

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 also publicly post a copy of this report to their public accountability web pages within 7 working days after the deadline for submitting the report to TIPS. TIPS will review the report each year; in addition, the annual report(s) will be provided to the external EDI Review Committee, when it is convened every few years, to evaluate the progress made in bolstering EDI at the respective institution and to provide context for future iterations of the EDI action plan.

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

Contact information

Please complete the fields below.

Name of Institution:

University of Windsor

Contact Name:

Heather Pratt

Position Title:

Executive Director, Research and Innovation Services

Institutional Email:

hpratt@uwindsor.ca

Institutional Telephone Number:

519-253-3000 ext 3917

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

<https://ca1se.voxco.com/SE/?st=jeuW6suXm8k3Ct0XM1n9bz3j3Dx9FJ0rptrG6Llx2rc%3D>

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

Yes

PART A: EDI Action Plan - Reporting on Key Objectives Analyses, Systemic Barriers, Objectives and Indicators

Date of most recent plan (e.g. latest revision of the public plan):

09/27/2019

Rating given action plan in most recent review process:

Satisfactory

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

K.W. Michael Siu, Vice-President Research and Innovation

In developing their action plans, institutions were required to conduct: 1) an employment systems review; 2) a comparative review; and 3) an environmental scan (see program requirements [here](#)). These assessments were required in order to identify the specific systemic barriers and/or challenges that are faced by underrepresented groups (e.g. women, persons with disabilities, Indigenous peoples and racialized minorities at the respective institution; institutions were then required to develop key S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) objectives and actions to address them.

Indicate what your institution's key EDI objectives are (up to six) as outlined in the most recent version of your action plan (either the one approved by TIPS or the one current under review by TIPS), as well as the systemic barriers/challenges identified that these objectives must address. Please note that objectives should be S.M.A.R.T. and include a measurement strategy. List the corresponding actions and indicators (as indicated in your institutional EDI action plan) for each objective, and outline: a) what progress has been made during the reporting period; b) what actions were undertaken; c) the data gathered; and d) indicators used to assess the outcomes and impacts of the actions. Please note that indicators can be both quantitative and qualitative and should be specific. Outline next steps and use the contextual information box to provide any additional information (e.g. course correction, obstacles, lessons learned, etc.) for each objective.

Key Objective 1

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

OBJECTIVE # 1: Ensuring and Maintaining Equitable Targets for Women (CRCs) Currently, the designated group Women is well represented within the CRC program at the University of Windsor and representation of this designated group among the chairholders will continue to be monitored. By continuing to monitor any gaps that appear in the designated groups, as well as the termination dates for current CRC positions, proactive recruitment plans to fill these gaps will be established and acted upon. Recruitment plans include advertising in venues that will target specific members of the designated groups and more active encouragement towards members of the designated groups to apply. For example, our most recent Tier 2 CRC posting was advertised on the Senior Women Academic Administrators of Canada (SWAAC) network and website.

Systemic barriers -

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

Because the university of Windsor has the majority of its chairs allocated in NSERC positions, the historical underrepresentation of women in STEM disciplines is also reflected in our representation of women CRC's at the University of Windsor. The underrepresentation of women in these fields can at times impede the recruitment of women into open positions. The requirement to base equity target setting on active chairs rather than total chair allocation has made our reporting more accurate to the reality of our Chair utilization. Note: our Action Plan approached our key objectives in a holistic way, due to a lack of information about reporting needs at the time of submission. Therefore, systemic barriers, and many actions, will apply to all objectives, not just one. Please excuse apparent duplication, as it is impossible to break up these action items.

Corresponding actions undertaken to address the barriers:

Holistic actions impacting this objective: • Vice President Research and Innovation and the Executive Director Research and Innovation have been invited to become members of the President's Council on Diversity and Inclusion (PCDI), to better represent the needs of research and our Canada Research Chairs at the executive level • Major policy report providing recommendations to how the University of Windsor can begin implementation of a broader EDI strategy that will support the implementation of the Dimensions Charter. This report was presented to the University Executive Leadership Team and PCDI. • Invited knowledgeable guest speakers to address CRCs at Vice-President Research & Innovation (VPRI) semi-annual forum, including Office of Human Rights Equity and Accessibility Executive Director to offer specific training (Employment Equity Training, etc.). • Agenda at the Sem-Annual VPRI forum includes dedicated time to provide our Chairs with updates on EDI practices and broader EDI discussions. • Provided platform for CRCs to share practices established in their labs with colleagues through both the semi-annual VPRI CRC forum and Faculty-wide EDI webinars, panels, and information sessions. • Began creating EDI instructional video resources that have included CRC input. • Initiate projection modeling to aid in determining CRC equity targets required by TIPS to support diversity among chairholders Objective-specific actions: • Hosted a webinar with Dr. Lisa Willis from the University of Alberta on gender-neutral terminology on job postings. While the main thrust of this webinar was towards faculty hiring HQP, it also helped us inform our practices and revise the job posting for an upcoming CRC accordingly

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

- Annual individual meetings with CRCs and the Executive Director Research & Innovation to collect one-on-one confidential feedback on both EDI specific topics and on their individual chairholder experiences and possible barriers they may be facing. These meetings have provided insightful information that has helped to identify potential barriers that we have been able to further investigate with the goal of removing the barriers for our Chairs and to our broader research community.
- Quantitative data received from TIPS and in-house reporting tools indicates the percentage of female-identifying chairholders meets current targets.

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

Holistic progress and outcomes impacting this objective: • Redesigned and updated CRC transparency pages posted on our website, adding new information and resources in addition to the details required by TIPS • Developed new template for new CRC searches, which has provided stronger inclusive language with the goal of attracting additional members of equity-seeking groups to apply for CRC positions • Working in partnership with our Office of Human Rights, Equity, and Accessibility (OHREA) created a database of venues for advertising new CRC job postings in order to attract a more diverse set of applicant • CRCs participated in the VPRI Semi-annual forum and one-on-one meetings with the Executive Director Research & Innovation where they were able to provide direct feedback on programming and receive specialized EDI training • Creation of projection modeling tool that will ensure CRC targets are met and assist with planning and recruitment Objective-specific progress and outcomes • Executive has confirmed that the upcoming search for Tier 2 Chair will be targeted to recruit a black woman in Environmental Engineering. This will be expanding on a broader institutional strategy to recruit 12 black scholars across all disciplines. • Female representation targets were identified and are in the process of being confirmed through our modelling tool. The plan was developed in conjunction with recommendations for strategies to be taken for future CRC recruitments that will support the University in meeting our equity targets through 2029 • Revised job posting language to make it more gender neutral and remove terms likely to discourage women from applying. Inclusion of affirmative language in job posting encouraging women to apply

Challenges encountered during the reporting period:

- It has been challenging to meet with CRCs and work effectively with them and our own team due to the COVID-19 outbreak, although we were able to have 100% virtual participation in the annual meetings with the Executive Director Research and Innovation, and the Semi-Annual VPRI forum was held in February 2021 and was well virtually well attended by our Chairs. • Some attitudinal barriers are continuing to be somewhat challenging as we are in the process of broadening the scope of research excellence and reaching out to more diverse candidates • The delays in decisions regarding new nominations has been challenging for the nominees, two of whom have now taken faculty positions within the University. The delays in confirming if their nominations have been successful have proven challenging to the nominees as they work to establish their research activities at the University.

Next Steps (indicate specific dates/timelines):

- Upcoming CRC recruitment will target a Black woman in environmental engineering (search committee assembled, and posting is in progress, search to begin within coming months). This initiative will align with the institutional commitment to hire 12 black scholars in order to further diversify the professoriate • Continue to monitor current chairholder perceptions and collect feedback on initiatives for success in EDI programming (ongoing) through both the VPRI Semi-Annual forum and the annual meetings with the Executive Director Research and Innovation.

