

**Canada Research Chair Equity, Diversity, and Inclusion Action Plan:
Progress Report, December 2018 – December 2020**

A. Objectives and Actions

Objective 1

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

The objectives of this action item were to continue the faculty applicant survey mentioned in the Action Plan, and to launch the inaugural equity census, both with plans for intersectional comparative analysis.

One of the main challenges faced by the University with respect to developing purposeful EDI initiatives is a lack of institutional data to inform our understanding of the barriers facing members of underrepresented groups in our recruitment processes. To help address this gap, we have increased our information gathering efforts during the recruitment phase by inviting applicants to full-time faculty positions to complete an anonymous survey about their membership—or lack thereof—of groups designated by federal and provincial authorities as being historically underrepresented in the workforce. In addition, we also inquire about sexual and gender identity.

The goal of the applicant survey is to compile anonymized data that will inform future search processes by helping the University determine how to shape future hiring strategies to best advance our commitment to EDI. Specifically, gathering information on the demographics of applicant pools over time and considering them in the context of available data on designated group representation in particular fields will help departments set reasonable goals for representation within future applicant pools, and ultimately, faculty representation. To this end, over time the intention is to develop more robust and efficient processes into the different stages of implementation of the survey, including in gathering applicant information from departments, in creating the survey itself, in inviting applicants to complete the survey, and in analyzing the data at the conclusion of the recruitment phase for collecting survey data. With respect to timelines, the intention was to gather tenure-track applicant data during the 2018-2019, 2019-2020, and Fall 2020 recruitment cycles, in addition to the 2019-2020 CRC recruitment cycle.

Beyond recruitment, our objective was to enhance the quality of demographic data available on our workforce. As mentioned in the Action Plan, although Human Resources has tried to collect diversity data on faculty members via the employee web portal since 2010, the data collection was limited to narrow criteria and the overwhelming majority of faculty either did not participate or declined to respond to questions relating to self-identification as one of the designated groups. To address this we developed the Equity Census to increase campus-wide participation, including faculty, in data gathering efforts with respect to EDI, and to broaden the possible criteria for self-identification. Specifically, we sought to include the possibility of self-identifying as a member of different diverse groups *within* each broader provincially and federally designated group. In addition, the census includes both the broad category of sexual orientation and gender-identity minorities, and the corresponding self-identifications within that broader group.

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

Systemic barriers for both the recent Equity Census and the ongoing faculty applicant survey include navigating legal parameters, creating the survey using language that best represented the Concordia community, and developing appropriate systems for outreach and participation.

To navigate the legal parameters for collecting self-identification data, between December 2018 and December 2020, representatives of the Office of the Provost and Vice-President, Academic (OPVPA) met regularly with the University Secretariat and representatives of the Commission des droits de la personne et des droits de la jeunesse (CDPDJ). According to the CDPDJ, any attempts to collect data must be integrated into a larger equal access plan and the goals of that data collection must be clearly articulated. It is not acceptable to collect data on individuals for the sole intention of acquiring knowledge of the demographics of employees or applicants. Instead, the gathering of demographic information must be specifically tied to actions to address underrepresentation. In addition, strict protocols for the protection and limited access of applicant and employee information must be established. Considerations included provincial precedent, and the simultaneous meeting of campus needs and CDPDJ reporting requirements.

An additional legal, conceptual, and practical challenge surrounds the specific language we use when describing designated, underrepresented and marginalized groups. It is important for our language to be simultaneously respectful, inclusive, clear, and within legal parameters. A related challenge is the limitations of the provincially and federally designated group categories in their ability to elucidate the experience of subgroups within those broader categories, including intersectional experiences, and to appropriately reflect and represent the Concordia community.

An additional challenge for the Equity Census was to develop an effective outreach campaign to maximize participation. As mentioned, based on previous experience, hosting the Equity Census on the employee web portal would likely not yield the level of participation sought, at least in the launch phase. Therefore, representatives of OPVPA, Human Resources, the University Secretariat, and University Communications Services have been meeting regularly as of December 2020 to develop an effective outreach strategy. A first iteration of said outreach strategy was put in place for the launching of the Equity Census in the Winter of 2021.

Actions taken to address each of the above systemic barriers are described in the following section.

3. Corresponding actions undertaken to address the barriers:

With respect to navigating legal parameters, following productive discussions between the OPVPA, the University Secretariat and representatives of the CDPDJ, clarity was achieved and decisions made with respect to the purpose of data collection and the integration of data collection efforts into the larger CRC EDI Action Plan. Specifically, data gathering efforts constituted one item of the final list of 19 Action Items dedicated to enhancing equity across the faculty career path, including strategies to increase accessibility of the recruitment process for people with disabilities, to track and maintain compensation equity for all full-time faculty, to take concrete steps towards decolonizing and Indigenizing the University, including recalibrating and transforming the University's internal and external relationships

with Indigenous Peoples and communities, and to ensure that parameters and criteria of inclusive excellence are applied from the earliest stages of planning and allocation in recruitment and hiring.

With respect to determining the appropriate language to use when describing designated, underrepresented and marginalized groups, different strategies were implemented for the Equity Census and the applicant surveys to meet these objectives. For the Equity Census, due to the diversity of experiences within each broad designated group category, we chose to include additional groups within each category. In developing the most inclusive and appropriate language for the Equity Census, experts within the Concordia community played a central role in informing the development of the survey. Leaders from the Office of Indigenous Directions, the Black Perspectives Office, the Office of Rights and Responsibilities and the OPVPA, including experts in disability, were engaged in thought-provoking dialogue around the most appropriate language. Examples from institutions across the country, including other universities, the federal census and the CRCP were used in inform discussions. Ultimately, Concordia settled on language that was informed by other approaches but responsive to the needs of our community.

Contrary to the approach taken in the Equity Census, a decision was taken for the applicant survey to adhere to the language of broad designated group categories to align with the language of relevant legislation and to help maximize response rates. A further consideration was that applicants may be less inclined to complete a survey as long as the one used in the Equity Census. Though the sole use of the designated group categories limits the specificity of the data collected on applicants, we believe the data will still prove useful in developing a sense of typical applicant pool representation in particular disciplines and accordingly help to set applicant pool targets.

The anticipated outreach strategy for the Equity Census will combine campus-wide messaging, repeated reminders, and the support of managers and other employees to encourage participation. In addition, the census will be open for a specific 10 working day period to motivate employees to respond in a timely manner and to have data available in time to meet reporting requirements of the CDPDJ. Due to the pandemic, the planned launch of the Equity Census was moved from the Winter of 2020 to February 2021.

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

Processes for gathering data on faculty applicants via the faculty applicant survey have been in place for the 2018-2019 and 2019-2020 tenure track recruitment cycles in addition to CRC recruitment in Fall 2019 and are underway for faculty recruitment in 2020-2021. The applicant surveys inquire about membership in federally and provincially designated groups, as well as sexual orientation and gender identity minority membership. Without a prior history and process for collecting this data, this exercise was intended to be a test of possible mechanisms for data collection with the goal of creating a streamlined, efficient process that yielded accurate, reliable data on our faculty applicant pools.

To date, response rates to the two tenure track and one CRC recruitment periods has been very good, each approaching or surpassing 70%. In contrast, due to the non-automated process currently used to obtain applicant information from departments, a complete list of applicants was not obtained and not all applicants were invited to complete the surveys. While the data collected is informative, it does not capture an accurate or complete portrait of the pool of applicants. Currently, only data from 2018-2019 have been compiled with the support of an analyst from the School of Graduate Studies. The following are the University-wide data for 2018-2019:

	Woman	Aboriginal Person	Visible Minority	Ethnic Minority	Person with a Disability	Minority Sexual Orientation
Yes	34.50%	1.20%	45.10%	40.10%	2.90%	9.50%
No	64.00%	96.70%	52.40%	55.60%	94.30%	86.00%
Prefer not to answer	1.50%	1.30%	2.30%	3.30%	2.50%	3.40%
Response rate to question (amongst respondents)	100%	99.3%	99.8%	98.9%	99.7%	98.9%

Beyond this general data on the entire applicant pool, it would be important to break down applicant data by hiring department and compare it to representation within the current faculty and to availability within disciplines. Strategies for working with departments to acquire this data are under consideration.

