

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

No formal data was collected.

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

Formal launch of Places of Online Learning for the Adjudication of Researchers Inclusively and Supportively (POLARIS), an online asynchronous education and learning hub to foster equity, diversity and inclusion (EDI) in the adjudication of professors in research and search committees.   POLARIS allows professors to complete six core online modules on EDI for faculty adjudications that can be completed at their own pace. Faculty members who serve on search committees will also be required to submit a pre-module exercise, go through a seventh module on York search procedures and policies, and attend a synchronous online meeting with the Affirmative Action, Equity and Inclusivity Officer and EDI Program Manager. Certificates will be issued to professors and recorded to confirm their completion. Participants are encouraged to add this training to their CVs. POLARIS is available today for all York faculty and staff involved in research adjudication who would like to upgrade their EDI education right away and be able to pace out the core six modules, approximately two hours in total, over the spring and summer. POLARIS was recently featured in Nature https://www.nature.com/articles/d41586-022-00928-4

Challenges encountered during the reporting period:

None

Next Steps (indicate specific dates/timelines):

Over the coming year, with the aid of a new CRC Equity Stipend, we plan to translate the POLARIS content into French to enhance accessibility, and to develop new content and add live, synchronoues engagement opporrtunties with guest speakers throughout the 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.

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:

Improve recruitment process through enhanced collaboration of Faculties, VP Research & Innovation (VPRI), Provost, Departmental Hiring Committees, Human Resources, and VP Equity, People, and Culture (VP-EPC).

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

Previously the hiring process was isolated within a Faculty and the Provost's Office.

Corresponding actions undertaken to address the barriers:

VPRI is engaged with all new CRC hiring committees at inception, with careful communication between VPRI, VP-EPC and Faculty Deans to support the hiring process.

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

N/A

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

VPRI continues to engage with all CRC hiring committees to observe and guide the process, providing an overview of the CRC program, its recruitment expectations, and best practice guidelines; CRCs are treated as a single hiring unit in respect of equity statistics and targets;

Challenges encountered during the reporting period:

Time consuming and difficult to schedule across multiple committees

Next Steps (indicate specific dates/timelines):

Continue to improve and evolve the process over time.

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:

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):

Lack of uniformity around supports, varying by Faculty

Corresponding actions undertaken to address the barriers:

VPRI guidelines outline expected CRC supports

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

Anectodal evidence through VPRI meetings with Chairholders

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

Tailored solutions to ensure FDG CRCs are supported; introduction of new York Black Research Seed Fund; launch of Centre for Indigenous Knowledges and Languages

Challenges encountered during the reporting period:

More resources are always required

Next Steps (indicate specific dates/timelines):

Continue to monitor and engage with existing and incoming CRCs

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:

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):

Fragmented and less-engaged approach in the past.

Corresponding actions undertaken to address the barriers:

Continued growth of, and engagement with, Office of the Vice-President Equity, People and Culture; increasing utilization of recruitment firms with expertise in diversity 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:

In March 2022, the President's Advisory Council on Equity, Diversity and Inclusion (The Council) released the draft Equity, Diversity and Inclusion (EDI) Strategy for feedback from the York Community, as part of the University's long-standing commitment to equity, diversity and inclusion.   Also in March 2022, Dr. Rebeca Pillai Riddell was apointed Special Advisor to the President for Faculty Relations and Equity. In April 2022, the federal budget proposed to provide $1.5 million in 2022-23 for a federal contribution towards an endowment which would support the ongoing activities of the Jean Augustine Chair in Education, Community and Diaspora, which is held by York University Professor Carl E. James, whose work focuses on addressing the systemic barriers and racial inequities in the Canadian education system to improve educational and social outcomes for Black students.

Challenges encountered during the reporting period:

What is normally a slow process was further delayed by Covid 19.

Next Steps (indicate specific dates/timelines):

Continued support for diversification efforts and EDI leadership

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

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

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):

Opportunities: EDI Institutional Strategy: Led by the VP Equity, People and Culture, York University has undertaken a campus wide consultation on an institutional EDI strategy. It is expected this strategy will be formally launched in 2022. Challenges: One challenge York faces in meeting EDI goals is recruitment of Indigenous faculty. Many are coming to their first academic appointment with their PhD "all but dissertation". We need to provide unique supports to help an ABD faculty member defend their thesis and complete their PhD while also starting their requirements for teaching, service and research.

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)

a. PAC EDI: The President's Advisory Committee on EDI and the PAC EDI Steering Committee engage members of all equity seeking groups including LGBTQ2S+. The Division of Research & Innovation had representation on both PAC EDI and the Steering Committee for PAC EDI. b. Organized Research Units focusing on research related to equity seeking groups: York has charted research centres focused on research that is related to equity seeking groups. These include the Harriet Tubman Institute for Research on Africa and its Diasporas; Centre for Research on Latin America and the Caribbean, Centre for Indigenous Knowledges and Languages and the Centre for Feminist Research (CFR). CFR includes research on gender, gender identity and sexual orientation. York has provided additional funding for these research centres to support their administration. c. York University's Centre for Human Rights, Equity and Inclusion (REI) promotes and builds a respectful, equitable, diverse, and inclusive university community. We strive to be a leader in providing accessible, impartial, non-adversarial, and confidential programs and services that uphold human rights, facilitate equitable access to opportunities, and champion diversity and inclusion. d. In July 2021, York announced the appointment of Professor Susan D. Dion to the inaugural role of associate vice-president Indigenous initiatives. Professor Dion is a Lenape and Potawatomi scholar with mixed Irish and French ancestry and was the first Indigenous tenure-track faculty member to be hired by the Faculty of Education at York. Professor Dion's work has been instrumental to the implementation of York's Indigenous Framework and the Decolonization Research Administration Report. e. York University Faculty of Education Professor Carl E. James has been appointed as Senior Advisor on Equity and Representation to the University, as part of the Division of Equity, People and Culture (EPC). In this role created in 2020, Professor James will work closely with Vice President of EPC, Sheila Cote-Meek, to support the advancement of equity, diversity and inclusion (EDI) with a focus on Black Inclusion throughout the University.

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)

a. York has invested $500K to support research in Black and Indigenous scholarship investing $250K in each as a pilot program. Following an evaluation currently underway York will invest an additional $500K per year for three years to continue the program. b. Decolonizing research: York developed a decolonizing research administration action plan to address a number of recommendations arising from Indigenous researchers and researchers in Indigenous contexts. York began implementing the action plan in September 2021. c. In the Winter 2023 term, the Office of the Vice-President Research & Innovation will launch the first wholly autonomous Indigenous Research Ethics Board, which will be led and advised by Indigenous members, with the goal of providing oversight and ethics review into research involving Indigenous Peoples. d. In early 2022, York launched Polaris, an online education hub by scholars for scholars to help navigate towards the just and inclusive adjudication of researchers and their research for both hiring or award adjudication purposes. POLARIS provides on line training for anyone who is called upon in their job to rank, judge, adjudicate, or provide feedback on researchers and their grant applications.

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

This information will be sent to the Tri-agency Institutional Programs Secretariat when you click 'Submit'. You will receive a confirmation email with a copy of your completed form in HTML format once it is submitted.

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