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:

50000

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

Note this represents the total salary paid to a Research Assistant and a Co-op student who were hired to support the development and implementation of the CRC-EDI Action Plan, and it is not possible to attribute the salary amounts paid to each key objective. A Research Assistant was employed through ORIS to support the implementation of the CRC-EDI Action Plan and has supported the development of several EDI policy reports and briefing notes. Additionally, the Research Assistant supported the development of the equity target modeling tool and continues to support the ongoing EDI workshop planning and delivery. This salary was supported by the CRC-EDI stipend award and was previously supported by the University of Windsor. The CRC-EDI Stipend award also supported the cost to hire a co-op student to assist with the development of EDI training materials and videos that have been provided to our CRC's and the University research community. Note, the salary paid to the personnel hired by ORIS has not been broken down by key objectives, as the allocation of their time was not tracked. Additionally, EDI training was also provided for personnel within ORIS and our CRC's to support the ongoing EDI education and awareness efforts across campus. A key investment in training was funding to support 10 staff within the Office of Research and Innovation to participate in an EDI Certificate program delivered by the Canadian Association of Research Administration (CARA). This training has supported ORIS personnel in providing stronger support to our CRC's across all disciplines, in particular in providing them with assistance in developing EDI statements for other research grant funding applications.

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):

	Amount \$	Source / Type (cash or in-kind)
1	13750	ORIS Personnel Cost, in-kind contribution of time to support CRC EDI AP
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:

OBJECTIVE # 2: Ensuring and Maintaining Equitable Targets for Visible Minorities (CRCs) Currently, the designated group Visible Minorities is well represented within the CRC program at the University of Windsor and representation of this designated group among the chairholders will continue to be monitored. The University of Windsor is a very culturally diverse campus and we are proud of the diversity of our faculty, staff and students. This cultural diversity is also present in the representation of our CRC chairholders.

Systemic barriers -

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

Institutional and attitudinal barriers: we have sometimes encountered negative feedback to the concept of targeted searches, coupled with a lack of understanding of EDI principles. Ongoing education and awareness is crucial to ensure the commitment of all chairholders in having a strong understanding of recognizing the importance of EDI in research and within the research community. We look to our CRC's to provide leadership within the University research community and to be exemplars in integrating EDI practices and principles in their respective labs and research programs.

Corresponding actions undertaken to address the barriers:

Holistic progress and outcomes: • Redesigned and updated CRC transparency pages, adding new information and resources in addition to required details • In conjunction with the Office of Human Rights, Equity and Accessibility (OHREA) we have created a database of venues for advertising new CRC job postings in order to attract a more diverse set of applicant • CRCs participated in the VPRI Semi-annual forum and one-on-one meetings with the Executive Director Research & Innovation where they were able to provide direct feedback on programming and receive specialized EDI training • Creation of projection modeling tool that will ensure CRC equity targets are met and provide recommendations to support the planning and recruitment of future chair vacancies • Revised institutional self-identification form in consultation with the Office of Human Rights, Equity and Accessibility (OHREA) Objective-specific progress and outcomes • Creation of a senior leadership position within the University, Vice-President EDI to begin term June 1, 2021 • Creation of dedicated staff positions to support Anti-Black Racism, including an Anti-Black Racism Strategic Planning Officer and an Anti-Black Racism Special Projects Coordinator • The creation of an Anti-Black Racism Task Force group to provide leadership to address the systemic barriers being encountered by our black faculty, staff and students • The creation of a range of research programs and financial support to address anti-black racism on our campus. This includes the creation of an Anti-Oppressive Pedagogies Teaching and Leadership Chair, Anti-Black Racism Leadership Experience Grants, Anti-Black Racism Teaching and Learning Grants and the Anti-Black Racism Student Leadership Experience Grants and professional development funding to support anti-black racism and anti-oppressive practice programming for staff and faculty • Commitment to recruit 12 new faculty positions for black scholars • Nominated two self-identified visible minorities to CRC positions

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

Annual individual meetings with CRCs and the Executive Director Research & Innovation to collect one-on-one confidential feedback on both EDI specific topics and on their individual chairholder experiences. Quantitative data received from TIPS and in-house reporting tools indicates the percentage of female-identifying chairholders meets and exceeds our current targets.

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

Progress and/or Outcomes and Impacts made during the reporting period: • Easier and more equitable self-identification form • New language for future job postings that will be more standardized and easier for applicants to understand – being used on a posting currently in the approvals process • In the initial round of scoring of applicants during recruitment, staff used to just give the search committee a list of those who had met the minimum threshold. In the two most recent searches, staff instead provided the search committee with a full list of applicants for their assessment and ranking/scoring.