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

With respect to the applicant survey, though the current non-automated process needs updating, some improvements have been made over the short time it has been in place. These improvements include clearer and more consistent messaging and guidelines to departments, more accurate record keeping, and some added efficiencies in the implementation of basic IT tools. Ideally, more aspects of the process would be automated, from receiving applicant data from departments, to generating the survey and associated applicant codes, to sending out email invitations and reminders, to compiling and analyzing the data according to designated groups across positions, including intersectional analyses, all of which are currently done manually.

With respect to the Equity Census, following its revised initial launch date of February 2021, it is expected to be conducted in cycles and to evolve over time to meet the changing needs of the Concordia community. The aim is to remain in dialogue with all constituencies, including ongoing consultations with campus units, faculty, staff, students and the broader University community. As such, Concordia will consider modifications to the census content at particular intervals so that it continues to reflect the demographics, experiences and aspirations of the University.

6. Challenges encountered during the reporting period:

The major challenge for hiring departments, the Instructional and Information Technology Services (IITS) and OPVPA staff is the current reliance of the applicant survey on several labour-intensive, non-automated processes. First, applicant contact information must be requested from administrators in hiring departments, many of whom are already working at full capacity, both prior to and during the pandemic. This leads to delays in receiving the needed information, which leads to delays in inviting applicants. In addition, there is a wide range of variability in the format that information is received from departments, leading to occasional errors in applicant invitations. Communication of requirements has helped to decrease this, but it will take time for departments to adapt to the instructions now available. Second, each survey must be created by personnel in IITS, which is similarly working at capacity, creating

delays in launching the survey in addition to obtaining the data with personally identifiable information removed. Third, data must be compiled from departments and invitations and reminders sent to each applicant. Although some efficiencies have been implemented using basic program improvements, the process remains labour intensive, leading to additional delays and errors. Finally, the analysis of data is delayed due to capacity challenges and difficulty obtaining analytic support. All of these challenges are undergoing review as part of a University-wide assessment of information technology needs.

Data from the applicant survey does not inform the search that is underway when conducted, is not shared with hiring committees, and therefore is not a mechanism for self-identification. Instead, on each job posting, applicants are invited to self-identify on their applications. Currently, despite this invitation, anecdotal data suggest that applicants do not consistently self-identify in their applications. The development of strategies to increase self-identification on applications would greatly support the institution's EDI efforts.

With respect to the Equity Census, the pandemic had a significant impact on both the timeline and the methodology of the tool. The original intent was to launch the census in the Winter of 2020. As mentioned in our Action Plan, this was to be done via a paper form, which would involve visits to departments. The onset of the pandemic and subsequent move to remote work for the majority of our operations delayed the launch of the census. It is currently planned to launch in February of 2021 as part of our efforts to adapt to the shifting context and ensure that our EDI initiatives are conducted according to thoughtful, sensitive planning that pays attention to important details. With respect to format, our current plan is to replace the original paper survey and to host the census online via a secure platform. This will include additional information beyond standard login requirements to allow employee access and ensure appropriate privacies and protections. One of the most significant benefits of changing our approach is the opportunity to expand the scope of the census beyond faculty and to include all staff members at the institution.

7. Next Steps (indicate specific dates/timelines):

With respect to the applicant survey, we will be exploring additional procedures to make the process more reliable and efficient. This could include automatized methods for collecting applicant information from departments, generating the surveys, inviting and reminding applicants to complete the survey, and analyzing the data with a lens of intersectionality. Realistically, any automatization of the processes may take several cycles to implement due to current limitations of the technology infrastructure and the significant, increased workload of IT personnel in the context of the pandemic. An additional next step is to implement the applicant survey for recruitment efforts of limited term appointment (LTA) positions, currently planned for Winter 2021.

The Equity Census launch is currently planned for February 2021, with the immediate goal of maximizing campus participation and response rates. Following the launch, next steps for the 2021-2022 academic year, pending appropriate measures to manage the state of the pandemic, will include working with HR to analyze representation data by designated groups, departments and employee classifications, developing appropriate measures to meet campus needs and CDPDJ requirements, and developing a plan for communicating the results of census. A related next step is the implementation of a similar Equity Census to determine student representation at the University, ideally to take place in the Fall of 2022, following extensive community-wide consultations, including that of student, legal and government representatives.

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

No

Objective 2

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

The University launched 8 Tier II Canada Research Chairs during 2019-2020 with the intention of recruiting a diverse applicant pool and meeting its targets for designated groups for which there was underrepresentation. It was recognized that to meet our equity targets, at least five of the eight chairs should go to women, and at least one of the eight chairs should go to a person with a disability. The intention of this action item was to determine whether active recruitment efforts undertaken for these searches impacted the size and diversity of the applicant pools, and ultimately, the outcome of the recruitment efforts.

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

One systemic barrier is the learning curve for some faculty due to the relative recency of the enhanced focus on EDI in faculty recruitment. While training on EDI aspects of faculty recruitment has been available since 2017, for some faculty these are new considerations that need to be consolidated and integrated with past recruitment practices. To this end, education on the core topics (e.g. inclusive excellence, unconscious bias and practical strategies) is a key focus, as is ongoing consultation and resource development.

In addition, the limited pool of availability of women in certain science and engineering fields and of applicants with disabilities across all fields make it challenging to ensure sufficiently diversified applicant pools, particularly when utilizing more traditional approaches to recruitment, such as posting job advertisements in conventional sources.

3. Corresponding actions undertaken to address the barriers:

One of the priorities across all CRC searches is to ensure deep applicant pools that contain sufficiently diverse and excellent candidates for the advertised positions. The following actions to address this were taken:

- Partnership with [Perret Laver](#) – The DHCs for the four science and engineering-based positions in the departments of Biology, Chemistry and Biochemistry, Physics, and Electrical and Computer Engineering, worked with consultant company Perret Laver. The goal was to incorporate their aid in identifying potential diverse, excellent candidates across the world within each particular research area, to send them information and answer basic questions about the position, and ultimately to invite them to apply.
- EDI workshops – All Department Hiring Committees (DHCs) participated in training on equitable recruitment practices. Two major emphases of the workshops were the importance of conducting equitable searches to help the institution meet its EDI targets, and the best practices

of active recruitment in which DHCs were expected to engage in order to diversify the pools of applicants and enhance opportunities for the University to meet its equity targets within the CRC program.

- CRC Recruitment Guide – The OPVPA undertook the development of a CRC recruitment guide, based on resources available from the CRC and other resources along with the expertise and experience of key staff members in the OPVPA and the Office of the Vice-President, Research and Graduate Studies (OVPRGS). In addition to overviews of best practices across all stages of recruitment, the guide included appendices and several examples of major elements of the process, including setting the evaluation criteria, drafting job ads with inclusive language, inclusive interview strategies, and the writing of reasoned reports, which are a key final stage for hiring committees.
- EDI Advocate – All eight positions were supported by an equity advocate who accompanied the committee in its work and championed the full consideration of EDI criteria. Three EDI advocates contributed to the committees' processes, including a faculty member from the Department of Political Science, the Manager of Faculty Development and Inclusion and the Senior Lead for Equity and Diversity.
- All departments implemented discipline-specific methods of active recruitment, including faculty members and graduate students emailing large numbers of Canadian and international research groups, prospective applicants, and networks to raise their awareness of the position, and circulating the job posting via social media (e.g. Twitter, etc.) and outlets targeting diverse applicants (e.g. Native American and Indigenous Studies Association).

