



## TABLE OF CONTENTS

You may complete sections individually by selecting them from the table of contents. At the end of each section, you will be redirected to this table of content to select another section to complete or to review. Alternatively, you may complete the full report, without going back to this table of content between each section, by selecting the option "Complete Full Report".

### Complete Full Report

#### Important Note

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

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

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

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

Institutions are required to post the most up to date version of their EDI action plan on their [public accountability web pages](#).

Each year, institutions must 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. Ensure that you remove all numbers less than 5 from both the plan and the report prior to posting on your website in cases where your report includes the representation of individuals from underrepresented groups among your chairholders, as well as any other identifying information. This is a requirement of the Privacy Act.

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

## Contact information

### Please complete the fields below.

#### Name of Institution:

Wilfrid Laurier University

#### Contact Name:

Ildiko de Boer

#### Position Title:

Manager, Reserach Facilitation

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**Institutional Telephone Number:**

+1 548-889-4122

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

<https://www.wlu.ca/academics/research/research-services/assets/resources/crc-action-plan.html?ref=academics%2Fresearch%2Fassets%2Fresources%2Fcanada-research-chair-action-plan.html>

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):

05/30/2022

Rating given to the action plan in most recent review process:

Satisfies

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

Jonathan Newman

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 and gender minorities, persons with disabilities, Indigenous Peoples and racialized individuals, 2SLGBTQIA++ 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, 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) the main actions were undertaken (up to six) and how they have progressed; 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. If your institution has not yet prepared or received a formal evaluation of its CRCP EDI action plan (institutions having fewer than five Chairs) then section A is optional.

### Key Objective 1

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

To increase support systems, tools and education related to EDI: Creating a more inclusive environment at Laurier will lead to a more inclusive environment for CRCs and their research teams. We recognize that attracting a more diverse workforce alone will not necessarily result in a more inclusive environment, and that retention and advancement are key to maintaining a thriving, equitable and inclusive environment. Laurier's Employment Engagement Survey, employment systems review, and environmental scan have highlighted the need to increase education and support around the experiences of individuals from equity deserving groups.

Systemic barriers -

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

Laurier's environmental scan showed that the greatest and most persistent underrepresentation gaps exist among faculty who identify as racialized. Laurier acknowledges that gaps exist in the representation of faculty who identify as Indigenous, having disabilities, and women. As part of Laurier's environmental scan, the employee engagement survey revealed that many Laurier employees believe that the Laurier community does not represent the diversity of communities with which its campuses are located. Furthermore, survey participants identified EDI as one of the three key drivers for employee engagement. Laurier's employment systems review that assesses recruitment, onboarding, promotion, and retention processes identified opportunities for improving hiring practices. As a result several needs were identified: (1) a lack of senior leadership dedicated to coordinating efforts across various units to implement policies and practices that address EDI as it pertains to equity deserving groups and the boarder Laurier community; (2) the need to increase the number of resources and educational opportunities around the experiences of individuals from equity deserving groups; and (3) the need for better education and training around EDI to encourage hiring practices aimed at diversifying Laurier's faculty.

Corresponding actions undertaken/to be undertaken to address the barriers:

	<b>If you have no action to report, please type 'N/A' in the answer field.</b>	<b>Progress to date</b>
Corresponding action 1	a) Recruit, select and onboard a Senior Advisor, EDI who will be a tenured faculty member with expertise in EDI and will report directly to the Provost & VP: Academic. This role will support Deans, academics, instructors, and researchers in embedding more equitable and inclusive practices.	Completed
Corresponding action 2	b) Embed a specially trained EDI Champion on all CRC candidate selection committees and require EDI training for all of those involved in decision making regarding CRC allocation, recruitment, retention, and advancement.	In progress
Corresponding action 3	c) Create and roll-out toolkit tailored to researchers (including CRCs) on how to better embed EDI-informed practices into their research teams and research practices (funded by the EDI Capacity Building Grant).	In progress
Corresponding action 4	d) Create and roll-out toolkit tailored to faculty (including CRCs) on how to embed EDI into their recruitment, assessment, and promotion practices (funded by the EDI Capacity Building Grant).	In progress
Corresponding action 5	e) Recruit a Strategic Recruitment Consultant to, among other things, evaluate recruitment, selection and employment branding and outreach	Completed

## processes to embed best practices in equity.

Corresponding action 6

N/A

Not yet started

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

a) AVP: EDI: 1. Hiring of AVP: EDI. 2. Number of consultations by the Senior Advisor EDI. b) EDI Training: 1. 100% of CRC candidate committees include a trained EDI Champion. 2. 100% of decision makers trained. c) Researchers Toolkit: 1. Number of researchers who have used the toolkit tailored to researchers in embedding EDI-informed practices into their research teams and research practices. d) Recruitment Toolkit: 1. Number of researchers who have used the toolkit tailored to faculty in embedding EDI into their recruitment, assessment, and promotion practices. e) Strategic Recruitment Consultant: 1. Number of candidate recruitments that engaged the Consultant. 2. Embedding best practices that enhance all aspects of recruitment (job postings and onboarding). 3. Number of equity advocates developed across units/departments within Laurier.