Challenges encountered during the reporting period:

During the reporting period, a spotlight was thrown onto an undercurrent of racist culture on campus which manifested itself through separate incidents involving students and in one case, a student club. The University of Windsor has been working to respond meaningfully to this issue, and the process is very much ongoing. The highly public nature of these incidents has spurred quick action and leadership that is anticipated to support addressing systemic racism in a sustainable manner. Efforts continue in combating attitudinal barriers among chairholders. It has been challenging to meet with our CRCs as a result of COVID restrictions and to work effectively with them and our own team due to the pandemic. Some attitudinal barriers are challenging us in the process of broadening the scope of research excellence and reaching out to more diverse candidates

Next Steps (indicate specific dates/timelines):

• Create onboarding package for new CRCs – by June 2021 • Lengthen time on upcoming posting to expand reach among diverse groups (from 4 weeks to 6 weeks minimum) – Summer 2021

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:

50000

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

Note this represents the total salary paid to a Research Assistant and a Co-op student who were hired to support the development and implementation of the CRC-EDI Action Plan, and it is not possible to attribute the salary amounts paid to each key objective. A Research Assistant was employed through ORIS to support the implementation of the CRC-EDI Action Plan and has supported the development of several EDI policy reports and briefing notes. Additionally, the Research Assistant supported the development of the equity target modeling tool and continues to support the ongoing EDI workshop planning and delivery. This salary was supported by the CRC-EDI stipend award and was previously supported by the University of Windsor funding stipend award. The CRC-EDI Stipend award also supported the cost to hire a co-op student to assist with the development of EDI training materials and videos that have been provided to our CRC's and the University research community. Note, the salary paid to the personnel hired by ORIS has not been broken down by key objectives, as the allocation of their time was not tracked. Additionally, EDI training was also provided for personnel within ORIS and our CRC's to support the ongoing EDI education and awareness efforts across campus. A key investment in training was funding to support 10 staff within the Office of Research and Innovation to participate in an EDI Certificate program delivered by the Canadian Association of Research Administration (CARA). This training has supported ORIS personnel in providing stronger support to our CRC's across all disciplines, in particular in providing them with assistance in developing EDI statements for other research grant funding applications.

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):

	Amount \$	Source / Type (cash or in-kind)
1	13750	ORIS Personnel Cost, in-kind contribution of time to support CRC EDI AP
2	0	0

Key Objective 3

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

OBJECTIVE #3: Ensuring and maintaining equitable CRC targets for persons with disabilities, aboriginal peoples, and gender/sexual minorities Due to its small allocation of chairs, the target setting tool does not currently define persons with disabilities or indigenous people as a gap requiring a target. However, UWindsor wishes to approach these targets equitably nonetheless by ensuring that recruitment procedures reach out to these groups as well.

Systemic barriers -

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

- Institutional unfamiliarity with best practices in reaching out to targeted groups.
- TIPS does not currently require equity target setting for gender/sexual minorities, however, the University of Windsor recognizes that gender and sexual minorities as a 5th equity-seeking group. We strongly encourage all CRC applicants to complete the self-identification at the time of application.

Corresponding actions undertaken to address the barriers:

Worked with OHREA to develop a list of posting outlets to reach a broader and more diverse applicant pool. Worked to better understand equity target setting process and create projections that could be deployed under a number of scenarios.

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

DEAP tool and data from TIPS helps us assess where we are in order to understand where we must go.

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

Holistic progress and outcomes: • Redesigned and updated CRC transparency pages, adding new information and resources in addition to required details • Created a database of venues for advertising new CRC job postings in order to attract a more diverse set of applicant • Creation of projection modeling tool that will ensure CRC targets are met and assist with planning and recruitment • Revised institutional self-identification form in consultation with the Office of Human Rights, Equity and Accessibility (OHREA) • Attended all TIPS information sessions in order to understand the target setting process • ORIS personnel attended Canadian Council for Diversity and Inclusion (CCDI) Anti-Black Racism webinars and certificate programs. Objective-specific progress and outcomes • Plan ahead during target setting so that if number of chairs rises above threshold, we are aware of the fact that a target for a person with a disability will be needed. By planning now, we can incorporate accessibility into our current recruitment planning, and make our processes more accessible, and thus more attractive to researchers with disabilities

Challenges encountered during the reporting period:

Most challenges in this period stemmed from waiting to receive information from TIPS. We knew what to expect on gender and visible minorities, but had trouble knowing how targets would be set for people with disabilities and Indigenous people and how we could effectively plan strategies for meeting the new equity targets.