4. Data gathered and Indicator(s) – can be both qualitative and quantitative:

As described in the update to Action Item #1, the employment Equity Survey for tenure-track faculty applicants conducted for the 2018-2019 and 2019-2020 searches was also conducted during the Fall of 2019 for the CRC searches. Specifically, all applicants to the CRC positions were invited to complete an employment equity survey in which they could identify as a member of one or more of the provincially and federally designated groups. This survey mirrors the standard faculty applicant survey with slight adaptations for CRC recruitment. Although data was received for all positions, certain challenges (described above for Action item #1) with administering the tenure-track applicant survey were also present in the administration of the CRC applicant survey; these were related to the heavily labour-intensive process involved for both hiring departments and OPVPA staff.

The resulting data, while potentially informative, is incomplete and not an accurate portrayal of the CRC applicant pools. As the launch of this, and the other applicant surveys, was conducted as a test to determine the most appropriate process for an applicant survey, the OPVPA is reviewing its procedures to determine more efficient and reliable means of gathering and analyzing this type of data. Despite the lack of precise data on the applicant pools, we believe the resulting experiences of the hiring committees and the hiring outcomes of our recruitment processes highlight the positive impacts our active recruitment efforts have had on our recruitment goals.

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

As of December 2020, the University has recruited a total of seven women to seven of the available CRC positions, with one active search for the remaining position in the John Molson School of Business (JMSB). As we anticipate the outcome of the JMSB search, we are delighted that we were able to meet

our equity target for women during this recruitment exercise and look forward to supporting these women on their pathways to academic success.

With respect to self-identified disability status, due to the low number of Chairs needed to meet this target (one, which is less than the standard threshold for reporting of five), the University must withhold this information to protect the privacy of chairholders (https://www.chairs-chaires.gc.ca/program-programme/admin_guide-eng.aspx#accountability).

6. Challenges encountered during the reporting period:

One challenge faced by hiring committees in particular, and the institution as a whole, is the general limited hiring of CRCs. In addition to discipline-specific factors, which limit the size and depth of applicant pools, because these highly specialized recruitment efforts take place during the off-cycle, applicant pools tend to be further reduced resulting in any data gathered on them being less reliable. This in turn undermines our ability to assess the effectiveness of our recruitment efforts beyond whether we have met our targets. As one of the consequences of these dynamics, two positions, one within the JMSB and the other in the Department of Electrical and Computer Engineering, needed to be re-posted due to difficulties securing a final candidate, with one search (JMSB) still ongoing as of December 2020. Similarly, the deadline for the position in the Department of History and the School of Community and Public Affairs had to be extended by one month to create an applicant pool that was sufficiently broad and diverse.

The aggressive timeline was challenging for certain committees. In particular, because the CRC searches took place outside of the regular academic recruitment cycle, there were challenges attracting applicants and scheduling meetings. For example, committees were asked to put forward a candidate by December 2019, whereas candidates for tenure-track positions would be typically be put forward during or after the mid-way point of the following Winter semester.

7. Next Steps (indicate specific dates/timelines):

The University is aware of its obligations within the CRC program to meet updated equity targets by 2029, with additional regular updates submitted in 2025 and 2027. The OVPRGS and OPVPA are working closely to develop strategies to ensure that recruitment efforts will be comprehensively equitable and maximize our opportunities to not only meet our equity targets, but to ensure that the Chairs that join Concordia will be as supported, welcome, and included as possible so that all may benefit from their talents and expertise.

An additional consideration is the continuing standardization of elements of the equitable recruitment process to facilitate learning, participation, and consultation. Our recent positive experience in moving from in-person to virtual EDI training (see update to Action Item #5) has prompted conversations about maintaining the approach post-pandemic, with possible alternative and/or supplementary sessions offered via recording. The recruitment guidelines and EDI advocate options, originally offered for the CRC searches, are being modified for implementation in tenure-track and limited term appointment searches. Following the success of the most recent CRC recruitment exercise, occasional partnerships with consultants will remain a possibility, particularly for disciplines with historic underrepresentation of certain designated groups. In addition, information on equitable faculty recruitment is being consolidated and updated for posting on the Faculty Development and Inclusion website to enable ease of access for all faculty. Finally, as mentioned, the OPVPA is reviewing its processes with respect to the

administration of the applicant employment equity survey with a view to updating and revising their approach to make it more efficient for hiring departments and OPVPA staff and to also yield more reliable data.

While the pandemic may affect the launch of these changes, the goal is to have most, if not all, of these processes updated by the beginning of the next tenure-track recruitment cycle in late-Summer, early Fall 2021.

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

No

Objective 3

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

The intentions of this item were, first, to expand mandatory EDI and unconscious bias training requirements beyond the hiring committee to committees with decision-making authority in the career path of faculty members, and second, to facilitate broad exposure to related concepts and avoid over-dependence on EDI staff by incorporating EDI resources into new faculty onboarding and by offering standing EDI training sessions.

Beyond the Departmental Hiring Committee (DHC), two committees hold decision-making authority as it relates to the career path of faculty members. The Departmental Personnel Committee (DPC) makes recommendations on hiring, reappointment, promotion, and performance evaluations. In addition, the Faculty Personnel and Tenure Committee (FPTC) reviews recommendations on the reappointment, promotion, evaluation, review, and tenure of members of the faculty association. For EDI efforts to have a greater, lasting, and more sustainable impact across all departments, it is important that as many faculty members as possible are aware of the fundamental practices, policies and values underpinning our EDI efforts. Further, the concepts, which inform best practices for equitable recruitment, are applicable to other key stages of the faculty career cycle, including evaluation, promotion, and tenure. Therefore, knowledge of these practices and the skills committee members develop are transferable to these stages. It is for these reasons that we believe attendance of the “EDI in recruitment” workshops should go beyond DHCs and include DPCs and FPTCs, with an understanding that the workshops are one aspect of a more comprehensive Action Plan with inputs and involvements across a range of units.

Finally, faculty onboarding is a key touchpoint to setting expectations and delivering the University’s message of commitment and action towards goals of EDI and decolonization. Therefore, embedding these elements throughout the onboarding process is a primary, ongoing consideration when it comes to the faculty experience and career path. In addition, in order build on those early messages, the intention is to provide a range of widely accessible trainings for faculty and other members of the campus community to build their skills in working on issues of inclusivity across a broad range of experiences and identities.

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

The main systemic barrier to including DPCs and FPTCs in the EDI and unconscious bias workshops on recruitment is updating the expectations for these committees with respect to EDI. EDI efforts on campus to date have been largely focused on hiring committees, so communicating these new expectations will take some time. In addition, the expectation that committees are required to attend the workshops began relatively recently in the 2019-2020 academic hiring cycle. Since that time there have been some challenges in achieving full participation, including scheduling issues related to faculty commitments such as those pertaining to teaching, research and participation in conferences. It may prove similarly difficult, if not more so, to require committees beyond the hiring committee to attend. We note that currently, DHC members are required to attend the workshop once during a given hiring cycle, so that members who intend to participate in the DHC in a given year must attend regardless of whether or not they attended in a previous hiring cycle.

With respect to faculty onboarding, the main barrier is the volume of information that new faculty must receive and absorb in a short period following their arrival, making it challenging to include additional content, including EDI –related information. For example, during the New Faculty Orientation (NFO), coordinated by the OPVPA, faculty must receive practical information regarding a wide range of University operations including services, health, safety, sustainability, information technology and security, the library, training on sexual violence prevention, human resources and benefits, and communications. In addition, specific Faculties, the Office of Research, and the Centre for Teaching and Learning also schedule their own NFOs in close chronological proximity to one another. However, given the importance of EDI to the University’s mission and vision, we are committed to the inclusion of EDI-specific content at NFO despite the logistical challenge of scheduling for the participants and speakers.