Outcomes and Impacts made during the reporting period:

a) Laurier's Associate Vice-President: EDI (AVP: EDI) has had extensive consultations with all clusters of Laurier's population (i.e., faculty, staff, students and alumni) driven by the development of Laurier's first Strategic EDI Action Plan that was launched in the fall of 2022. The purpose of these engagements has been two fold: (1) to gain an understanding of EDI-specific challenges at Laurier and (2) to gather recommended policies and practices that could help ameliorate ongoing EDI-related challenges at Laurier. b) We are continuing to embed a specially trained EDI Champion on all CRC candidate selection committees (100%). In addition to this training, all members (100%) of the CRC hiring committees continue to complete the unconscious bias training module on an ongoing basis. c) The Office of the AVP: EDI launched the Inclusive Research Toolkit entitled "Inclusive Labs and Research Teams" on May 31, 2021. Workshops through the Office of Research Services have introduced and highlighted the toolkit to researchers to increase uptake of the toolkit. To date there have been 240 registered users of the Inclusive Research Toolkit. The toolkit has an optional quiz that has been completed by 124 participants. To promote the uptake of the toolkit an EDI dialogue series was recorded and is accessible to all faculty and staff through an institutional facing webpage. Research facilitators who host grant workshops for all standard Tri-Agency funding competitions also promoted the toolkit. In addition, the toolkit was presented at Laurier's Faculty Mentorship Program workshop that is tailored to early career faculty members. d) The Equity in Hiring and Tenure Toolkit, launched in September 2020 accompanies the Equity in Hiring self-registration course hosted on Laurier's learning management system. The course is a "living" resource that has been updated with additional content since it was originally launched. While the initial Anti-Racism toolkit focused on anti-Black racism and anti-Indigenous racism; it has grown to include resources on anti-Islamophobia and anti-Asian racism. Resources on antisemitism were added in summer 2022 and the toolkit now covers five topics. This resource continues to be updated in consultation with academic experts and the broader Laurier community, ensuring that we identify, document, and address the ever-growing needs of our community. Laurier is also in the process of developing first drafts of two courses, the first course is EDI in Research Assessment and the second course is on supporting neurodivergent scholars and ableism in the academy. e) CRC recruitment committees continue to actively work with Laurier's Manager of Talent Acquisition (formerly known as the Strategic Recruitment Consultant) to advertise CRC job postings widely, ensuring that applicant pools include representation from equity deserving groups. CRC recruitment committees also continue to engage Laurier's Equity and Accessibility Officer and the Associate Vice-President of Indigenous Initiatives for guidance in the recruitment process. Additionally, all postings are reviewed by Laurier's Equity and Accessibility Officer to ensure compliance and alignment with all existing policies.

Challenges encountered during the reporting period:

c) While uptake of the Inclusive Research Toolkit has been encouraging (i.e., 240 registrants and 124 optional quiz completions), we suspect that the Covid-19 pandemic prevented greater uptake. We are continuing to promote the resource, especially among faculty who participate in hiring committees and apply for funding applications planning to expand their research teams.

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

a) Laurier's Institutional EDI Action Plan was approved in Fall 2022 that includes 37 recommendations for the university. The plan will play a critical role in informing the CRC EDI Action Plan and it is expected that updates will be made by late 2023. c) Research facilitators will continue to promote the toolkit at grant workshops for all standard Tri-Agency funding competitions as sections of each workshop are being dedicated to introducing the toolkit and encouraging faculty to engage with it. As part of our next steps, we are currently planning and strategizing to conduct more tailored faculty and departmental outreach activities such as Laurier's Faculty Mentorship Program aimed at increasing awareness about the toolkit and further driving uptake (Winter 2023). d) Based on the aforementioned EDI resources and faculty engagements at Laurier, more gaps have been identified, including the need for a course on EDI in Academic Assessment and a second course on supporting neurodivergent scholars. The course drafts will be reviewed, and feedback will be incorporated in Summer 2023. The EDI in academic adjudication course will be a 3-hour module for scholars serving on committees that adjudicate grants, fellowships, tenure, promotion, academic hiring, editorial boards, peer review, and overseeing graduate admissions. Equally important, the course will benefit scholars involved in academic adjudication processes, staff in research administration and individuals who hold academic leadership positions at Laurier. A third gap identified is EDI in STEM disciplines. The course on EDI in STEM will promote campus dialogue, learning, and action on how systemic inequities shape STEM and how scholars, students, and campus leaders can challenge these inequities. This project will produce a set of EDI informed lab guidelines by Fall 2023. e) Future CRC recruitment committees will continue to engage with the Manager, Talent Acquisition.