Next Steps (indicate specific dates/timelines):

Continue to pursue the equity targets we have set through our recruiting efforts (ongoing)

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:

50000

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

Note this represents the total salary paid to a Research Assistant and a Co-op student who were hired to support the development and implementation of the CRC-EDI Action Plan, and it is not possible to attribute the salary amounts paid to each key objective. A Research Assistant was employed through ORIS to support the implementation of the CRC-EDI Action Plan and has supported the development of several EDI policy reports and briefing notes. Additionally, the Research Assistant supported the development of the equity target modeling tool and continues to support the ongoing EDI workshop planning and delivery. This salary was supported by the CRC-EDI stipend award and was previously supported by the University of Windsor funding stipend award. The CRC-EDI Stipend award also supported the cost to hire a co-op student to assist with the development of EDI training materials and videos that have been provided to our CRC's and the University research community. Note, the salary paid to the personnel hired by ORIS has not been broken down by key objectives, as the allocation of their time was not tracked. Additionally, EDI training was also provided for personnel within ORIS and our CRC's to support the ongoing EDI education and awareness efforts across campus. A key investment in training was funding to support 10 staff within the Office of Research and Innovation to participate in an EDI Certificate program delivered by the Canadian Association of Research Administration (CARA). This training has supported ORIS personnel in providing stronger support to our CRC's across all disciplines, in particular in providing them with assistance in developing EDI statements for other research grant funding applications.

EDI Stipend Impact Rating

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

Moderate impact (the EDI Stipend had moderate impact on achieving progress)

Key Objective 4

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

OBJECTIVE #4: Mandatory Unconscious Bias training for all CRC Search Committee members

Systemic barriers -

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

N/A

Corresponding actions undertaken to address the barriers:

All CRC Search Committee members are required to take unconscious bias training and to provide their certificate of completion to ORIS to be kept on file. This requirement was included in the recruitment SOPs and approved at the VP Research and Innovation level.

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

Certificates were initially saved in a paper file and later in a digital file so that they can be easily tracked and accessed.

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

This objective has been met for the two searches completed in the reporting period, and for the search that began towards the end of the period but has not yet been completed. Committee members demonstrated their training into practice during their deliberations.

Challenges encountered during the reporting period:

No challenges were encountered for this objective – search committee members were happy to take this step towards more equitable recruiting practices.

Next Steps (indicate specific dates/timelines):

Continue to require unconscious bias training as standard part of recruitment of new chairs.

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

No

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

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

OBJECTIVE #5: Mandatory employment equity training for all CRC Search Committee members Mandatory employment equity training is required of all members of any new faculty position appointment committees. This employment equity training is also required for all CRC search committee members that support the recruitment and selection process for chair positions. The Office of Human Rights, Equity & Accessibility (OHREA) offers this Equity Training three times per year to all Equity Assessors, Administrators and other individuals involved in the recruitment and nomination process and training can be provided on an ad hoc basis throughout the year, if required. During this reporting period, our CRC's participated in Employment Equity training at one of our Semi-Annual VPRI forums, this training was facilitated by our OHREA office. This goal ensured that the CRC recruitment process followed the same rules and guidelines as recruiting for any other position on campus.

Systemic barriers -

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

N/A – this training is widely available on campus and is a well-established part of the employment process.

Corresponding actions undertaken to address the barriers:

All CRC Search Committee members were required to complete institutional employment equity training.

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

OHREA tracks completion of training and makes this data available on request. Additional training is provided by OHREA for Equity Assessors who are also required to support the search process for all CRC's and faculty positions.

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

This objective has been met for the two searches completed in the reporting period, and for the search that began towards the end of the period but has not yet been completed. Committee members demonstrated learning into practice during their deliberations.

Challenges encountered during the reporting period:

No challenges were encountered for this objective – most committee members had previously completed employment equity training, and we were able to ensure any new CRC search committee member received the necessary employment equity training prior to the search beginning.