3. Corresponding actions undertaken to address the barriers:

In response to rapidly evolving expectations and requirements for EDI, DHC members have been required to take EDI and unconscious bias training since the 2019-2020 recruitment cycle. To accommodate this requirement, the number of sessions has been increased, from 8 campus-wide sessions in 2018-2019 to 14 in 2019-2020, in addition to select department-specific sessions. In addition, sessions were offered on both campuses, as opposed to all being downtown as was the case the first year of being offered. In Fall 2020, due to the move to remote work in response to the pandemic, all 10 sessions were virtual. Despite some initial challenges related to the move to a completely virtual semester, the virtual sessions proved to be easier for faculty to attend, leading to 100% participation amongst DHC members. Also, in the Fall of 2020, DPC and FPTC members were invited and encouraged, though not required, to attend. Due to the already challenging context of the pandemic and to DPC and FPTC participation being a new expectation, the decision was made to make participation voluntary at the time. This expectation could be modified in the future.

With respect to managing the large volume of information to be included in NFO, two strategies of note for the Fall of 2020 included a move to a virtual orientation and the embedding of content and speakers who focused on EDI content either exclusively or in part. First, while the move to a virtual NFO was motivated by the pandemic, more intentional planning enabled the NFO to be more comprehensive and efficient. For example, the logistical challenges of scheduling many speakers to follow each other during a live orientation was markedly easier in a virtual format due to the ease of setting time limits, including shorter, 10-minute sessions for some speakers and units, and the elimination of travel to a physical

location. This in turn made it easier to schedule a larger number of speakers and incorporate additional EDI content. Thus, the Fall 2020 NFO incorporated contributions from several Senior Administrators, including the Interim Deputy Provost and Vice-Provost, Faculty Development and Inclusion, the Vice-Provost, Innovation Teaching and Learning, the Special Advisor to the Provost, the Senior Legal Counsel, the Director and Senior Advisor of the Office of Rights and Responsibilities, the Manager of the Sexual Assault Resource Centre, the Director, Concordia International, and the Manager of Research Grants. Importantly, the Director of Decolonizing Curriculum and Pedagogy presented a 90-minute session, *Introduction to Decolonizing the Academy: Implications for Concordia Faculty*.

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

As of December 2020, with respect to the tenure-track recruitment cycle, 47% of invited DPC members and 31% of invited FPTC members attended the EDI workshop on faculty recruitment and unconscious bias. Notably, during that recruitment cycle, participation amongst DHC members reached 100% for the first time in the three years that the workshop has been offered. This could be partially due to all sessions being virtual, making it easier to attend for some faculty. However, in addition, due to the repeated offering of the workshops and the expectation that committee members are informed on EDI, unconscious bias and inclusive excellence, we believe that there is a culture shift underway towards greater consideration of these issues in general. We regard participation in the EDI workshop as a basic but fundamental entry point for this shift.

The EDI Working Group concluded its work in November 2020, which culminated in their final report detailing 155 recommendations across three themes. For details of the EDI Working Group mandate, processes, findings and specific approaches to engaging with underrepresented groups, see Sections D and E. With respect to data gathering, the Working Group opted to widen the opportunity to collect input and test the priorities identified through initial consultations, in addition to ensuring that members of our community who may not have been consulted during phase one were given an opportunity to provide input. To this effect, a campus-wide survey was sent to all Concordia students, faculty and staff between October 7 and 23, 2019. In total, 1 183 University members responded: 731 students, 148 faculty, 267 staff and 37 preferred not to answer.

Results from the survey included the following:

- Awareness of existing EDI policies, practices or resources on campus is limited, especially among students. Less than one third of community members (31%) declare being aware of these policies, practices or resources.
- Faculty and staff have the most negative assessment of the current situation of EDI at Concordia. For example, almost half of them (47%) disagree that the University provides fair access to opportunities for all, while less than a third (31%) of students report feeling the same way.
- Community members are skeptical about the University's commitment to fight discrimination and reduce barriers. Only a minority (30%) perceive a strong commitment and 20% do not believe there is any commitment from Concordia.

Finally, the survey also helped the Working Group identify the main basis for discrimination or harassment at Concordia. Specifically,

- about a third of the respondents who reported having experienced discrimination or harassment said it was gender-based;

- another third of those respondents said the discrimination or harassment was based on race or ethnicity;
- and the last third of the discrimination or harassment reported is equally split into three categories: religion, sexual orientation and disability.

Taken together with the information gathered via campus-wide consultations, these data emphasize the need for training in order to spread awareness of University commitment and activity around EDI, to foster a more inclusive, welcoming and respectful climate, and to educate the campus community about the experiences and barriers encountered by historically underrepresented groups. Training is embedded throughout the Working Group recommendations, with a particular focus in *Section II. Training and programming*, within the third theme, *Fostering an Equitable, Diverse and Inclusive Campus*.

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

Several units within the University are mobilizing to be able to offer training sessions and other resources in the future. Due to the centrality of training and education to their mandates, there is a strong ongoing commitment from staff in these units to develop supporting resources.

For example, as part of the Teaching Academy, the Centre for Teaching and Learning (CTL) and the Access Centre for Students with Disabilities have partnered with Bishops University, CÉGEP À Distance, Dawson College and McGill University to offer a set of [modules](#) that are anchored in best practices to support faculty in building more inclusive and accessible courses. Another example is the [Anti-Racist Pedagogy Project](#), founded by Jamilah Dei-Sharpe, PhD student in Sociology and co-founder of the Decolonial Perspectives and Practices Hub, which showcases pre-recorded talks by Concordians as well as local community activists, students and educators that historicize and offer proactive techniques for combatting systemic racism and other forms of discrimination and exclusion. The goal of the project is to maintain a video repository of anti-racist, decolonial and social justice centered materials at the University.

In addition to educational resources already in place, other units are planning to launch further resources in 2021. In particular, the [Office of Indigenous Directions](#) is planning to launch their virtual workshop series in January 2021, with the intention of offering workshops on a range of topics related to reconciliation, decolonization and Indigenization at the University that will run throughout the Winter, into the early Summer semester. In addition, the [Black Perspectives Office](#) (BPO) plans to offer trainings on anti-Black racism and allyship. In addition to offering sessions for the greater campus community, the BPO plans to take their workshops directly to departments and Faculties in order to engage those units in in-depth conversations on the issues and possible steps forward. Finally, in October 2020 the launch of the Equity Office and the search for its inaugural Executive Director was announced. The Equity Office will serve as an umbrella unit to develop and implement the EDI action plan, coordinate and harmonize EDI resources and initiatives across the University and provide services and support to the community. Included in that support will be the development of additional training and other resources outlined in the EDI Working Group Final Report.

6. Challenges encountered during the reporting period:

One of the main logistic barriers to fulfilling training requirements is the difficulty of confirming committee appointments with the Dean's Office of each Faculty, and also sending these to the OPVPA

so that they may be invited to training. The non-automated process of obtaining the list of DHC members from the Dean's Offices, who must obtain them from each hiring department, results in delays to the launch of the training sessions. In future, the intention is for the Dean's Offices to expect the request for committee membership early in the Fall and to have mechanisms in place to efficiently deliver the required information.

7. Next Steps (indicate specific dates/timelines):

With respect to workshops on EDI and unconscious bias during recruitment, one major next step is to expand training beyond solely DHCs for tenure-track positions to DHCs for Limited Term Appointment (LTA) positions. This would allow more faculty to have regular exposure to the foundational practices and concepts underpinning equitable recruitment. Training for LTA DHCs is planned for the Winter 2021 semester. Other considerations for discussion include requiring participation of DPC and FPTC members and considering whether training should be required in future contract negotiations between the faculty association and the University.

A major next step is the launch of the Equity Office and installment of its inaugural Executive Director, the search for which was still ongoing as of December 2020. A major focus of the Equity Office will be to conduct a scan of existing EDI activity on campus and strategize about areas, topics and populations that are in need of standing EDI training, and about the optimal mechanisms for delivery. Importantly, the Equity Office will work closely with several strategic partners on campus, including the Indigenous Directions Office, the Black Perspectives Office, the Center for Teaching and Learning, and the Access Center for Students with Disabilities, to ensure integrated, effective, inclusive programming and services for the University community.