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

Yes

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.

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

24977

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

The funding was spent on a Research Associate, honorariums, professional and technical services, materials and supplies, and stipends supporting the development of EDI resource courses and related EDI talks.

**EDI Stipend Impact Rating**

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

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

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

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

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

**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:

Improved data collection and analysis to make EDI-informed decisions: Although Laurier has collected demographic data for several years, the data has only been analyzed using the principles of the Federal Contractors program. The analysis has not utilized an intersectional approach, and data from casual employee groups such as contract teaching faculty (instructors) remains limited. In conducting the environmental scan, comparative review, and employment systems review, it was difficult to gauge the effectiveness of various EDI initiatives and areas where new initiatives are needed. To better understand what changes will have the most impact, Laurier needs to better understand its environment and systemic barriers to inclusion. This also includes embedding more contemporary data analysis approaches such as intersectional analysis and data disaggregation to deepen our understanding of unique experiences among individual clusters of Laurier's population and the FDGs.

**Systemic barriers -**

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

A major systemic barrier identified is Laurier's inability to make evidence-based EDI-informed decisions and effectively assess the impact of various EDI initiatives due to the lack of sufficient data collection and analysis across various clusters of Laurier's institutional population. In the absence of such data and analyses, gaps in understanding policies and programs that could potentially have the greatest impact on EDI will persist. In response to these barriers, several areas with data deficiencies were identified, including: (1) the lack of equity data on contract faculty and post-doctoral fellows; (2) the lack of data on the experiences of FDGs and 2SLGBTQIA+ of the Laurier community; (3) the lack of equity data on CRC applicants during recruitment processes, (4) the lack of knowledge on challenges faced by CRCs (e.g., barriers to their inclusion) and (5) the need to increase the EDI knowledge of Research Facilitators, as they represent the Office of Research Services staff who directly support CRCs.



Corresponding actions undertaken/to be undertaken to address the barriers:

	<b>If you have no action to report, please type 'N/A' in the answer field.</b>	<b>Progress to date</b>
Corresponding action 1	a) Develop, expand, implement, and promote a more contemporary institutional employment equity survey that is available online and easy to update. Perspectives from the larger Laurier community (including individuals from across FDGs and 2SLGBTQQIA+ community) will be used to develop the new survey. In addition to expanding this data collection to include contract teaching faculty (instructors) and post-doctoral fellows. We have expanded data collection to included students.	In progress
Corresponding action 2	b) Embed applicant self-identification survey into all CRC job postings with expansion to all Laurier postings including faculty and contract teaching faculty (instructors) postings.	In progress
Corresponding action 3	c) Develop a Self-Assessment Team as outlined in the Dimensions Pilot Program which specifically looks at the experiences of CRCs through an intersectional lens.	Completed
Corresponding action 4	d) Develop metrics as outlined in the Dimensions Pilot Program to understand barriers to inclusion experienced by CRCs from equity deserving groups and the larger Laurier community.	In progress

Corresponding action 5	e) Increase the EDI knowledge of the ORS staff as it relates to support for CRC, researchers, and research teams through training. Equip Research Facilitators to better collect qualitative data from CRCs.	In progress
Corresponding action 6	N/A	Not yet started

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

a) Employment equity survey: 1. New survey developed by working groups for each equity deserving group. 2. Infrastructure in place to allow the survey to be completed/ updated easily online. 3. Response rate of the new survey compared to the previous survey. 4. 100% response rate for CRCs. b) CRC job postings and recruitment: 1. Applicant equity survey response rate for CRC positions. 2. New Applicant Tracking System implemented which invites all applicants for all job postings to self-disclose. 3. Applicant equity survey response rate for all job postings. c) Dimensions pilot self-assessment team development: 1. Number of current or past CRCs engaged in the self-assessment team. 2. A collective development of a protocol for gaining intersectional understanding of the Laurier community, including FDGs and 2SLGBTQIA+. d) Understanding barriers to inclusion experienced by CRCs through the Dimensions Pilot Program: 1. Number of metrics specific to the CRC experience. 2. Number of CRCs who participate in providing data. e) Increase EDI knowledge of ORS staff: 1. 100% of Research Facilitators trained to conduct interviews with CRC's during their yearly meetings (using the newly developed interview instrument). 2. Interviews conducted with all CRCs. 3. Number of comparative analyses performed to identify variations in CRC experiences.