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

No

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

Key Objective 6

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

OBJECTIVE # 6: Use Data to Meet Equity, Diversity, and Inclusion Targets and to Course Correct The Diversity, Equity Assessment and Planning (DEAP) Tool was introduced in 2017/18 at the University of Windsor to provide a systematic process for the ongoing development of Goals and Objectives to support an equitable, diverse and inclusive workplace. The DEAP tool also provides an opportunity to annually assess a unit's progress as measured against its Goals and Objectives and provides a Report Card annually. The DEAP Tool will assist the University to better understand the CRCs environment and climate related to equity, diversity, and inclusion, and will be used to develop plans to meet the equity goals that have been developed as part of this Action Plan.

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 DEAP tool has been developed to support academic units, and although we have had a specific group established within the tool for our CRCs, many of the goals and objectives required in the annual review and assessment process are not relevant to our chairs.
- Insufficient historical data in some areas.
- Low uptake of campus self-declaration forms

Corresponding actions undertaken to address the barriers:

CRC's have been established as a unit within DEAP tool in order to facilitate easy reporting and measuring. ORIS has worked with OHREA to improve self-declaration materials.

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

Ran DEAP tool to generate baseline KPI.

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

We have made very good progress with preparing to gather new metrics including identification of KPIs that we will use to measure progress, and we have been strategizing as a team as to how to best collect new quantitative and qualitative data on such aspects as the efficacy of seed grants, attitudes towards EDI practices, use of best practices in research settings, and improvement of recruiting practices. Staff have been trained on the use of the DEAP tool and will continue to collaborate with OHREA to measure KPIs.

Challenges encountered during the reporting period:

A critical challenge in this area is a lack of historical data which has made assessing the current state of campus-wide EDI situation challenging. However, within CRCs we have been able to make good use of data gathered by TIPS to inform decision making on macro scale and plan for reaching targets.

Next Steps (indicate specific dates/timelines):

- Complete drafting, and obtain approval for, new CRC SOPs that have been updated for EDI lens – summer 2021
- Deploy equity targets as part of several upcoming chair recruitments – 2021-2022
- Begin strategic collection of metrics from overall research ecosystem at UWindsor in support of attaining institutional EDI goals – 2021-2022

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:

50000

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

Note this represents the total salary paid to a Research Assistant and a Co-op student who were hired to support the development and implementation of the CRC-EDI Action Plan, and it is not possible to attribute the salary amounts paid to each key objective. A Research Assistant was employed through ORIS to support the implementation of the CRC-EDI Action Plan and has supported the development of several EDI policy reports and briefing notes. Additionally, the Research Assistant supported the development of the equity target modeling tool and continues to support the ongoing EDI workshop planning and delivery. This salary was supported by the CRC-EDI stipend award and was previously supported by the University of Windsor funding stipend award. The CRC-EDI Stipend award also supported the cost to hire a co-op student to assist with the development of EDI training materials and videos that have been provided to our CRC's and the University research community. Note, the salary paid to the personnel hired by ORIS has not been broken down by key objectives, as the allocation of their time was not tracked. Additionally, EDI training was also provided for personnel within ORIS and our CRC's to support the ongoing EDI education and awareness efforts across campus. A key investment in training was funding to support 10 staff within the Office of Research and Innovation to participate in an EDI Certificate program delivered by the Canadian Association of Research Administration (CARA). This training has supported ORIS personnel in providing stronger support to our CRC's across all disciplines, in particular in providing them with assistance in developing EDI statements for other research grant funding applications.

EDI Stipend Impact Rating

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

Moderate impact (the EDI Stipend had moderate 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):

	Amount \$	Source / Type (cash or in-kind)
1	13750	ORIS Personnel Cost, in-kind contribution of time to support CRC EDI AP

Challenges and Opportunities

Other than what has been outlined in the section above, outline any challenges and opportunities or successes regarding the implementation of the EDI action plan, as well as best practices that have been discovered to date. If COVID-19 has had an impact on the implementation of the institution's action plan, please outline how below. How has or will the institution address these challenges and opportunities? (limit: 5100 characters):