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

No

Objective 4

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

To facilitate a welcoming interview process that is sensitive to the unique challenges of candidates from diverse backgrounds and to make appropriate accommodations for them.

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

The formality, inflexibility and adversarial nature of conventional interview processes can discourage participation from certain candidates.

We anticipate that, of the existing and upcoming designated groups, the increased recruitment and retention of CRCs identifying as persons with disabilities will present the greatest challenge to our

existing policies and processes. Indeed, the increased representation of members from this group in our corps of researchers requires a profound rethinking of our processes.

3. Corresponding actions undertaken to address the barriers:

More work is needed to make the process more accessible to persons with invisible disabilities. This includes:

- 1) Availing of survey data to determine the percentage of faculty members and faculty applicants who identify as persons with invisible disabilities.
- 2) Gathering testimonies about their experience with academic recruitment processes and put forward recommendations to support a more positive interview experience.

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

Concordia's Equity Census, designed in part to capture data on faculty who identify as living with invisible disabilities, was in final stages of revision in December 2020, for a pandemic-delayed rollout in February 2021.

Performance Indicators: 1) Post-hiring surveys indicating positive experiences for both successful and unsuccessful candidates, as well as committee members; and 2) Increased participation of self-identifying persons with disabilities in CRC and broader faculty hiring processes.

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

By December 2020, design of the Equity Census was near-finished for its February 2021 launch-date, with analysis expected to be complete by Summer 2021. In addition, Concordia used its CRCP EDI Stipend to engage an accessibility consultant for the purposes of conducting a thorough accessibility audit of the University's CRC hiring practices and creating tailored best-practices guidelines for CRC recruitment and hiring processes. This audit was designed in December 2020, for a project start-date in January 2021. On a University-wide level, a full review of the University's accessibility policy – for faculty, staff, and students – was planned by the OPVPA during the Fall term, 2020, and the Accessibility Policy Advisory Group (APAG) established and mandated, with committed allocations of personnel and resources, for a project start-date in January 2021.

6. Challenges encountered during the reporting period:

Data that we had expected to have, through our Equity Census, in advance of our accessibility audits was delayed due to the contingencies of the COVID-19 pandemic. Due to the sudden physical closure of our campuses in March 2020, a situation which continues to the present day (other than essential labs and services), the expected hand-delivery of the Census – which was anticipated to encourage a very high percentage of faculty and staff participation – has been impossible. For the same reason, a delay in online rollout of the Census was advisable, as faculty participation therein could be predicted to be low during the tumultuous early months of the pandemic, and the accompanying need to quickly shift from in-person to online teaching.

7. Next Steps (indicate specific dates/timelines):

Next steps for the CRC-specific accessibility audit are detailed in the EDI Stipend reporting section (“Progress”), below. Next steps for the Equity Census are detailed above.

Next steps for the APAG: Members of the University-wide APAG include undergraduate and graduate students, staff and faculty. The APAG will meet weekly from January to June 2021 to review a section of the policy each week.

Between each meeting, members of APAG will be encouraged to send feedback and suggestions. Stakeholders from different areas of the University have been invited to meet with the APAG, including Student Advocates, the Graduate Student Association, Office of Community Engagement, Hospitality, Centre for Teaching and Learning, Vice Provost, Teaching and Innovation, Office of Rights and Responsibility, Ombuds Office, and the Vice-President, Services and Sustainability.

Sub-groups from the Access Centre for Students with Disabilities and Human Resources will meet to work on procedures.

Information sessions on the policy review are scheduled for students on March 22, 2021, and for faculty and staff on March 29, 2021. Faculty will be invited to contact the CRC accessibility consultant, and staff invited to contact the Special Advisor, Campus Life and Supports, for the purpose of gathering experiential testimonies – April, 2021.

The draft *Policy on Accessibility and Accommodation for Students and Employees* will be made available April, 2021, with open-ended comments and suggestions solicited from all members of the Concordia community until May 18.

Over the Summer of 2021, the APAG will review and make recommendations to update the previous *Policy on accessibility for students with disabilities* (PRVPA-14), with the goal of integrating all persons with disabilities in the same policy and reinforcing our University commitment to accessibility.

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

No.

Objective 5

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

To ensure that researchers understand how EDI considerations should be integrated in their research programs.

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

Limited comprehension by CRCs of how to integrate EDI in their research program.

3. Corresponding actions undertaken to address the barriers:

Recognizing that limited comprehension of how to integrate EDI in individual research programs was not limited to CRCs, the OVPRGS developed two separate but related trainings which were made available to all faculty, including CRCs, built around Tri-Agency and provincial EDI grant application requirements (particularly NFRF): 1) EDI training specifically targeting implementation in research programs, and 2) GBA+ training. These were launched via an in-person session in August 2019, and further developed for delivery via webinar in June 2020. These trainings will be held annually. Detailed slides, with discussion and Q & A have been made available to all faculty:

(https://www.concordia.ca/content/dam/research/docs/Workshops/2020/EDI_in_Research_Grant_Applications_2020.pptx)

In addition, the training developer in the OVPRGS has worked with 20+ individual researchers and teams one-on-one to tailor EDI practices to specific research programs.

Logistics of EDI reporting for CRC research programs are currently being considered as part of a broad review of Concordia's *Policy on Research Chairs*.

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

Attendance August 2019: 20+ faculty; June 2020: 80+ faculty. Individual correspondence via email between researchers and OVPRGS Advisors (ongoing Aug. 2019 – Dec. 2020). Review of all Tri-Agency and provincial grant applications for EDI plans (ongoing Dec. 2018 - Dec. 2020). Voluntary faculty participation in the EDI in Research training is +/-10% of all faculty, including approximately 35% of Concordia's CRCs, after 2 sessions.

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

Individual correspondence via email between researchers and OVPRGS Advisors indicate increased focus on EDI principles and practices on the part of faculty researchers, and a general increase in comprehension concerning their importance and implementation. Increased attendance for training sessions also indicates increased focus on EDI principles and practices on the part of faculty researchers. Review of researchers' grant applications with EDI sections indicates general increase in focus, commitment and comprehension as well, with shifts away from narrow consideration of the demographics of team composition to implementation of substantial EDI practices and principles.

6. Challenges encountered during the reporting period:

Given the full review currently underway of our *Policy on Research Chairs*, individual revisions to the *Policy*, including EDI reporting for individual CRC research programs, cannot be immediately implemented.

7. Next Steps (indicate specific dates/timelines):

Available to all CRCs and faculty:

September, annually: 1) EDI training specifically targeting implementation in research programs, and 2) GBA+ training. Ongoing: OVPRGS working with individual researchers and teams one-on-one to tailor EDI practices to specific research programs.

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

No

Objective 6

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

To take concrete steps towards decolonizing and Indigenizing the University, including recalibrating and transforming the University's internal and external relationships with Indigenous Peoples and communities.

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

Insufficient representation and inclusion of Indigenous Peoples and communities within the University (in addition to the CRC program). Insufficient attention to changing the expectations, norms and structures that can make the University hostile for and unsupportive of Indigenous faculty, staff and students.

3. Corresponding actions undertaken to address the barriers:

Implement Concordia's 38-point *Indigenous Directions Action Plan (IDAP)* including enriching the University's capacity and support for Indigenous-led and community-based research.

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

As noted in IDAP, this Action Plan is the result of more than a year of invited, open, and targeted consultations, primarily with our Indigenous students, faculty and staff, as well as others across the University and community members outside of the institution. These consultations, and the personal testimonies and ideas that emerged from them, augment the calls to action articulated over the years by Concordia's internal community of Indigenous faculty, staff and students, together with their allies; the Calls to Action and Principles of Reconciliation of Canada's *Truth and Reconciliation Commission*; Universities Canada's principles on Indigenous education; the Royal Commission on Aboriginal Peoples; the United Nations Declaration on the Rights of Indigenous Peoples; the work of colleagues (Indigenous and allies) at other institutions across Canada and internationally; and the longstanding leadership of Indigenous Peoples and communities in ongoing grassroots collective action.