## Outcomes and Impacts made during the reporting period:

a) The overall full-time employee response rate for Laurier's employment demographic survey continues to be in-line with previous response rates (around 83%), including 100% completion rate for current CRCs. The response rate for contract teaching faculty is low (~20%). A pilot was conducted with the Faculty of Social Work and the Wilfrid Laurier University Faculty Association (WLUFA), including an advertising campaign and communications aimed at improving response rates among contract faculty in the Faculty of Social Work. Unfortunately, these interventions did not drive increases in response rates. Human resources is continuing to develop strategies for improving response rates among contract faculty. Laurier's Dimensions Pilot EDI Self-Assessment Team (EDI-SAT) created and distributed the student self-identification form. We are working with Laurier's Institutional Research to produce a preliminary report on survey findings. Data analysis through an intersectional lens and data disaggregation has commenced. b) The applicant equity survey was initially imbedded into CRC job postings in 2018. We are continuing to embed this survey into all CRC Laurier job postings (100% response rate with follow up), as well as all faculty positions including contact teaching positions. Laurier's Applicant Tracking System being used for staff and management hiring has the capability to collect equity data on job applicants. The system is being investigated for use in all faculty hiring. Because of the disciplinary norms across the academy, using the applicant tracking system for faculty hiring will be phased in using pilot areas. c) The EDI-SAT was established in November 2020. The EDI-SAT carried out the institutional scan and assessment alongside developing strategic recommendations as outlined in the Dimensions Pilot Program. The resulting document, the Dimensions Action Plan and Application was submitted in October 2022. It is anticipated that results will be publicly communicated in Winter 2023. d) Laurier's hired an Inaugural EDI Data Specialist who is laying the foundations to support ongoing and future data collection initiatives and assembled an EDI Data Governance Advisory Group. The Group will participate in: the collaboration of administrative and academic units and committees, such as the Data Governance Committee and the Strategic Enrolment Management Committee; the development of guiding principles for the use of EDI data, including processes and protocols to facilitate data access in line with privacy and university confidentiality policies; provision of guidance, recommendations, and resources to relevant Laurier units and committees; provision of guidance to the EDI Data Specialist based on related experience, expertise, and scholarship in relation to EDI data analysis, data strategy, data storage, or information sharing; review and revision of requests to access sensitive or confidential data by data users, in communication with data stewards; and consultation and review of reports and presentations in relation to EDI data. In response to a gap identified in student-related data, the EDI-SAT launched Laurier's first voluntary Student Self Identification Form in February 2021. Approximately 6000 students have completed the student self-identification survey, representing almost half of Laurier's student population. The data presents an opportunity to better understand our institutional context as it pertains to students. For example, the demographic data could be mapped onto program-level data to understand the performance/success of specific clusters of students and develop interventions if needed. The data is yet to be analyzed. e) Laurier continues to assess barriers to inclusion faced by CRCs by conducting yearly interviews that assess their experiences from an environmental, comparative and employment lens. Based on the outcomes of these interviews, relevant departments and units within Laurier are tasked with developing solutions as needed.

## Challenges encountered during the reporting period:

a) Our pilot with Social Work to increase the participation of Contract Teaching Faculty in the employment equity survey did not yield encouraging results; hence, alternative strategies are currently being brainstormed with no imminent timeline. An email marketing campaign will be launched in Winter 2023, followed by highlighting the survey in contract teaching faculty job offer letters. Laurier has also signed onto a Stats Canada pilot looking at "Sociocultural characteristics of full-time and part-time teaching staff at Canadian universities". Through this pilot, we hope to get further insights on how to increase the response rate for contract teaching faculty. b) Migrating faculty recruitment on the new Applicants Tracking System continues to be a challenge for many reasons. The new system was piloted in a few areas but was put on pause to address concerns related to the user experience from the perspective of a hiring committee member and applicants. Specifically, faculty have been resistant to using a new and relatively complex system, especially given the high number of recent new recruitments. In some disciplines, there has been pushback against anything that creates more challenges for applicants by complicating the application process. c) Due to the emergence of the Covid-19 pandemic and the pressures it placed on CRC's, no CRC was added to the EDI-SAT committee.