Challenges Chairholders continue to be frustrated by the lack of funded extensions to CRC terms impacted by COVID. Women in Tier 2 positions who are emerging researchers with young families are experiencing challenges with accomplishing their goals as they work to balance their children's schooling needs with their research, especially in fields where they are about to lose the second season of fieldwork. While the non-funded extensions possibly being offered are useful, funded extensions would provide the necessary support to assist in overcoming the barriers that are specifically being faced by early-career women in research roles due to the COVID-19 pandemic. Our Chairs are particularly concerned about whether they will be able to renew, given the possibility of lost research time and missed milestones. We call on program managers at TIPS to ensure that CRCs are treated equitably relative to their colleagues with other Tri-Agency grants. Opportunities While recent racially charged events on the UWindsor campus have been disturbing and upsetting, they have also spurred a much needed conversation and action regarding race and equity on campus and increased awareness. Due in part to these events, UWindsor has recently established four new funded research, teaching, and learning grant programs designed to increase knowledge around Anti-Black Racism and help equip our campus with new tools and methods for combatting it. The University has also appointed the inaugural Vice President for Equity, Diversity, and Inclusion (to begin in June 2021) and ORIS looks forward to working with him on strengthening EDI initiatives to support our CRC's and more broadly the research enterprise at the University of Windsor.

Reporting on EDI Stipend objectives not accounted for in Part A**Instructions:**

- Institutions with EDI Action Plans, use this section to report on EDI Stipend objectives that are not accounted for in Section A.
- Institutions without EDI Action Plans, use this section to report on EDI Stipend objectives.

Objectives associated with your institution's EDI Stipend application

Table C1. Provide information on the objectives associated with your institution's EDI Stipend application, including the funding and timelines, for the reporting period.

EDI Stipend Objective 1

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

Hiring an EDI Officer In addition to supporting the ongoing CRC-EDI AP implementation activities, preparation of EDI reporting as required, the position proposed will develop modeling tools to support the planning for future recruitment of CRC positions, with the goal of providing data and supporting information to assist senior management in planning for meeting the 2029 CRC-EDI targets.

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

Performance Indicators will include the development of a long-term recruitment and renewal plan that will support the institution in achieving the 2029 CRC EDI targets.

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

A modeling tool for target projections – complete May 2021 Exit interview tool – drafted, under review, complete by August 2021 Implementation of CRC EDI Action Plan – ongoing, with several milestones, already met

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective:	43268
Institutional commitment (if applicable):	0
Total funds spent:	

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

	Amount \$	Source / Type (cash or in-kind)
1	13750	ORIS Personnel time to support CRC-EDI Action Plan implementation
2	0	0

Table C2. EDI Stipend Impact Rating

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

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

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

ORIS Research Assistant hired through stipend funds created a modeling tool to help UWindsor meet CRC equity targets by 2029. This RA has also been instrumental in the pursuit of Action Plan goals and implementation as described in the Key Objectives.

Do you have other objectives to add?

Yes

Additional Objectives (if applicable)

Table C1. Provide information on the objectives associated with your institution's EDI Stipend application, including the funding and timelines, for the reporting period.

EDI Stipend Objective 2

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

Staff Professional Development Leadership and EDI training through the Canadian Centre for Diversity and Inclusion to participate in the Centennial College Leadership and Inclusion Certificate Program, for Research Coordinator and Executive Director Research & Innovation. Training will support the ongoing development of policies that will support the ongoing implementation and monitoring of the CRC-EDI Action Plan.

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

Successful completion of the Centennial Leadership and Inclusion Certificate program will ensure effective EDI training of personnel responsible for managing the CRC program at the University of Windsor.

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

CCLI Course completed by two staff members at ORIS – complete Support additional training for ORIS staff (CARA webinars, CCDI certificate, etc) – complete Knowledge gained has informed various initiatives and supported policy implementation – complete/ongoing

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective:	4473
Institutional commitment (if applicable):	5000
Total funds spent:	

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

	Amount \$	Source / Type (cash or in-kind)
1	13750	Personnel time has been provided for staff to complete training
2	0	0

Table C2. EDI Stipend Impact Rating

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

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

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

Provided funding to support the costs of tuition to CCLI course and various other EDI training opportunities for ORIS staff, who then deployed this learning to faculty (both CRCs and others) in support of developing and implementing EDI practices in their labs.