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

- *Indigenous Directions Action Plan (IDAP)* The Action Plan, released April 2019, is one key outcome of

both the longer history of Indigenous advocacy and activism at Concordia. More specifically, it is the result of the three-year mandate, set out in Fall 2016, for Special Advisors on Indigenous Directions to work with the Provost to recruit members to the Indigenous Directions Leadership Group (IDLG). The IDLG is composed almost entirely of Indigenous faculty, staff and students at Concordia. Their main task was to undertake a University and community-wide engagement and consultation process, although the work they have collectively accomplished on behalf of the University since 2016 extends far beyond that mandate.

Following their extensive engagement and consultation process, the IDLG jointly undertook the monumental task of compiling, writing, refining, vetting, and finalizing the recommended actions that numerous members of our community contributed to, resulting in the Action Plan.

Through community consultation and collaborative effort, the 39-point Action Plan puts forth:

- structures and policies that allow for greater participation of Indigenous communities, students, staff and faculty in the University's governance;
- the integration of Indigenous knowledge and the Principles of Reconciliation into existing courses, programs, and governance structures at Concordia;
- steps that should be undertaken to enhance the cultural climate at Concordia for Indigenous students, staff, and faculty;
- strategies, programs and services that will support and facilitate Concordia's recruitment, admission, retention, and graduation of Indigenous learners;
- strategies, programs and services that will support and facilitate Concordia's recruitment and retention of Indigenous faculty and staff; and
- ways to foster, strengthen and showcase the innovative research being done by Indigenous faculty and students in partnership with Indigenous communities.

- The *Indigenous Elder and Community Protocols* was launched by the IDLG in February 2019. The purpose of this key document is to assist Concordia University faculty, staff, and students through the process of respectfully and ethically inviting, interacting, and/or collaborating with Indigenous peoples and communities. These guidelines and protocols may also aid in the development of policies and procedures concerning teaching, research, employment, and strategies for Indigenous community outreach and engagement. The goal of this document is to foster meaningful long-term relationships and collaborations between Concordia University and First Peoples based on mutual respect. These guidelines are designed to create awareness and promote accountability for ideas, words, and actions that may directly or indirectly do harm to Indigenous peoples whom we wish to invite, honour, and collaborate with.

- The Indigenous Futures Research Centre (IFRC) was established in Fall 2020 in partial fulfillment of IDAP Action 6.1. Anchored by four Indigenous Research Chairs, the IFRC is a unique destination for those interested in research centered on Indigenous communities, scholarship and practice worldwide. Founding members come from Concordia University's Fine Arts, Arts and Science, and John Molson School of Business Faculties, and diverse disciplines such as Applied Human Sciences, Anthropology, Art History, Design and Computation Arts, English, Geography/Planning/Environment,

First Peoples Studies, History, Studio Arts, Theatre, and Management. The IFRC is an Indigenous-led environment. It welcomes all researchers, Indigenous and non-Indigenous, who engage in research that affects Indigenous communities. It is cross-disciplinary, grounded in research-creation, Indigenous, and normative research methodologies for producing scholarly knowledge. It works in direct collaboration with Indigenous communities worldwide to co-generate knowledge of direct use to them as they seek to support their peoples' thriving. And it actively recruits Indigenous undergraduates, graduate students and postdoctoral fellows while also supporting non-Indigenous students, providing them with an environment rich in mentoring, support, and collaborative opportunities.

- Public recognition and documentation of the research efforts of Indigenous faculty and students using the University's communications platforms. The rich research and community-based projects of Indigenous faculty and students are celebrated prominently on Concordia's server:

<https://www.concordia.ca/indigenous/academic/projects.html>

- For much of 2020 the Indigenous Directions Leadership Council (IDLC, formerly IDLG) has been reviewing the Action Plan as a whole, with a view to extensive revision, with the collaboration and full support of Concordia University.

6. Challenges encountered during the reporting period:

The IDLC, which oversees and guides the implementation of the IDAP in partnership with the Concordia University community, has a three-year renewable mandate that began Spring 2019. The arrival of a new Senior Director of Indigenous Directions in November 2019 greatly strengthened the work of the IDLC, as did the more recent additions of a Project Coordinator and other staff to the Office of Indigenous Directions. At the same time these new positions, some of which arrived during the pandemic, in addition to other developments outlined above (particularly the launch of the IFRC) prompted the IDLC to call for a pause on IDAP implementation to allow for some adjustments to the original Action Plan, in the spirit of IDAP being a living document. A special Concordia event for the launch of the revised IDAP is scheduled for June 9th.

7. Next Steps (indicate specific dates/timelines):

- *Pîkiskwêâtân*, the Indigenous Directions Learning Series, is a continuous series of nine decolonizing and anti-racist Indigenous awareness training and professional development workshops, scheduled for Winter and Spring 2021. It is intended for members of the Concordia community who wish to build cultural competence and gain the necessary skills and knowledge to work effectively with members of the Indigenous community and provide culturally safe services and programs to Indigenous students. The goal of these workshops is to address a need to provide better awareness and understanding of the diverse cultures and socio-political realities of Indigenous peoples in a safe space and in a manner that accurately and truthfully conveys the experiences, perspectives and cultural diversity of the Indigenous Peoples in Canada. The series takes a scaffolded learning approach that slowly introduces topics and concepts. It will help learners progressively develop critical thinking on Indigenous matters over a period of time. Learners will be provided with opportunities to learn about First Nations, Métis and Inuit and gain a better understanding of the meaning and the implications of reconciliation, decolonization and Indigenization.

- The virtual launch of the Indigenous Futures Research Centre is scheduled for September 30th, 2021.

- Concordia is committed to working closely with the IDLC over the coming months to support the implementation of the revised IDAP. Launch of the new Action Plan is anticipated in June 2021, which will include a revised set of priorities and a timeline for the implementation of revised actions.

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

No

B. 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?”

Two additional opportunities we would like to highlight are the work of the EDI Working Group and the launch of the Equity Office.

In November 2020, the [Report of the Working Group on Equity Diversity and Inclusion](#) was released following a two-year, two-phase, University-wide consultation process.

In Fall 2018, work began with the formation of a 14-member advisory group that included students, staff and faculty who were selected following a well-publicized call for members. The group hosted events on both campuses in order to hear from individuals and stakeholder groups on what works, what needs improvement, and priority areas to advance EDI. Community feedback received during events, such as consultations, structured interviews, and open dialogues, were summarized in the [report of the advisory group on Equity, Diversity and Inclusion](#).

The Working Group on Equity, Diversity and Inclusion began meeting in the Fall of 2019. The Working Group’s mandate was to address priorities from community consultations in Phase 1 and develop a strategy for advancing EDI in all aspects of life at Concordia, with the goal of coordinating and enhancing ongoing initiatives. Specifically, the Working Group sought to provide additional opportunities to the Concordia community to give feedback on EDI and to validate Phase 1 priorities, and to formalize final recommendations for the advancement and coordination of EDI at Concordia.

The Working Group generated five guiding principles and 115 recommendations from the consultations with the community. These recommendations are organized into three pillars, which provide a foundation for a coordinated EDI strategy: (1) recruiting and retaining a diverse community; (2) supporting inclusive teaching, learning and research; and (3) fostering an equitable, diverse and inclusive campus. These three pillars addressed five areas of discrimination and harassment reported by members of our community. These five areas include gender, race/ethnicity, disability, sexual orientation and religion. The Working Group on EDI consultation process addressed the five areas of discrimination, and the pillars were developed to be inclusive of the needs and barriers for these groups.

Among next steps that are suggested in its final report, the creation of a home to coordinate EDI, including an office, was a top priority. This included the hiring of dedicated staff and the allocation of resources to address the recommendations across the three pillars.

The launch of the Equity Office was announced on October 22, 2020. The office will serve as an umbrella unit to develop and implement the EDI action plan, coordinate and harmonize EDI resources and initiatives across the University, and provide services and support to the community, including working with groups whose mandate includes addressing systemic discrimination.

In addition, a search for the Equity Office's inaugural Executive Director was launched in October 2020. The Executive Director will be responsible for developing and implementing University-wide strategies and an institutional action plan and collaborating with other leaders and offices to address the complexity and nuances of equity, diversity, accessibility and inclusion. The position will report to the Deputy Provost, with a dotted reporting line to the Associate Vice-President of Human Resources.

With respect to the pandemic's effects on the implementation of the institution's Action Plan, the impacts have been pervasive and have required the institution to develop acute strategies to deal with the move to remote working for the vast majority of staff. With respect to our EDI Action Plan, two processes that experienced major impacts were the Equity Census and our faculty recruitment efforts. As mentioned in our update to Action Item #1, the launch of the Equity Census originally planned for Winter 2020 was postponed, with a planned launch for February 2021. In addition, the intended format of a paper-based instrument, supported by visiting departments in-person to maximize response rates has been replaced with a revised strategy of hosting the census online. With respect to faculty recruitment, all in-person processes were moved to the virtual environment, including trainings, committee meetings and all interviews, which required significant adjustment on the part of hiring committees and staff. Difficulties encountered for both committee members and candidates included challenging remote workspaces (e.g., interruptions, small or otherwise limited physical space, suboptimal internet connectivity, etc.), personal effects of dealing with pandemic (e.g. being personally impacted, mental health impacts, gender and other group-based inequities, etc.), and scheduling interviews across a range of different time zones. In March 2020, the supplementary document, "Conducting interviews remotely: equity, diversity and inclusion (EDI) aspects", was created to aid committees in dealing with these challenges.

C. EDI Stipend Report

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: ^[1]_{SEP}

To hire an EDI Consultant to undertake an assessment of our CRC recruitment and allocation processes in order to: (1) identify barriers to the full participation of persons with disabilities therein; (2) suggest potential modifications to our policies and processes, driven by discussions with individuals in this target group; and (3) develop best practices guidelines for individuals and committees involved in the recruitment and allocation of our CRCs to promote the full participation of persons with disabilities therein.

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

1) Post-hiring surveys indicating positive experiences for both successful and unsuccessful candidates, as well as committee members; 2) Critical Disability Studies Working Group review and approval of draft guidelines; 3) Increased participation of self-identifying persons with disabilities in CRC and broader faculty hiring processes.

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

The EDI accessibility consultant has been hired (November 2020), and has contributed to the design of the project to be undertaken January-June 2021.

Project Summary Outline

#	CATEGORIES	MILESTONES	TIMELINE S	DELIVERABLES	COMMENTS
1	Research				
a.	<ul style="list-style-type: none"> Collect & review available documentation Determine additional materials required Q&A with Concordia 	<ul style="list-style-type: none"> All documents received Discussion(s) with Concordia Agreed upon additional materials Quebec civil law requirements 	<ul style="list-style-type: none"> Weeks 1-3 	<ul style="list-style-type: none"> All documents received and reviewed 	<ul style="list-style-type: none"> Particular attention to Quebec civil law requirements regarding human rights-related affirmative action programs Documents & materials relate to current status & planned interventions
b.	<ul style="list-style-type: none"> Determine categories of individuals for discussions/focus groups Develop communication/discussion rubric &/ focus group outline Q&A with Concordia 	<ul style="list-style-type: none"> Contact list developed Interview scripts completed Focus group outline completed 	<ul style="list-style-type: none"> Weeks 4-6 	<ul style="list-style-type: none"> Communication materials completed 	<ul style="list-style-type: none"> The project is a form of Participatory Action Research, wherein the communities involved assist in the shaping of strategic planning and final recommendations
2	Information Generation				
a.	<ul style="list-style-type: none"> Data collection Request info re: other CRC processes 	<ul style="list-style-type: none"> Individuals contacted/interviewed 	<ul style="list-style-type: none"> Weeks 7-10 	<ul style="list-style-type: none"> Interviews completed 	<ul style="list-style-type: none"> Personal communications relate to current

		<ul style="list-style-type: none"> • Facilitation of focus group(s) • Receive other CRC materials 		<ul style="list-style-type: none"> • Focus group(s) completed • Compile available info from other institutions 	<p>status as well as recommendations</p> <ul style="list-style-type: none"> • It may be useful to compare Concordia methods/processes with other academic institutions in Quebec and across Canada •
3	Data Analysis				
a.	<ul style="list-style-type: none"> • Review and analysis of individual and focus group information • Review and analysis of CRC info from other institutions 		<ul style="list-style-type: none"> • Weeks 11-15 	<ul style="list-style-type: none"> • Interviews transcribed/summarized • Focus group info transcribed/summarized • Information generated from individual/group discussions categorized • All information reviewed and prioritized 	
4	Discussion & Recommendations				
a.	<ul style="list-style-type: none"> • Recommendations generated • Discussions with Concordia • Recommendations finalized 	<ul style="list-style-type: none"> • Discussions completed • Recommendations finalized 	<ul style="list-style-type: none"> • Weeks 16-19 	<ul style="list-style-type: none"> • Draft document prepared (incl. information generated, analytical process, and final recommendations) 	<p>During the course of the project, Concordia will designate individual(s) to engage in the several steps outlined above, including a final review of draft recommendations.</p>
5	Final Report				
a.	<ul style="list-style-type: none"> • Draft Report completed 	<ul style="list-style-type: none"> • Final comments/review by Concordia 	<ul style="list-style-type: none"> • Weeks 20-22 	<ul style="list-style-type: none"> • Final Report delivered 	

4. Outline the total expenditures below:

Total funds spent: \$40,000

Indicate in the table below any leveraged cash or in-kind contributions provided by your institution: \$0

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

1) A thorough process-review of CRC hiring procedures involving persons with disabilities during the 2019-2020 cycle; and 2) Guidelines for best practices for accommodation in CRC hiring, applicable to faculty hiring in general. The guidelines are intended to guide Concordia's own EDI initiatives, for the purposes of developing an inclusive faculty hiring and retention process for persons with disabilities, focused on ensuring full participation rather than ad hoc "accommodation".

D. Engagement with 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?”

CRC-specific: In order to assess the workplace environment affecting CRCs within the institution, a series of consultations with the current chairholders was conducted. In the Summer of 2019, all current CRCs received a written survey and, following or in lieu of its completion, an invitation to participate in a one-hour interview conducted by a member of Concordia's CRC EDI Action Plan self-assessment team or a third party consultant (at the discretion of the Chairholder). This exercise resulted in the participation of 88% of chairholders. Due to the CRCP's privacy policy and Concordia's relatively small number of CRCs, we cannot report on the inclusion, in this group, of CRCs who self-identify as Indigenous or as having a disability or disabilities, but women and members of visible minorities were key participating stakeholders.

University-wide (and impacting CRCs): As noted in Concordia's [Report of the Working Group on Equity, Diversity and Inclusion](#) (November 2020), beginning in June 2018, Concordia University embarked on a campus-wide conversation on equity, diversity and inclusion to listen and learn about what is working well, what needs attention, and what recommendations for change members of the community suggest. This diverse process to engage the faculty, staff, and students of Concordia included a combination of formal and informal opportunities, such as feedback and input from groups and individuals. The first phase, which involved a broad consultative process with a number of internal and external stakeholders, took place between January and August 2019. After conducting a comprehensive review of the various models of administrative structures and resourcing of EDI initiatives throughout North American universities, a series of community-wide consultations were launched to assess the preoccupations and objectives of University community members. A creative consultant, Percolab, designed a series of

consultative activities, which were carried out during the 2019 Winter semester. More than 39 stakeholder groups were canvassed.

Phase 2 took place from September 2019 to October 2020 and involved the creation of a working group with representatives from students, staff and faculty who focused on validating the priorities of Phase 1 and developing recommendations to coordinate EDI across the campus. The Working Group on EDI organized a series of six events, from October 7, 2019 to October 10, 2019, on both Concordia campuses. Events included information sessions on the work of the Working Group, a workshop on ethnocultural empathy, a workshop on building an inclusive campus, a workshop on diversity and firm performance, and a discussion on addressing discrimination dedicated to students. Members of the Working Group facilitated the events and collected feedback from participants on existing practices, concerns and suggestions related to EDI.

Between August 13, 2020, and August 26, 2020, the Working Group on EDI hosted a three-step consultation process with 152 stakeholders from across the University to help finalize and prioritize its set of recommendations.

1. Information session on EDI: The Working Group members presented their process and findings and gave an overview of their recommendations. The information session was available to watch live on August 13, 2020, or recorded after the event.
2. Prioritization questionnaire: Following the information session, participants were invited to complete a short questionnaire to prioritize the recommendations of the Working Group based on what changes seem most important to them.
3. Consultation sessions on EDI: The Working Group on EDI organized six consultation sessions for participants who wished to discuss the recommendations in more detail. Discussions in smaller groups were facilitated by Working Group members.

Stakeholders invited to take part in this three-step consultation process included participants in previous events organized by the Advisory Group or the Working Group, staff and faculty who work on EDI-related topics and services, student associations that represent EDI-related groups or topics, research groups who work on EDI-related topics, student executives (Concordia Student Union [CSU] and Graduate Students' Association [GSA]), and members of senior management (Chairs, Deans and Vice-Presidents).

Following the stakeholders' consultations, the Working Group on EDI updated and prioritized the recommendations based on the feedback collected. The updated version of the recommendations was posted on the Working Group's website for two weeks, from September 7-20, 2020. The whole Concordia community was invited to submit any final feedback to the Working Group's email address. The call for feedback was sent through the University news bulletins (undergraduate and graduate students, staff and faculty, leaders and managers) the week of September 7, 2020.

For the duration of the Working Group on EDI's work, an open call for feedback was posted on the Working Group's website (www.concordia.ca/edi) inviting any member of the community to send feedback to the Working Group's email address (edi@concordia.ca). All submissions were confidential and reviewed only by Working Group Members.

All feedback collected since the beginning of Phase 1 by any means, and at every step of this campus conversation, framed the five guiding principles and 115 recommendations generated by the Working Group on EDI.

As one example of community-specific initiatives, the [President’s Task Force on Anti-Black Racism](#), was launched in October 2020.

In May 2020, following the murder of George Floyd, preceded by those of Breonna Taylor and Ahmaud Arbery earlier in the year, the world began hearing renewed calls to address and end systemic anti-Black racism aligned with Black Lives Matter (BLM). The same concerns were voiced by Montrealers, including community groups and Concordians, who called for institutions to listen to their constituents and take action to help eradicate systemic racism.

Concordia’s President’s Task Force on Anti-Black Racism was launched as a response to its community members, in recognition of the status quo being unacceptable and in anticipation of the type of future it wants to create. It includes three co-chairs, a 15-person strong leadership team and eight sub-committees.

The Task Force’s mandate is to oversee and coordinate the work needed to generate recommendations that will address systemic anti-Black racism as it occurs across the University — in employment, policies, teaching and learning practices, rooted in the experiences of faculty, staff and students.

The Task Force will work in conversation with the Indigenous Directions Leadership Council and ultimately with Concordia's Equity Office to make recommendations that address systemic racism intersectionally.

E. Other EDI Initiatives

“Efforts to Address Systemic Barriers More Broadly within the Institution

Briefly outline other EDI initiatives underway at the institution (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.”

As noted in Section D, Concordia’s [Report of the Working Group on Equity, Diversity and Inclusion](#) represents a University-wide, inclusive determination to implement principles and practices of equity, diversity, and inclusion throughout the Concordia community. In Phase 2, the Working Group generated five guiding principles and 115 recommendations from its consultations with the community (the recommendations address both what was reported as needing improvement with regards to EDI and also aim to enhance the existing practices that already seem to be working well, and reflect the many suggestions made by community members). These recommendations are organized into three pillars, which provide a foundation for a coordinated EDI strategy: 1) Recruiting and Retaining a Diverse Community, 2) Supporting Inclusive Teaching, Learning and Research, and 3) Fostering an Equitable, Diverse and Inclusive Campus. These pillars support the Universities Canada Inclusive Excellence Principles and were identified as important areas to generate cross-sector coordination to address EDI.

The pillars addressed five areas of discrimination and harassment reported by members of our community. These five areas include gender, race/ethnicity, disability, sexual orientation and religion. The Working Group on EDI consultation process addressed the five areas of discrimination, and the pillars were developed to be inclusive of the needs and barriers for these groups, both individually and intersectionally. The recommendations included in the *Report* will form the basis of Concordia's forthcoming University-wide *EDI Action Plan*.

In addition to this broad engagement, dozens of other crucial and more focused EDI initiatives are underway at Concordia, led or hosted by the University. Given the range of these initiatives, and the importance of each one individually, links to specific examples are included below, to allow them to speak fully for themselves, and in their own words:

- Access Centre for Students with Disabilities: <https://www.concordia.ca/students/accessibility.html>
- Access in the Making (AIM) Lab: https://accessinthemaking.ca/?fbclid=IwAR3sMPz_b0DmlldEFjE_a_j-ilel_GSKDbMeuOhzCwMNJiZCr-WvnUNgxgk
- Accessibility Policy Advisory Group (campus-wide accessibility audit and accessibility policy review): <https://www.concordia.ca/provost/initiatives/accessibility-group.html>
- Associate Dean of Faculty Relations and Inclusion (Fine Arts): <https://www.concordia.ca/cunews/finearts/2020/06/22/kristina-huneault-named-new-associate-dean-of-faculty-relations-.html>
- Associate Dean of Student Academic Services and Equity, Diversity and Inclusion (Gina Cody School of Engineering and Computer Science): <https://www.concordia.ca/ginacody/about/leadership/office-dean.html>
- Black Perspectives Office: <https://www.concordia.ca/provost/about/areas/black-perspectives-office.html>
- Centre for Gender Advocacy: <https://genderadvocacy.org>
- Centre for Teaching and Learning: <https://www.concordia.ca/ctl.html>
- Critical Disability Studies Working Group: <https://www.concordia.ca/artsci/cissc/working-groups/archives/critical-disability-studies.html>
- Equity Office: <https://www.concordia.ca/news/stories/2020/10/22/concordia-launches-equity-office-and-black-perspectives-office-with-mandates-to-confront-systemic-racism.html>
- First Peoples Study Program: <https://www.concordia.ca/artsci/scpa/programs/first-peoples-studies-ba.html>
- Inclusive Innovation Guide: [https://www.concordia.ca/content/dam/concordia/offices/occe/docs/core-docs/T19-54791-OOCE-Inclusive-Innovation-Guide-design-Enable-Mtl_EN_V7-Final-web%20\(2\).pdf](https://www.concordia.ca/content/dam/concordia/offices/occe/docs/core-docs/T19-54791-OOCE-Inclusive-Innovation-Guide-design-Enable-Mtl_EN_V7-Final-web%20(2).pdf)
- Indigenous Directions: <https://www.concordia.ca/indigenous.html>
- Indigenous Directions Action Plan: <https://www.concordia.ca/indigenous/action-plan.html>
- Indigenous Futures Research Center: <https://milieux.concordia.ca/indigenous-futures-research-centre/>
- Intersectionality Research Hub: <http://jiwani.concordia.ca>
- Joint compensation equity exercise (CUFA, OPVPA): Internal process
- Making Learning Inclusive and Accessible: <https://teachingacademy.concordia.ca/accessibility/>
- Office of Community Engagement: <https://www.concordia.ca/about/community/office.html>
- Otsenhákta Student Centre: <https://www.concordia.ca/students/otsenhakta.html>

- President's Task Force on Anti-Black Racism: <https://www.concordia.ca/provost/initiatives/task-force-anti-black-racism.html>
- SHIFT Centre for Social Transformation: <https://www.concordia.ca/about/shift.html>