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

a) While steps have been taken to increase the participation of contract teaching faculty in the employment equity no positive strides have been made to date. We will monitor the latest marketing campaign (winter 2023) and continue to partner with the faculty association to explore additional ways to encourage contract teaching faculty participation. We also look forward to further guidance as part of the new Stats Canada pilot in 2023. b) Laurier's Human Resources is in the process of re-evaluating the Applicant Tracking System to determine the best way to move forward. This will involve a gradual implementation of the applicant tracking system for faculty hiring (a timeline has not been set). c) Laurier's Dimensions application to federal administrators was submitted at the end of 2022 and is currently being reviewed, it is anticipated that results will be posted publicly (Spring 2023). d) The EDI Data Advisory Governance Group was assembled, and the Group will have their first meeting in Spring 2023. e) With the challenges our CRCs have faced over the Covid-19 pandemic and the urgent need to make significant adjustments to their respective research programs, focus groups have been postponed and will be initiated in early 2023. Research Facilitators will continue to expand their EDI knowledge through EDI training opportunities available at Laurier and externally. They will also continue to host one-on-one interviews with CRCs each year.

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

No

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

### Key Objective 3

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

Policies and procedures built with an inclusive lens: As a university, policies and procedures guide Laurier's operations, its everyday decisions, and informal interactions. They inform and are created by institutional culture and they can simultaneously create both opportunities and barriers to inclusion. Laurier's employment system reviews (i.e., faculty recruitment and promotion processes, staff recruitment, and the recruitment, onboarding, retention, and advancement of CRC), comparative reviews, and environmental scan highlighted opportunities to make Laurier's policies and procedures, even informal ones, more inclusive.

#### Systemic barriers -

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

Laurier recognizes that policies and procedures, including informal ones, have great impact of the experiences of its CRCs. Often, the lack of policies and procedures creates less transparency and opens the door to systemic barriers to inclusion. Laurier and its faculty association are both committed to working together to reimagine its policies and procedures through an inclusive lens. The employment systems review showed that there is a need to eliminate systemic barriers to the inclusion of individuals from equity deserving groups and increase faculty knowledge of equitable hiring and promotion practices. A Bilateral Committee was established to make recommendations to the WLUFA Full-Time Faculty and Professional Libraries Collective Agreement by expanding the current equity consideration to be inclusive of all FDGs including women. In addition, Laurier's comparative reviews, employment system review, and environmental scan further identified the need to promote more inclusive practices as well as identified the underrepresentation of specific equity deserving groups within Laurier's workforce. The reviews revealed that there is a need to evaluate EDI issues within smaller units to bolster the retention of individuals across equity deserving groups. In addition, Laurier's environmental scan showed that there is an underrepresentation of individuals with disabilities.

Corresponding actions undertaken/to be undertaken to address the barriers:

	<b>If you have no action to report, please type 'N/A' in the answer field.</b>	<b>Progress to date</b>
Corresponding action 1	a) Evaluate and recommend improvements to the WLUFA Full-Time Faculty and Professional Librarians Collective Agreement equity articles and identify systemic barriers to the recruitment and promotion of faculty (including CRCs).	In progress
Corresponding action 2	b) Expand the number of units who are using the Diversity Equity Assessment Planning (DEAP) Tool. The DEAP tool provides a framework for units to evaluate their own policies, procedures, and practices through an EDI-lens. It will help units evaluate inclusivity, identify areas for growth in EDI, understand issues of representation within their body of employees and develop interventions to address them. There are also particular dimensions dedicated to the research environment.	Not yet started
Corresponding action 3	c) Alignment of all CRC policies and procedures with the new CRC guidelines including embedding EDI considerations in CRC allocations, renewals, and advancement.	Completed
Corresponding action 4	d) Create a more accessible campus for Laurier faculty, staff, and students with diverse disabilities by fulfilling the goals of Laurier's Accessibility Plan (2016-2019).	In progress

Corresponding action 5	N/A	Not yet started
Corresponding action 6	N/A	Not yet started

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

a) Equity articles: 1. Collective agreement updated to reflect contemporary best practices in equitable and inclusive recruitment and promotion practices that are in-line with the CRC requirements. 2. Number of faculty from equity deserving groups at all levels of the institution. b) DEAP tool: 1. Number of units using the DEAP tool. Number of unit specific action plans created through the DEAP tool. c) CRC policies and procedures: 1. Comparative review indicating that all policies are in compliance with CRC policies and procedures. d) Accessibility: 1. 100% of websites compliant with accessibility standards. 2. Number of faculty, staff and students who have completed accessibility training.

#### Outcomes and Impacts made during the reporting period:

a) Recommendations were incorporated into equity articles of the WLUFU Full-time Faculty and Librarians Collective Agreement in 2020 and it was subsequently identified that guidelines are required for promotion and tenure, including EDI considerations. b) The DEAP tool has not been implemented as other tools are also being considered to aid individual departments in creating their own EDI Strategic Plan as it duplicates tools being developed under the Dimensions Pilot program and the development of Laurier's first EDI Strategic Plan. Numerous EDI Action Plan recommendations support departmental self-assessment and data collection. c) Laurier is continuing to ensure institutional compliance with all CRC policies and procedures. d) Due to disruptions caused by the Covid-19 pandemic, Laurier's Accessibility Plan (2016-2019) which met most of its goals was extended to 2022. In preparation for the institutional accessibility plan, Laurier has reviewed and is in the process of reviewing, its Employment Equity Policy and Employment Accommodation Policy, respectively. A major new development has been the release of the draft AODA Post-Secondary Standards recommendations by the Ontario government, which contains 176 recommendations for Post-Secondary educational institutions. Laurier, as part of the Council of Ontario Universities, provided feedback on the draft legislation. The final recommendations were released in Fall/Winter 2022. The government has not provided an update on what the final legislation will include nor a release date. In preparation for the release of the final AODA Post-Secondary Education Standard, Laurier senior leadership is assessing what structure and supports are required to respond to the legislation. The Council of Ontario Universities has also re-established the Reference Group on Accessibility to aid universities in preparing for the proposed legislation.

#### Challenges encountered during the reporting period:

d) During the reporting period, Laurier, like other institutions moved from virtual/remote to back in person. This took a tremendous amount of work at all levels of the institution and timelines for non-Covid related projects were extended. The Accessibility Plan was one example. Those with accessibility-related roles and skills were focused on supporting those in our communities with disabilities or supporting accessibility in our return to campus planning.

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

a) Laurier and WLUFA agreed on requiring all units to create promotion and tenure guidelines in 2022. These guidelines will provide increased clarity and transparency (including EDI considerations) on the tenure and promotion process. To ensure departments has appropriate resources and time to created meaningful guidelines, the deadline for completion was extended to Summer 2023. b) Like other institutional strategic planning exercises, all departments will be asked to respond to the new EDI and Indigenous Strategic Plans by developing their own action plans. The EDI Strategic Plan was released in the Fall of 2022. Lead by the Office of Indigenous Initiatives, Laurier is in the process of creating a Strategic Plan on Indigenization and Decolonization. The plan will be different than other strategic planning exercises as it will tell the story of where Laurier has come from, what we have done so far and what we aspire to move towards. Included in this story is Laurier's response to the increase in Indigenous identity fraud at universities. Developed in consultation with the Indigenous Education Council and Indigenous Faculty Council at Laurier, launched an Indigenous Identity Verification Progress. This process will help mitigate Indigenous identity fraud and ensure opportunities designated for Indigenous peoples are awarded to the people for whom they are intended. This verification process is not about a candidate's claim to Indigeneity but about which Indigenous community claims the candidate, as well as the candidate's lived experiences of Indigeneity. c) Continue to follow requirements. d) Laurier is in the process of developing a new Accessibility Plan (2023-2027) Winter 2023. This plan will strongly incorporate the values outlined in the AODA Post-Secondary Education Standards recommendations by the Ontario government. It will be subject to change if/when the Post-Secondary Education Standard is released.

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**

Corresponding actions undertaken/to be undertaken to address the barriers:

	<b>Progress to date</b>
Corresponding action 1	Not yet started
Corresponding action 2	Not yet started
Corresponding action 3	Not yet started
Corresponding action 4	Not yet started
Corresponding action 5	Not yet started
Corresponding action 6	Not yet started

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

Corresponding actions undertaken/to be undertaken to address the barriers:

**If you have no action to report, please type  
'N/A' in the answer field.**

**Progress to date**

Corresponding action 1

Not yet started

Corresponding action 2

Not yet started

Corresponding action 3

Not yet started

Corresponding action 4

Not yet started

Corresponding action 5

Not yet started

Corresponding action 6

Not yet started

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



Corresponding actions undertaken/to be undertaken to address the barriers:

	<b>If you have no action to report, please type 'N/A' in the answer field.</b>	<b>Progress to date</b>
Corresponding action 1		Not yet started
Corresponding action 2		Not yet started
Corresponding action 3		Not yet started
Corresponding action 4		Not yet started
Corresponding action 5		Not yet started
Corresponding action 6		Not yet started

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.

## **PART B: Challenges and Opportunities**

### **Challenges**

Other than what has been outlined in the section above, outline any challenges regarding the implementation of the EDI action plan. 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? (limit: 5100 characters):

- a. Staff turnover and capacity continues to be a roadblock to progress with various components of our CRC EDI Action Plan and general EDI-related activities at Laurier. Making progress around EDI requires the work of staff who have a deep understanding of our institutional context. For example, Laurier's Office of the Associate Vice-President (AVP) EDI, includes a team of four, including the AVP EDI and provides services and support to all of Laurier.
- b. A second challenge pertains to the growing need for additional staff and resources. As EDI related tasks and activities grow, it has become evident that more supports are needed. This need is becoming more apparent in the development of Laurier's EDI Action Plan.
- c. Another major continuing challenge is COVID-19 fatigue. All employees, including those invested in this work are experiencing fatigue.

## Opportunities

Other than what has been outlined in the section above, outline any opportunities or successes regarding the implementation of the EDI action plan, as well as best practices that have been discovered to date. (limit: 5100 characters):

a. Laurier hired an inaugural EDI Data Specialist who will coordinate the collection, maintenance, analysis and reporting of various data to guide EDI work. The EDI Data Specialist assembled an EDI Data Governance Group who will develop an EDI Data Strategy and guiding principles for the use of EDI data. Laurier has placed an enhanced focus on data collection and analysis as a tool to inform EDI efforts, as identified in Laurier's EDI Action Plan. b. We recently received CRC EDI stipend funding that will provide resources for the following: 1. An environmental scan of barriers and challenges facing graduate students and highly qualified personnel from equity deserving groups in order to develop an evidence-based proposal or a mentorship program that could support the development of informal networks of support for early career scholars from equity deserving groups. 2. An EDI data collection project assessing how university resources support graduate student mental health and may be differentially accessed or experienced among demographic groups. 3. The development of a trauma-informed research course for faculty, staff and students involved in the research process at Laurier. c. EDI in Academic Assessment course is a significant resource that is in the process of being reviewed and was funded by the EDI stipend. Additionally, our Manager of EDI Planning and Strategic Initiatives is in the process of developing an EDI in research podcast series. Three episodes have been recorded and will be complete by Spring 2023, and the fourth interview about the Sir George Williams occupation is planned for 2023. d. Because much of Laurier's programming was moved virtual due to the COVID-19 Pandemic, we have recorded many EDI resources. This allows opportunities to create more platforms for community voices without taxing individuals to share their teachings over and over again. As such, the Laurier community has many ways to engage in their own personal learning and growth and we continue to see increased interest at the individual and departmental level.

## PART C: 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.
- If you did not receive an EDI stipend during the reporting year, please leave this section blank.

### 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

**PART C: Reporting on EDI Stipend objectives not accounted for in Part A****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 individuals, Indigenous Peoples, persons with disabilities, women, 2SLGBTQIA+ 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)

1. The EDI Action Plan is overseen by Laurier's CRC EDI Working Group that includes representation from the Office of the AVP: EDI, Office of Indigenous Initiatives, Equity and Accessibility, Human Resources, Faculty Relations, Office of Research Services, Laurier Centre for Women in Science, Centre for Students EDI as well as current and previous chairholders. Membership includes individuals from equity deserving groups, past and current CRCs, and individuals with expertise in fostering EDI. The EDI Working Group continues to meet quarterly to ensure members are updated on progress with our Action Plan. The activities of the working group are aimed at enhancing EDI at Laurier, including the creation of a healthier environment for individuals from equity deserving groups. 2. Insights on EDI at Laurier continue to be gathered through annual CRC interviews with chairholders. The interviews with CRC explicitly address EDI concerns and challenges, including EDI-specific issues being faced by CRCs and members of their research teams (e.g., student, lab staff and other supporting staff). Given the strategic positioning of CRCs, these annual interviews also ask about their EDI-specific experiences and observations at the departmental, faculty and institutional levels. 3. As part of the Laurier's EDI Action Plan the office of the AVP:EDI engaged with various individuals from equity deserving groups within the Laurier community, including staff, faculty and students. These consultations were aimed at addressing gaps in EDI at Laurier and capturing perspectives on how Laurier can best shape the structures and processes to ensure that EDI becomes firmly rooted in all aspects of the institution. Engagements with equity deserving individuals have included: a. Administering an institution-wide anonymous survey in an effort to encourage as many people as possible to share their ideas about how Laurier can best shape its structures and processes to ensure EDI becomes firmly rooted in all aspects of the university. The survey was open to the Laurier community for a period of four months (i.e., February-May 2021) and received over 400 completed responses. Given the anonymity of this survey, the voices of equity deserving individuals and their unique experiences of EDI at Laurier were captured in addition to voices of the larger Laurier community. b. Communication was sent to all Laurier faculty, staff, students and alumni inviting them to participate in one-on-one consultations with members of the Strategic Planning Committee for the EDI action plan (SPC-EDI). These consultations spanned a 4.5 month period and attracted approximately 100 participants. This served as an excellent opportunity to gather stories, document lived experiences, identify gaps and gather recommendations for advancing EDI at Laurier. 4. Laurier's Dimensions EDI-SAT Student Sub-committee is made up of members with diverse EDI and institutional research backgrounds including administration, faculty, and students. The participation of individuals from equity deserving groups in this committee has been critical to ensuring that their voices and lived experiences within Laurier are documented and addressed. 5. In the process of developing the Supporting Neurodivergent Scholars course, we engaged with scholars who self-identify as neurodivergent, one of whom we are compensating for reviewing the course that has been developed. 6. In reviewing both the Employment Equity and Employment Accommodation policies, feedback has been gathered from the university community on their experiences. This included the University Employment Equity Advisory Committee, made up of staff and faculty from equity deserving groups. We also worked with WLUFA's Disabled Faculty Caucus to better understand the experiences of faculty with disabilities and their access to workplace accommodations. 7. We worked with the Muslim Student's Association, the Multi-faith resources team and others to ensure students and faculty were better supported in asking for and responding to requests related to religious accommodation. This was a priority for 2023, because Ramadan is taking place over the final exam period.

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

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

<https://www.wlu.ca/about/working-at-laurier/career-opportunities/inclusive-excellence-hiring.html>

<https://www.wlu.ca/about/discover-laurier/equity-diversity-and-inclusion/strategic-plan.html>

<https://www.wlu.ca/about/discover-laurier/equity-diversity-and-inclusion/assets/resources/dimensions-action-plan.html>

<https://www.wlu.ca/news/spotlights/2023/april/laurier-recognized-for-data-driven-approach-to-equity-diversity-and-inclusion-work.html>

1. A long standing systemic barrier at Laurier has been the lack of diversity among faculty. In response to this challenge, Laurier launched an Inclusive Excellence Hiring Initiative with the aim of hiring more Black and Indigenous faculty. This initiative will result in the hiring of 12 new faculty (6 Indigenous faculty and 6 Black faculty). All roles have been filled, with new faculty starting between July 1, 2022, through July 1, 2024. The Vice-President Academics' Office and Research Services are also working on onboarding supports for these new hires including the development of a tailored Mentorship Program that will ensure a smooth transition to Laurier. 2. Laurier's EDI Strategic Plan was unanimously approved by the university Senate and Board of Governors in the Fall 2022. This is Laurier's first comprehensive standalone strategic plan aimed at enhancing EDI and dismantling systemic barriers around EDI. The core themes of the plan include addressing harms and traumas previously experienced by front-line EDI staff, centering decolonization and equity, data, intersectionality, anti-oppression, institutional commitment to "inclusive excellence", accessibility, structure in support and academic units. The Strategic Plan outlines 37 recommendations for the university. 3. In October 2022, Laurier applied for recognition to Dimensions program. The application outlined findings from the institutional scan and assessment in addition to activities undertaken through the EDI Action Plan.

Hyperlink 1:

<https://www.wlu.ca/about/working-at-laurier/career-opportunities/inclusive-excellence-hiring.html>

Hyperlink 2:

<https://www.wlu.ca/about/discover-laurier/equity-diversity-and-inclusion/strategic-plan.html>

**Hyperlink 3:**

<https://www.wlu.ca/about/discover-laurier/equity-diversity-and-inclusion/assets/resources/dimensions-action-plan.html>

**Hyperlink 4:**

<https://www.wlu.ca/news/spotlights/2023/april/laurier-recognized-for-data-driven-approach-to-equity-diversity-and-inclusion-work.html>

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

I have reviewed my responses and I am ready to submit my report.

A reminder that institutions are required to post a copy of this report (as submitted) on their public accountability and transparency web pages within 7 working days of the deadline for submitting the report to TIPS.

**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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