EDI Stipend Objective 3**EDI Stipend Objective 4****EDI Stipend Objective 5****EDI Stipend Objective 6****Part D: Engagement with individuals from underrepresented groups**

Outline how the institution has engaged with underrepresented groups: e.g. racialized minorities, Indigenous peoples, persons with disabilities, women, LGBTQ2+ individuals, during the implementation of the action plan (during the reporting period), including how they have been involved in identifying and implementing any course corrections/adjustments, if applicable. For example, how was feedback gathered on whether the measures being implemented are resulting in a more inclusive research environment for chairholders of underrepresented groups? How has intersectionality been considered in developing and implementing the plan (if applicable)? Have new gaps been identified? How will members of underrepresented groups continue to be engaged? (limit: 10 200 characters)

The University created the CRC-EDI Action Plan Committee, jointly chaired by the Vice-President Research and Innovation and the Provost. Additionally, significant investment has been made by the University to support the identification of systemic barriers that are present to our black faculty, staff and students. These initiatives include the following: • Creation of a senior leadership position within the University, Vice-President EDI to begin term June 1, 2021 • Creation of dedicated staff positions to support Anti-Black Racism, including an Anti-Black Racism Strategic Planning Officer and an Anti-Black Racism Special Projects Coordinator • The creation of an Anti-Black Racism Task Force group to provide leadership to address the systemic barriers being encountered by our black faculty, staff, and students • The creation a range of research programs and financial support to address anti-black racism on our campus. This includes the creation of an Anti-Oppressive Pedagogies Teaching and Leadership Chair, Anti-Black Racism Leadership Experience Grants, Anti-Black Racism Teaching and Learning Grants, and the Anti-Black Racism Student Leadership Experience Grants and professional development funding to support anti-black racism and anti-oppressive practice programming for staff and faculty • Commitment to recruit 12 new faculty positions for black scholars • Nominated two self-identified visible minorities to CRC positions

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

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

The University of Windsor has taken several exciting steps during the reporting period to build EDI practices on an institutional level. First and foremost, UWindsor has appointed Dr. Clinton Beckford as its first Vice President for Equity, Diversity and Inclusion <https://www.uwindsor.ca/dailynews/tags/clinton-beckford> . Dr. Beckford has previously held the post of Associate Dean for teacher education in the Faculty of Education, is the Coordinator for the Global Community Engagement Program (GCEP) and Leader of International Service-learning (Jamaica, Tanzania). In his new role, which he fills in an acting capacity for the next two years, he will provide guidance, advocacy, insight, and leadership as the University works toward a Senate-governed leadership role at the vice-president level. Dr. Beckford will lead a process to establish bylaws for the permanent position. Additionally, the Office of the President has established an Anti-Black Racism Task Force, headed up by Anti-Black Racism Strategic Planning Officer Marium Tolson-Murtty, who has deployed two of the four new research programs that have been created to address Anti-Black Racism on campus and in the community: a student leadership experience grant, and a Teaching and Learning Chair, to which Andrew Allen, Faculty of Education, has been appointed for a two-year term <https://www.uwindsor.ca/dailynews/2021-03-30/anti-racism-pedagogies-teaching-leadership-chair-announced> . Dr. Allen's Chair position will be supported in the same ways outlined in the CRC EDI Action Plan, which has quickly become a blueprint for all internal and other externally funded chair positions on campus. The Anti-Black Racism Task Force is also supported by Jeremiah Bowers, a former UWindsor student body president who was hired as special projects coordinator. At the institutional level, a campus-wide review of all EDI practices and policies is underway, led by the Office of the President and the President's Committee on Diversity and Inclusion (PCDI). The VPRI and Executive Director, Research and Innovation have both been invited to become members of this Presidential committee which previously had no representation from Research and Innovation. Within the Office of the VPRI, an award has been established to recognize student leaders in EDI practices. This year, the award recognized two students. Aislyn Lewis-Laurent (Chemistry and Biochemistry) is the Google Women Techmaker Ambassador for Windsor-Essex and leads the campus chapter of Google's Developer Student Club. She was instrumental in the success of the recent LGBTQ+ in STEM conference held at UWindsor, as well as BorderHacks, a cross-border hackathon in which over 600 students participated. Erica Rossi (Mechanical, Automotive and Materials Engineering) is the President of Women in Engineering at UWindsor, and the Chair of the FIRST Robotics ED&I Youth Advisory Council. Her research work has explored the relationship between how male and female engineering students view themselves as engineers and how that compares to the qualities of an engineer that they endorse as important. Each student was awarded a \$500 prize.

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.

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

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

Jointly administered by:

