Canada Research Chairs
Equity, Diversity & Inclusion Action Plan

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Land Acknowledgement

Queen's is situated on traditional Anishinaabe and Haudenosaunee territory. We are grateful to be able to be live, learn and play on these lands. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous peoples who lived, and continue to live upon it and whose practices and spiritualities were tied to the land and continue to develop in relationship to the territory and its other inhabitants today. The Kingston Indigenous community continues to reflect the area's Anishinaabek and Haudenosaunee roots. There is also a significant Métis community and there are First people from other Nations across Turtle Island present here today. We at Queen's are fortunate to be able to work with Indigenous scholars, from whom we can learn. Queen's is committed to resolving the conflicts between the traditions of western research, curriculum and teaching methodologies, and Indigenous ways of knowing, being, and doing. We encourage everyone to

acknowledge the diversity of cultures and traditions that make a university a rich place to learn, where everyone can contribute and where everyone is valued.

Introduction

Note: Queen's University equity targets and the number of chair holders for each of the Four Designated Groups (FDGs) are constantly updated at:
https://www.queensu.ca/vpr/canada-research-chairs-program-crcp#EquityTargets

The Canada Research Chairs Program Secretariat has highlighted the importance of its commitment "to correcting long-standing equity concerns and ensuring that all institutions meet and sustain their equity and diversity targets." All universities with more than five Canada Research Chairs are required to develop an equity, diversity and inclusivity (EDI) action plan, indicating how the institution will introduce systemic, structured and sustainable change to foster the full participation of underrepresented designated groups, currently categorized as - women, Indigenous Peoples, persons with disabilities and members of visible minorities i.e. the Four Designated Groups (FDG). As the CRCP initiates data collection and analyses on other groups, including LGBTQ2+, there should be a better understanding of the full representation of diversity. Moreover, utilizing the lens of intersectionality deepens our understanding of the lived experience of researchers who self-identify in more than one group. Building on the Queen's Principal's Implementation Committee on Racism, Diversity and Inclusion (2016-17), the Truth and Reconciliation Commission (2017-18) and consultations across the university throughout 2017-2019, including CRC chairs, representatives from underrepresented groups, senior administrators and faculty with expertise in equity and inclusion, and CRC's Equity, Diversity and Inclusion Requirements and Practices (2018 2019), Queen's University has developed this action plan to identify potential barriers to equity and inclusion in the program at Queen's and specific actions to address them. The Office of the Vice-Principal (Research) (OVPR) is responsible for ongoing monitoring and updating of this plan and, in concert with the Provost's Office, Deans and departments/units, ensuring that the plan is successfully enacted.

The Queen's University Senate pledged its commitment to inclusive excellence in the Canada Research Chairs Program by endorsing the following equity in research statement:

"Queen's is committed to excellence in research and research training for the benefit of Canadians and to achieving a more equitable, diverse and inclusive Canadian research enterprise. Queen's University has in place many institutional supports for these values and regularly monitors and reports on its progress in achieving inclusive goals. Queen's University demonstrates its commitment to advancing diversity and inclusion by ongoing self-study and by implementing best practices on an ongoing basis. The research community at Queen's is committed to and recognizes that building a culture of diversity is a socially responsible approach that actively removes discrimination and barriers to inclusion to provide benefits that reach beyond Queen's University. At Queen's, we recognize that diversity advances research for

the greater good by valuing alternate perspectives, thereby unlocking creative potential and stimulating novel collaborations. To that end, Queen's values its responsibility to promote equity in the employment of women, racialized/visible minorities, Indigenous/Aboriginal peoples, and persons with disabilities; Queen's is an advocate for equity within the Canada Research Chairs Program. Queen's commits to evaluating representation of the four Designated Groups listed above within its Canada Research Chair Program and commits further to striving proactively to meet and to maintain its equity targets among the exceptional researchers recruited to this program." (Appendix A, Approved by Queen's University Senate, November 28, 2017).

Equity, diversity and inclusion are core commitments at Queen's University and in the Queen's Canada Research Chairs Program (CRCP). We strive to deepen and extend a research culture that nurtures and promotes diverse perspectives and experiences that is inclusive of the diversity of human experience and advances full and equal participations by all researchers. We recognize that a diverse and inclusive research culture enhances and deepens research excellence and widens research impact.

Queen's University is implementing intentional and purposive strategies to remove systemic barriers in the research environment, including unconscious biases, and to implement systemic change. Our goal is to build equity, diversity, inclusivity and indigeneity into processes and policy, beginning with recruitment and continuing through into retention and promotion.

Queen's carried out an institutional self-assessment in order to identify challenges and systemic barriers to EDI within the CRC program, to define S.M.A.R.T objectives (Specific, Measurable, Aligned with the wanted outcome, Realistic and Timely) and to formulate specific policy and procedural changes. This institutional self-assessment has three elements: employment systems review, environmental review, and comparative review. The methodology adopted in each of the three sections is outlined below.

A university-wide team carried out this institutional self-assessment, drawing on expertise from equity leaders, researchers, senior administrators and benefitting from the perspectives of members of equity seeking groups. Particular care was taken to consult widely with members of underrepresented groups and to capture intersectional experiences.[1]

Employment Systems Review (ESR)

An Employment Systems Review (ESR) was conducted of the CRC program at Queen's in 2019. This ESR followed the CRC process from the beginning to the end of the process of allocation, recruitment, nomination and appointment and ultimately promotion. The Employment System

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[1] "Intersectional" refers to the multiple barriers and disadvantages that individuals who hold multiple identities (race, class, gender, and more) may face. The updated Institutional Equity, Diversity and Inclusion Action Plans: A Best Practices Guide (August 2019) emphasizes the importance of tracing intersectionality to assess accurately the equity landscape for the CRCP.

Review is based on quantitative data produced by the Equity Office on recruitment, nomination and retention, by qualitative data reflected in surveys of chairs, administrators and follow-up interviews, including with members of underrepresented groups and those with intersectional identities. Survey instruments and interview questions are included in the appendices. The objective of the data gathering was to identify possible systemic barriers at all stages of the CRCP so that intentional and purposive action can be taken. Another goal was to determine if the process is open and transparent and if it follows the CRCP requirements.

The ESR entailed:

1) Confidential survey of CRC holders (Appendix B). The survey was sent to 43 CRCs. Of the 43 sent, 24 were completed, of which 13 were by Tier 1 chairs and 11 by Tier 2 chairs. The letter of invitation to complete the survey assured participants that the surveys would be kept confidential and anonymized. Applicants were encouraged to self-identify in all the categories that apply to them. Seven CRCs self-identified as FDG and multiple persons self-identified in more than one identity. In order to protect the confidentiality of participants, more specific data on self-identification groups within this larger category cannot be provided. Responses were cross-referenced to self-identification data to assess any correlation between the experiences reported and self-identification within FDG. Self-identification in more than one category might enable an intersectional analysis to be conducted to identify the additional barriers faced by individuals with intersecting identities. The small size of the data set is a barrier to conclusive analysis. A summary of themes highlighted in the confidential survey can be found in Appendix C.

2) Interviews: Of the seven CRC holders who participated in the survey and who identified with an equity status, five indicated that they would be willing to participate in an interview; three interviews were conducted. In order to protect the confidentiality of participants, more specific data on self-identification groups within this larger category cannot be provided. The interviews were recorded to ensure complete and accurate capture of answers, then immediately deleted after transcription and analysis completed. The interview script is found in Appendix D.

3) Survey to all unit heads with CRC (Appendix E). Of the 23 units contacted, 18 submitted responses to the questionnaire. Conducted by the Equity Office.

4) Reports prepared by the Equity Office for the Federal Contractors Program and other purposes. These reports are not specifically focused on CRCP but provide valuable institutional context, which is helpful for framing SMART goals.

Allocation of Chairs

All allocation decisions are made in consideration of the Queen's Canada Research Chair Program (CRCP) goals and CRCP requirements. Allocations are managed by the CRC Executive Committee. The membership of the CRC Executive Committee comprises the Vice-Principal

(Research) [Chair], Provost, or Deputy Provost (Academic Operations and Inclusion) as delegate, Dean & Vice-Provost Graduate Studies, or delegate, Associate Vice-Principal(s)(Research), Associate Vice-Principal Equity and Inclusion. An internal review of the research portfolio recommended expanding the membership of the CRC executive committee to incorporate three additional research leaders. This change will be implemented by December 2019.

The Committee's responsibilities are to:

- Review and identify which new and renewal CRC nominations will go forward to the CRCP for adjudication based on the research and scholarly excellence and leadership qualities of the nominees and fit with Queen's CRCP goals and Queen's University strategic research plan.
- Establish and amend Queen's internal policies and procedures with respect to CRCs to be consistent with those established by the Provost Office, the University Advisor on Equity, and the Collective Agreement between Queen's University Faculty Association and Queen's University (where applicable), and consult with and obtain approvals from governing bodies (e.g., Vice-Principal's Operations Committee, Senate) if/as appropriate.
- Monitor equity targets set by the Tri-agency Institutional Programs Secretariat (TIPS) in collaboration with the Provost's Office to achieve equity, diversity and inclusion (EDI) within Queen's CRC appointments.
- In collaboration with the Provost Office, Equity Office and the Equity, the Associate Vice-Principal Indigenous Initiatives and the Diversity and Inclusion CRC Advisory Committee identify and implement new processes to assist in meeting, or exceeding, and sustaining equity targets.
- In collaboration with the Provost Office and Equity Office, ensure consistency between Queen's EDI policies, the Queen's Truth and Reconciliation Task Force Report, and the Principal's Implementation Committee on Racism Diversity and Inclusion (PICRDI).
- Consult with others, including the Deans and Vice/Associate Deans Research

Accountability/Timeline
The allocation of Canada Research Chairs is the responsibility of the Vice-Principal (Research) in consultation with the CRC Executive Committee (including the Associate Vice-Principal Equity and Inclusion), the Provost, the Principal.

Process for allocating chairs to department/faculty

The Vice-Principal (Research) and the CRC Executive Committee are guided by CRC equity and diversity targets and gaps, and EDI best practices when allocating a Chair position to a department or faculty, when deciding which field to support with a Chair and whether to limit the pool to internal candidates. Queen's adopts several different paths for allocating chairs.

1) A targeted call for specific research areas (either internal or external). Prior to the decision on targeted field of research, the Faculty Deans submit a strategy document to the CRC Executive Committee that outlines equity considerations and potential research areas. The

Vice-Principal (Research) and the CRC Executive Committee may suggest defining a broader field of research to attract a more diverse pool of candidates.

Prior to the decision on a named nominee, Faculty Deans submit documentation to the Vice-Principal (Research)/CRC Executive Committee that includes a letter from the Dean that (among other items):

- lists the names of all candidates recommended by Appointments Committees in units/departments but not recommended by the Dean
- provides reasons for not recommending to the CRC Executive Committee any candidate recommended by an Appointments Committee in unit/departments who is female and/or has self-identified as belonging to one of the equity-seeking groups designated under Article 24 of the Collective Agreement
- lists the faculty-based venues intended to reach prospective candidates from equity-seeking groups to which the notice of competition was sent

2) Chairs may also be allocated via a university-wide open call to internal or external candidates. A university wide internal special call, for example, was issued in March 2019 (Appendix F). This special call was open to candidates who self-identified as women and no fields were specified. After adjudication by multiple review committees, five internal candidates were selected to proceed to nomination.

Findings suggest that allocation within the CRCP are open and transparent and closely follow the program's requirements. Implementation of the CRC RASCI-matrix checklist developed by the Provost's Office and VPR in 2018 ensures full compliance with program requirements.

Accountability/Timeline
The Vice-Principal (Research), in consultation with the CRC Executive Committee, is accountable for decisions about the management of allocations on a continuous basis. The CRC RASCI-matrix checklist will be updated by November 2019 in light of the new CRC best practices guide circulated in the summer of 2019.

When decisions are made to use the corridor of flexibility

The CRC Executive Committee strives to maintain the original allocation of Chairs across Tiers and Granting Agencies and generally only uses the corridor of flexibility (if required) to accommodate nominees selected for strategic reasons through the regular process. The corridor of flexibility may also be used, if necessary, to accommodate a change in Granting Agencies for a nominee as decided by TIPS, and to increase equity, inclusivity and diversity in the CRCP.

Accountability/Timeline
The Vice-Principal (Research), in consultation with the CRC Executive Committee, is accountable for decisions about using the corridor of flexibility.

CRC Recruitment Process

The Queen's Equity Services is mandated to manage and monitor the University's employment equity program and to report on completion of each equity hiring process, including nominations to the CRC program. This monitoring is done through the Queen's Equity Appointments Process (QEAP) Application (Appendix G). The QEAP is an innovative web application that collects, tracks, and reports on employment equity data for which the Queen's Human Rights and Equity Office was awarded the 2018 Innovation Award, an Employment Equity Achievement Award given the Federal Government. The QEAP is able to verify that all hiring committee members have received the appropriate mandatory employment equity training (developed and delivered by Equity Services). After receiving 6 hours of employment equity training, the "Employment Equity Representative" can access QEAP to determine which designated groups are the most underrepresented in the unit (this information is taken from the I COUNT Queen's Equity Census (Appendix H) and imported into the system). This information will influence the unit's recruitment strategy. The diagram below is an example of a unit's data profile; 1 being the designated group that is most underrepresented, 2 being the next most underrepresented, and so on. A green checkmark indicates the unit has met workforce availability for that designated group.

The QEAP application also does the following:

- QEAP asks what measures have been taken to attract and recruit members of designated groups
- QEAP sends self-identification questionnaires to all applicants inviting them to complete the questionnaire in confidence; only the Employment Equity Representative has access to this confidential information. This information helps to ascertain whether there is a diverse pool of qualified applicants and also aids in decision making with respect to offer.
- QEAP is able to track the diversity of the applicant pool from total applicants, to longlist, shortlist, invited to interview, ranking and ultimately, job offer.
- If the candidate who is invited to proceed to CRC nomination has not self-identified in the university's most underrepresented groups, QEAP prompts the Employment Equity Representative to provide the committee's rationale.
- Lastly, a summary report is sent to the unit head as well as the Provost's Office. The Provost's Office closely monitors decisions from the perspective of advancing equity, diversity and inclusion and acts to uphold these principles and to intervene if these principles are not upheld.

With respect to the recruitment process, Equity Services reports on the data extracted from self-identification questionnaires (Appendices I and J) that have been returned by applicants in the CRC search. The self-identification questionnaires allow us to view how members of the designated groups fare throughout the entire CRC process.

Note: Queen's University equity targets and the number of chair holders for each of the Four Designated Groups (FDGs) are constantly updated at: https://www.queensu.ca/vpr/canada-research-chairs-program-crcp#EquityTargets

CRCs - 2009-2019		Totals	Women	Racialized/Visible Minorities	Indigenous Peoples	Persons with Disabilities
Applied	Total	342	74	51	*	5
	Percentage	100.0	21.6%	14.9%	*	1.5%
Shortlisted	Total	48	15	5	*	*
	Percentage	100.0	31.3%	10.4%	*	*
Invited to Interview	Total	40	15	5	*	*
	Percentage	100.0	37.5%	12.5%	*	*
Appointed	Total	16	4	*	*	0
	Percentage	100.0	25%	*	*	0.0%
Workforce Availability, NOC 4011			43.3%	19.1%	1.3%	3.8%

*less than 5 but greater than 0

Findings:
- The findings of this ESR indicate that of the 32 new CRCs appointed in the last ten years, 16 were appointed via a formal employment equity process (50.0%) All CRC appointments must now be made through the employment equity process (QEAP). It is now not possible to make a CRC appointment outside of the QEAP process.
- The percentage of women appointed in the last 10 years (25%) was below the workforce availability for Professors, NOC 4011 (43.3%)
- The percentage of racialized/visible minorities appointed in the last 10 years was below the workforce availability for Professors (19.1)
- The percentage of Indigenous peoples appointed in the last 10 years was above the Canadian population percentage.
- The findings indicate the need to ensure that diversity is maintained at all levels of the CRC appointment process.

An **objective** suggested by this part of the ESR is to ensure that the percentage of designated groups does not decrease from the applied, shortlisted, interviewed and appointed stage and to ensure the equity principles shape every step of the recruitment and appointment process. We have defined

actions to achieve this objective, including the creation of a CRC recruitment (2018-2019) checklist to ensure that all steps of the recruitment process are animated by principles of equity, diversity and inclusion (Appendix K). The checklist also clearly identifies who is responsible for each step of the recruitment process. This checklist is now used to guide all CRC searches. (Objective and tactics will be outlined in full at the end of the ESR section).

The next part of this report will include data from the broader employment systems review for tenure and tenure-track faculty at Queen's. Although not specifically highlighting the CRC program, the larger data sets of the university wide employment systems review enables us to report on all underrepresented groups and to contextual the CRC program within the institution.

The table below indicates the total number of applicants for faculty positions for 2018 who returned self-identification questionnaires. The table also shows how many designated group members were short-listed, proceeded to the interview stage and were ultimately appointed.

Self-Identification Data for Faculty Appointments, 2018

Faculty appointments 2018		Totals	Women	Racialized/ Visible Minority	Indigenous Peoples	Persons with Disabilities
Applied	Total	3755	963	823	37	107
	Percentage	100.0	25.7	21.9	1.0	2.9
Shortlisted	Total	555	203	91	13	14
	Percentage	100.0	36.6	16.4	2.3	2.5
Invited to Interview	Total	479	188	74	13	13
	Percentage	100.0	39.3	15.5	2.7	2.7
Appointed	Total	187	78	27	8	6
	Percentage	100.0	41.7	14.4	4.3	3.2
Workforce Availability, NOC 4011			43.3	19.1	1.3	3.8

If we examine the progress of these groups using the information from those self-identification forms we see that the percentage of designated group members generally increases at each stage of the process with the exception being members of racialized/visible minorities. According to the self-identification information designated group members are being appointed at or close to the workforce availability percentage with the exception being members of racialized/visible minorities.

The following table allows us to review self-identification after new faculty start their position. The results of the *I Count Queen's Equity Census* (Appendix H), which is completed after the appointment, shows that the appointment rates for designated group members are actually

higher than the applicant self-identification process results would indicate (with the exception of Indigenous peoples.)

New Faculty Appointments: Designated Group Representation

Appointees (After hired)	Totals	Women	Racialized/Visible Minority	Indigenous Peoples	Persons with disabilities
2018	202	114	35	7	11
Percentage	100.0	56.4	17.3	3.5	5.4
Workforce Availability, NOC 4011		43.3%	19.1%	1.3%	3.8%

Tenure/Tenure Track positions are being hired above workforce availability with the exception of persons with disabilities.

Queen's Designated Group Representation Rates, Faculty Positions, 2018

| Appointees (After hired)	Women	Racialized/Visible Minority	Indigenous Peoples	Persons with disabilities
Tenure Tenure/Track, Non-Renewable (Academic)	51.6%	33.3%	6.5%	3.2%
Workforce Availability, NOC 4011 (Professors)	43.3%	19.1%	1.3%	3.8%

The University has made some progress with respect to the appointment of women and racialized faculty, and the representation rates for Indigenous peoples and persons with disabilities has increased since 2005; however, representation has stayed consistent for the past five years. We need to continue to be proactive, in particular for racialized faculty, as the gap remains the largest with the workforce availability being 19.1%.

Although it was not possible to display the percentage appointed in CRC positions for racialized minorities because of the small CRC data set, the larger data set reviewed above from across all faculty appointments indicates the need for intentional action to ensure that the progress of all members of the designated groups increases at each stage of the process. This is especially important when we consider intersectionality. These findings suggest the importance of a panoply of actions and interventions to ensure diverse applicant pools and that qualified members of underrepresented groups are advanced at all stages of the appointment process. See objective and tactics outlined at the end of the ESR section. Fully implementing the CRC RASCI-matrix checklist developed by the Provost's Office and VPR in 2018 is one action. This detailed checklist includes best practices as well as requirements for all stages of recruitment. This matrix includes many examples of proactive measures as: job postings designed to reach a wide audience (Equity and Human Rights office scans all advertisement to ensure that language

is inclusive), that researchers with career leaves are invited to apply and that their application will not be negatively affected by their leave(s). Ensure annual (January) updating of the matrix checklist.

Committee Representation

Of the 16 CRC committees that conducted an employment equity process, nine were submitted through the electronic system and committee members were tracked. The findings of the review of representation on CRC committees from designated groups is displayed in the image below.
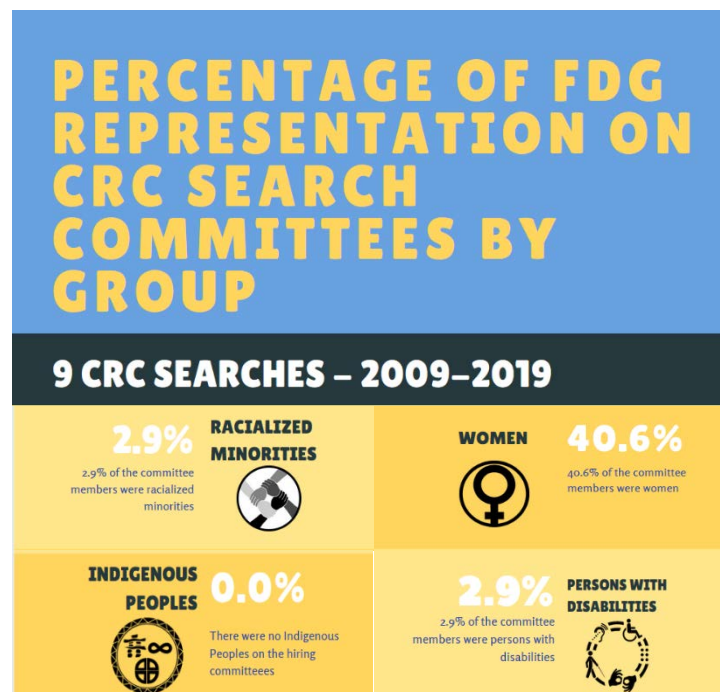
The review of the CRC search committees indicated that the committee could entail greater representation from members of the designated groups other than women. Ensuring more diverse committee membership is an important tactic in achieving our objectives.

CRC Searches are conducted to fill academic staff positions at Queen's, and the procedures and practices followed must conform to the requirements of employment equity. Appointments committees, which are established within academic departments, are mandated to conduct searches to fill appointments. The participation of voting members from underrepresented groups will be ensured with a view to ensuring that the appointments committee conducts an active search for qualified members of equity-seeking groups, including "designated groups" as defined in the Employment Equity Act.

Training and Development

Article 24 of the Collective Agreement between the Queen's University Faculty Association (QUFA) and the University, requires that members of all appointments committees, including for the CRC program, successfully complete a familiarization and training workshop that covers the "principles, objectives, recent history, best practices, and rules and institutional expectations with respect to employment equity." (Article 24.2.1). Workshops are provided by the Human Rights and Equity Office. For 2018, 243 members of appointment committees participated in the training provided by the Human Rights and Equity Office. There were thirty-two sessions; 22 sessions were General Training for Appointments Committee members; 10 sessions were Employment Equity Representative Trainings. Each member of every CRC appointments committee must have the requisite equity training before the committee convenes. If any individual lacks the required training, the committee is deemed to be non-compliant with the training portion of the CA obligations. Some flexibility is allowed if only a short time elapses between the formation of a committee and the training as long as the committee has not undertaken substantive work during that time.

In addition to Employment Equity training numerous sessions are provided by the Human Rights and Equity Office that also related the CRC program (See Appendix L).

Highlights include:

From Diversity to Inclusion in the Workplace Certificate Program: This program is a series of courses that seek to engage Queen's staff and faculty in conversations, discovery, and learning about diversity and equity and to provide resources, knowledge and tools required to make Queen's an inclusive campus. More information regarding the Certificate Program can be found on the Equity Office website at http://www.queensu.ca/equity.

New Faculty and Staff Orientation Training: The Orientation sessions provides information to all new staff attending the Human Resources orientation sessions regarding equity and inclusion.

Equity and Inclusion Training for Senior Administrators: This workshop is an opportunity for senior administrators to reflect on key human rights, equity and inclusion concepts as well as the importance of these concepts to university administrative functions. Through facilitated discussion, senior leaders will consider the current context for equity, diversity and inclusion (EDI) work on university campuses and explore/revisit foundational language and principles related to equity, access, decolonization and justice for historically marginalized communities. This is a substantive two-part workshop. 407 senior administrators have completed the training as of September 2019.

This part of the ESR indicates a striking enhancement of equity training at Queen's; especially notable is the high number of senior administrators – 407 – who have completed the training. However, there is scope for improvement, notably to ensure that **all** committee members in

CRC searches have completed equity training and that a CRC search committee does not begin its work until there is full compliance with this requirement.

Accountability/Timeline
Provost's Office: immediate and ongoing.

University Policies

The Queen's Canada Research Chairs Equity, Diversity and Inclusion plan is guided by several key university policies that articulate equity goals and recommendations related to inclusive research and that outline implementation strategies and responsibilities for employment systems reviews. First, Queen's Employment Equity Policy (Appendix M) commits the university to create a workplace free of discrimination that is supportive and respectful of employees with diverse backgrounds and that ensures everyone at Queen's has a full and enriching experience. Final accountability for the University's employment equity policy rests with the Principal of Queen's University. The Principal is responsible for ensuring open communications on this policy and on the results of its employment equity initiatives by reporting annually to the Senate and the Board of Trustees. The Principal, Provost, Vice-Principals, Deans, Senior Administrators, including Unit Heads and all other managers who have obligations for employment actions and share responsibility and accountability for the outcomes of the employment equity plan are expected to foster and endorse attitudes and behaviours within their respective divisions that advance employment equity.

Secondly, the Queen's University Senate pledged its commitment to inclusive excellence in the Canada Research Chairs Program by endorsing the following equity in research statement: Queen's is committed to excellence in research and research training for the benefit of Canadians and to achieving a more equitable, diverse and inclusive Canadian research enterprise. Queen's University has in place many institutional supports for these values and regularly monitors and reports on its progress in achieving inclusive goals. Queen's University demonstrates its commitment to advancing diversity and inclusion by ongoing self-study and by implementing best practices on an ongoing basis. The research community at Queen's is committed to and recognizes that building a culture of diversity is a socially responsible approach that actively removes discrimination and barriers to inclusion to provide benefits that reach beyond Queen's University. At Queen's, we recognize that diversity advances research for the greater good by valuing alternate perspectives, thereby unlocking creative potential and stimulating novel collaborations. To that end, Queen's values its responsibility to promote equity in the employment of women, racialized/visible minorities, Indigenous/Aboriginal peoples, and persons with disabilities; Queen's is an advocate for equity within the Canada Research Chairs Program. Queen's commits to evaluating representation of the four Designated Groups listed above within its Canada Research Chair Program and commits further to striving proactively to meet and to maintain its equity targets among the exceptional researchers recruited to this program. (Appendix A, Approved by Queen's University Senate, November 28, 2017).

At Queen's University, we understand equity, diversity and inclusion to embrace the four designated groups (FDGs) and also other equity seeking groups, including LGBTQ2+. We recognize the intersectionality of race, gender, sexual preference, socio-economic status and faith.

Our ESR has indicated that these university policies appropriately embody the equity, diversity and inclusion goals of the CRC program and articulate clear values. Ensuring that these goals are translated into action and that systemic barriers to their attainment are reduced is an ongoing endeavour. This CRC Equity Action Plan and the following proactive measures are animated by these goals.

Proactive measures

2019 Special Call to advance equity, diversity and inclusion goals

A special internal university-wide call designed to address underrepresentation of women in the CRC program at Queen's was issued in March 2019 ([Appendix F](#)). Falling under the Ontario Human RIghts Commission's description of a "special program" and supported by the Queen's University Faculty Association, this call was open only to applicants who self-identify as women. Intersectionality was also considered. Review of the 59 applications by sub-committees who met face-to-face and a university-wide review panel made recommendations to the CRC Executive Committee: five applicants from underrepresented groups are in the process of submitting nominations.

CRC RASCI Matrix and Checklist, implemented Spring 2019.

In consultation with the Provost's Office through which all CRC appointments are approved, a detailed CRC RASCI Matrix and checklist ([Appendix K](#)) has been created that covers all stages of the CRC process from allocation and recruitment to appointment. The checklist indicates who is accountable and who is responsible at each stage of the process. The CRC checklist includes both requirements and best practices. Gathering both requirements and best practices in one document and stipulating who is accountable and responsible helps to ensure that no steps are missed and that EDI requirements and best practices are infused throughout the CRC appointment process.

Accountability/Timeline
The Vice-Principal (Research) is accountable for updating the matrix and checklist to incorporate new requirements on an on-going basis. The new requirements released in August 2019 will be incorporated by November 2019 in consultation with the Equity Office and the Provost's Office.

Providing a supportive and inclusive workplace

A number of measures have been taken in order to provide the framework and support systems to create and maintain an inclusive workplace for all employees, including CRC holders.

- The Equity Office coordinates the development of the University employment equity plan, which establishes quantitative and qualitative measures and reflects the findings of the ongoing employment systems reviews. The Employment Equity Action Plan is developed in consultation with appropriate academic and administrative departments and the Council on Employment Equity.

- The university has developed the Inclusive Queen's website (www.queensu.ca/inclusive) which serves as a hub of resources, programs, and new initiatives which are helping to build a culture on campus that embraces diversity and inclusivity, and empowering all members of the Queen's community to thrive on campus.

- Aboriginal Council of Queen's University (ACQU) was established in 1992 and revitalized in 2011. Its purpose is to "ensure that for generations hereafter, Aboriginal peoples will have access to higher education at Queen's University, and that the institution will be responsive to the broader needs of the Aboriginal peoples." The work of the TRC Task Force came from the ACQU originally but its mandate extends beyond the work of implementing its recommendations. One of the recommendations from the TRC Task Force Report, Extending the Rafters, was the creation of the Office of Indigenous Initiatives, which works with different groups to ensure that this work is being done and the recommendations implemented. The Office established an Implementation Team with representation from all campus units. Further, the TRC Roundtable to advise the Implementation Team was also established, which meets on a monthly basis to discuss the continued work of implementing the recommendations made.

- The University Council on Anti-Racism and Equity (UCARE) was established in 2017 to coordinate, monitor, and report on the progress of university-wide initiatives to address racism and promote equity, diversity, and inclusion. The Council helps to shape the vision and strategy of the university and serves as a critical voice for diversity and inclusion at Queen's. UCARE maintains at least 51% representation from racialized groups and includes faculty, staff, student, senior administration, alumni, and community representatives. The broad scope of the UCARE membership to promote and support efforts by the university that foster a diverse and inclusive campus community.

- The Council on Employment Equity (CEE): The CEE has a mandate from the Principal to assist the University in advancing employment equity. Representatives from all unions and associations are invited to participate on the committee, as well as a representative from the Aboriginal Council of Queen's University.

- The Strategic Planning Group has a mandate to provide strategic planning, harmonization of effort, and oversight of initiatives under the Employment Equity Framework. The composition of this group includes the leads of the working groups in addition to the Chair of the Council on Employment Equity, and University Advisor on Equity and Human Rights.

- The [Accessibility Hub](#) serves as a centralized online resource for accessibility on campus with the mandate to "elevate and inclusion and improve access for everyone on our campus." It provides support and feedback on accessibility initiatives as well as an online resource for information on disability and accessibility issues, in addition to facilitating the university in meeting its obligations under the [AODA](#).

- [Faith and Spiritual Life](#) works within the university environment to facilitate a welcoming, peaceful and safe space for trans, Muslim, Indigenous and other equity seeking students, faculty and staff. Led by the Inter-faith Chaplain, Kate Johnson, a team of chaplains from various backgrounds are available to provide confidential counseling, ceremonial services, interfaith community development and spiritual support to students, faculty and staff on campus.

- [The Positive Space Program](#) encourages the celebration of sexual and gender diversity at Queen's, so that all members of the Queen's community are affirmed and supported.

- Resource networks, for example the Queen's University Association of Queer Employees (QUAQE) and QUFA's Feminist Caucus, provide opportunities to discuss relevant issues, to raise the visibility of issues, and to address barriers for equity seeking groups.

As the [Environmental Review](#) detailed below indicates, there is scope for further enhancements to strengthen an inclusive environment for CRC nominees and holders. The environmental review section below suggests specific objectives and actions to be carried out by the Office of Vice-Principal (Research) in collaboration with the Provost's Office, Deans and with Associate Vice-Principal Human Rights, Equity and Inclusion and Associate Vice-Principal Indigenous Initiatives and Reconciliation. See the [objectives/tactics](#) section in the Environmental Scan below. For example, based on best practices adopted in the Faculty of Arts and Science at Queen's and at other universities, we plan to put in place mentoring initiatives for CRC holders. Athena Swan-inspired mentoring programs in the United Kingdom (for example, University of Glasgow and Imperial College, University of London) and at the University of Michigan (Launch program), have also suggested possible mentoring best practices.

Accountability/Timeline:
The Provost's Office, working with Associate Vice-Principal Human Rights, Equity and Inclusion and Associate Vice-Principal Indigenous Initiatives and Reconciliation, for enhancing mentorship initiatives, by December 2019.

How support and inclusivity are monitored

The Vice-Principal (Research) is responsible for strategic management of the CRCP to ensure that equity objectives are met. The Deputy Provost, a member of the CRC Nominating Committee, actively supports and monitors the equity objectives of the CRCP. The Deputy Provost is accountable for equity, diversity and inclusion and for implementing recommendations from task forces, such as the recent Principal's Implementation Committee on Racism, Diversity and Inclusion and the Truth and Reconciliation Commission Task Force. The Associate Vice-Principal Human Rights, Equity and Inclusion is also a member of the CRC

Executive Committee and is actively involved at all steps of the CRC nomination process, from the allocation, recruitment, nomination and retention in order to support and monitor progress towards achieving the equity objectives of the CRCP.

Queen's Employment Equity Policy ensures systematic, consistent, and cohesive efforts to promote equity at Queen's University, especially but not only, in the appointment of faculty members, including CRC holders. This initiative was undertaken in recognition of the need for Queen's to be more proactive in promoting diversity, including diversity among faculty members and among CRCs.

Senior Management Accountability. Queen's restructured the mandate of the Deputy Provost to explicitly focus on "inclusion" within the more general mandate of academic operations. This reflects the central notion that inclusion will be an integral part of all academic operations including, notably, hiring and curriculum. Thus, a senior university officer with attendant visibility and resources is accountable for equity, diversity and inclusion and for implementing recommendations from task forces, such as the recent Principal's Implementation Committee on Racism, Diversity and Inclusion and the Truth and Reconciliation Commission Task Force. Moreover, in November 2018, two new Associate Vice-Principal positions were created to work closely with the Deputy Provost (Academic Operations and Inclusion) to facilitate in shaping the strategic initiatives of Queen's University through the lens of equity, inclusivity and indigeneity: Associate Vice-Principal (Indigenous Initiative and Reconciliation) and Associate Vice-Principal (Human Rights, Equity and Inclusion). These inaugural positions are held by Kanonhsyonne (Janice Hill) and Stephanie Simpson, respectively.

The Strategic Research Plan (2017) emphasizes a commitment to equity, diversity and inclusion within the research enterprise at Queen's University by acknowledging that excellence in research and scholarship depends on the richness of ideas and methods achieved through diversity, by actively supporting the actions taken by Queen's to promote diversity of students, trainees, staff, and faculty within the university community and by celebrating research that showcases diversity of ideas, perspectives, cultures and locations (e.g., Prizes for Excellence in Research)

The Queen's Equity Office's mandate "is to work with Officers of the University, the Senate Education Equity Committee and the Council of Employment Equity to ensure that equity is achieved throughout the University in accordance with the Report on Principles and Priorities adopted by the Queen's Senate in 1996." Please see Appendix N for a description of the multiple-pronged activities led by the Equity Office to promote equity and inclusion at Queen's, including creating an inclusive environment and promoting the achievements of equity seeking faculty, researchers, students and staff.

Exit Surveys. As stated previously, to help ensure that Queen's meets commitment to employment equity, all exiting employees have an opportunity complete an Equity Exit Survey, including CRC holders who may vacate positions at Queen's. In addition, an internal transfer survey is available for employees to complete when transferring departments within the

University. The Office of Vice-Principal (Research) will hold exit interviews with departing CRC holders, should the occasion arise. There have been not departures of CRC holders from the university.

Harassment and Discrimination Support Resources. Queen's University is committed in creating a culture of equity, diversity and inclusion and in nurturing a campus environment in which all are treated with dignity and respect. In the event that one experiences or bears witness to harassment or discrimination, the University encourages its members to disclose their experience. A list of resources is available through the Inclusive Queen's website. Disclosures are held in confidence and support services are client-driven and open to faculty, staff and students. Those who utilize these resources can consult confidentially on their options, seek informal resolutions, initiate a formal report, or any combination of these actions.

Procedures, policies and supports to enable the retention of individuals from underrepresented designated groups

Collaboration across the university to enable the retention of CRC holders from underrepresented groups involves unit heads, Deans, the Office of the Vice-Principal (Research), the Deputy Provost Equity and Inclusion as well as the newly inaugurated Associate Vice-Principal Equity and Inclusion and Associate Vice-Principal Indigenous Affairs. The environmental scan highlighted some requests for additional support for CRCs from underrepresented groups (see following section) and in response we have defined as an objective fuller and equitable support for all CRC holders, including the introduction of mentoring initiatives to enhance an inclusive research culture (including a welcoming event, ongoing consultations with University Research Services to facilitate research activity, and regular opportunities to identify needed supports or obstacles to research.)

Accountability/Timeline
Associate Vice-Principal (Human Rights, Equity and Inclusion) in partnership with Office of the Vice-Principal (Research), by December 2019 and ongoing.

Managing complaints from chairholders/faculty related to equity

Depending on the nature of the concern and the relationship of the individual to the CRC program, there are multiple avenues for managing complaints related to equity in the CRCP. Individuals might choose in the first instance to express their concerns to the department head or dean of the faculty, especially if related to inequitable teaching or service responsibilities, support for research, funding, etc. As well, they may approach the Vice-Principal (Research) — as Chair of the CRC Executive Committee — for confidential advice related to inclusion and retention. Faculty Relations and Queen's University Faculty Association (QUFA) are also equipped to manage and respond to complaints about equity. The Human Rights and Equity Office has a mandate to ensure that the Queen's community's needs in the area of human rights and equity are being addressed adequately, including concerns about the CRC program.

Associate Vice-Principal Human Rights, Equity and Inclusion has a mandate to follow-up on complaints or concerns and to work collaboratively across the university to address complaints.

Contact Information of Units Responsible for Managing Complaints about the Institution's Chair Allocations

Vice-Principal (Research)
Office of the Vice-Principal (Research)
Richardson Hall Room 215
E-mail: vpresearch@queensu.ca

Deputy Provost (Academic Operations and Inclusion):
74 University Avenue, Room 353, Richardson Hall
Queen's University at Kingston, ON K7L 3N6
Phone: + 1 (613) 533-2020
E-mail: provost@queensu.ca

Associate Vice-Principal (Human Rights, Equity and Inclusion)
Human Rights Office
B506 Mackintosh-Corry Hall
Telephone: (613) 533-6886
Email: hrights@queensu.ca

Mechanism for monitoring and addressing concerns/complaints and mechanism for how concerns/complaints are reported to senior management

The CRC Executive Committee has the responsibility of monitoring concerns and to work collaboratively with the Provost's Office and Deans/Heads to address concerns or complaints if they do arise.

Employment Systems Review Objectives, Tactics and Indicators

The ESR conducted in 2019 suggests the following objectives/tactics/indicators:

Objectives
1. **To embed EDI considerations within our procedures for CRC allocations, recruitment and renewal in order to ensure that members of underrepresented groups move through all stages from application to appointment to promotion for CRC allocations, recruitment and renewal.**
2. **To make available to all CRCs formal support systems to ensure their success and retention.**

Tactics:

- Ensure that all staff and faculty involved in CRC appointment use the RASCI-matrix checklist developed by the Provost's Office and VPR in 2018. This checklist is detailed and includes best practices as well as requirements for all stages of recruitment. This matrix (see Appendix K) includes such examples of proactive measures as: job postings designed to reach a wide audience. Equity and Human Rights office scans all advertisement to ensure that language is inclusive, that researchers with career leaves are invited to apply and that their application will not be negatively affected by their leave(s). Ensure annual (January) updating of the matrix checklist.
- Ensure that a member of the Equity and Human Rights Office is an ex-officio member of all CRC search committees.
- Ensure that the contact for accommodations is clearly communicated in all CRC processes
- Require all members of CRC committees to complete equity training (members who have not completed the training will not be able to participate in the CRC committee)
- Require all members of the CRC committees to complete CIHR unconscious bias training.
- Ensure that the VPR and Provost's Office maintains strong and frequent communication with the unit head to ensure diversity of candidates
- Seek modification of the composition of appointments committees to ensure the participation of voting members from underrepresented groups who may bring a different perspective with a view to ensuring that the appointments committee has conducted an active search for qualified members of equity-seeking groups, including "designated groups" as defined in the Employment Equity Act.
- Continue to consider building cohort or clusters across CRC and faculty positions to limit the potential for isolation and build research collaboration
- Complete a scan of CRC promotion from assistant to associate to full professor from an EDI perspective
- Ensure that recruitment process explicitly engages diverse approaches to scholarship and unconventional research outputs and ensures that individuals are not disqualified from a search because of unconventional approaches
- Ensure that parental leaves are taken into account when assessing candidates
- Consult regularly with the newly-formed CRC Equity, Diversity and Inclusion working group (Appendix O) to generate tactics.
- Creation of a new staff position, Indigenous Research Advisor, to support Indigenous-related research and to train and support researchers in Indigenous epistemologies and community-based research.

Indicators:

- 100% of CRC appointments committee members receive equity and diversity training
- 100% of CRC appointments committee members receive unconscious bias training
- Percentage of candidates from underrepresented groups does not decrease significantly at each stage of recruitment, appointment and promotion
- All CRC searches submit completed CRC RASCI matrix

Accountability/Timeline

Office of the Vice-Principal (Research) in partnership with Associate Vice-Principal (Human Rights, Equity and Inclusion), ongoing monitoring with specific new initiatives to be completed by May 2020.

> **Objective: to broaden our implementation of equity objectives to include intersectionality and to create specific strategies for underrepresented groups.**

Tactics:
- Encourage CRCs to identify in all the categories that pertain to them (self-ID in I COUNT already includes multiple variables for self-ID)
- Add fluid genders to I COUNT census
- Continue to collect and analyze disaggregated data on research stipend, protected research time, space, etc. examining the data on individuals who identify with more than one group
- Consult regularly with the newly-formed CRC Equity, Diversity and Inclusion working group (Appendix O) to generate tactics.
- Develop distinct strategies for each of the FDG groups that recognizes the unique experience of its members. One example for a distinctive strategy for CRCs with disabilities is outlined in Appendix P; this form of unique strategy will be developed for all of the underrepresented groups:

Accountability/Timeline

Associate Vice-Principal (Human Rights, Equity and Inclusion) in partnership with Office of the Vice-Principal (Research), by May 2020.

Environmental Review

Generally, the primary EDI indicators used at Queen's to assess the institutional environment and inclusive measures are three-fold: i) the CRCP equity targets defined for Queen's by TIPS; ii) the national, award-winning, Diversity and Equity Assessment and Planning (DEAP) Tool (Appendix Q) and Queen's Equity Appointments Process (QEAP; Appendix G); iii) Queen's extensive self-study of inclusivity over the last four years, especially in the Truth and Reconciliation Commission (TRC) Task Force and the Principal's Implementation Committee on Racism, Diversity, and Inclusion (PICRDI).

With respect to the CRC Program at Queen's, in addition to the Employment Systems Review outlined above, an environmental review was conducted based on confidential surveys of CRC

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holders, department heads, senior administrators and 1:1 interviews of CRCs from underrepresented groups.

A confidential survey of CRC holders (Appendix B) was sent to 43 CRCs. Of the 43 sent, 24 were completed, of which 13 were by Tier 1 chairs and 11 by Tier 2 chairs. The letter of invitation to complete the survey assured participants that the surveys would be kept confidential and anonymized. Applicants were encouraged to self-identify in all the categories that apply to them. Seven CRCs self-identified as FDG, with some self-identifying in more than one identity. In order to protect the confidentiality of participants, more specific data on self-identification groups within this larger category cannot be provided. Responses were cross-referenced to self-identification data by the Equity Office to assess any correlation between the experiences reported and self-identification within FDG. Self-identification in more than one category enabled an intersectional analysis to be conducted to identify the additional barriers faced by individuals with intersecting identities. A summary of themes can be found in Appendix C.

Interviews: Of the seven CRC holders who participated in the survey and who identified with an equity status, five indicated that they would be willing to participate in an interview; three interviews were conducted. In order to protect the confidentiality of participants, more specific data on self-identification groups within this larger category cannot be provided. The interviews were recorded to ensure complete and accurate capture of answers, then immediately deleted after transcription and analysis completed. The interview script is found in Appendix D.

Survey to all unit heads with CRC (Appendix E). Of the 23 units contacted, 18 submitted responses to the questionnaire. Conducted by the Equity Office.

Key Findings of the surveys and interviews related to environment

Theme 1 – Protected research time

A number of CRCs focused their responses on protected research time. CRCs agreed that protected research time was vital to their success. A number of CRCs felt that the university relied too heavily on CRC holders to carry out core teaching and that increased teaching release would be beneficial and greater recognition of student mentorship/training. One response suggested that greater alignment of teaching with CRC funded research would increase impact of teaching and research. Others pointed to their protected research time as a reason why they felt supported.

The findings do not suggest a correlation between less protected research time and membership of an underrepresented group, but protected research time must be monitored regularly by a central office (OVPR) to ensure that research time is protected and that it is protected equitably between FDG and non-FDG chairs.

Theme 2 – Research stipends/funding

For some respondents, research stipends provided them with an effective platform to carry out ambitious and high-impact research programs.   Others mentioned high degree of support within their departments, including additional graduate funding for recruitment, increased research funding. Several respondents suggested that differentials in research stipends can be demoralizing and that greater equity should be implemented. One CRC suggested that the introduction of a CRC salary bonus as is the practice at other universities would be most welcome.

One response highlighted the need for more administrative support for prolific researchers. With success comes greater pressure to lead proposals but not more resources to support these activities.

The findings suggest the value of centralizing the management of CRC packages in order to minimize the variation that occurs across and within units. One FDG member reported a lower stipend than colleagues; others from FDG reported higher stipends. The [comparative review](#) provides quantitative data on research stipends and is needed to supplement the qualitative data of the survey and interviews.

Theme 3 – Sources of Support: Department/Faculty/University

In the qualitative responses for this question, respondents repeatedly, either directly or indirectly, referenced that their departments played the largest role in determining the quality of their experience and that there were few direct interventions with their Faculty Office in support for their CRC role. Many respondents believed that the key decisions (i.e. funding and teaching relief) were made at the departmental level not the faculty level. A number of respondents specifically referenced University Research Services and the Vice-Principal (Research) as positive support mechanisms at the University.

This finding is consistent with the findings of the comparative scan and the ESR and suggest the value of centralizing the management of CRC packages in order to minimize the variation that occurs across units.

The issue of inadequate research space emerged and further investigation will be carried out in 2019-2020 to determine if there is a correlation between FDG and lack of adequate space to carry out research or delays in setting up a lab.

Theme 4 – CRC Mentorship /Networking

Views on the desirability of a mentorship program for CRC were mixed. Some fully support the idea of mentorship while others believed they already had sufficient networks. Nonetheless,

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there was sufficient indication among Tier 2 responses to suggest that offering the option of mentoring to CRC would be a valuable addition and may enhance the experience of all CRC.

Beyond mentorship, the qualitative data for this question demonstrates a wish for more networking opportunities to build collaboration across the university.

Theme 5 – Additional Supports from the University

Most often cited in response to this question was the need for additional administrative support.   Some researches mentioned the demands of applying constantly for research funding and the administrative load that these applications and of leading complex research times exacted. The need for the University to provide enhanced research space also figured in responses.

One respondent specifically highlighted the challenges of childcare. Guaranteed child-care spots and support for women who want to travel for conferences/field work and take their young children with them was recommended as a tool to recruit.

Another respondent indicated that greater resources were needed for faculty who move.

A number of respondents spoke to a generalized feeling that the university did not "promote" their research or that they did not feel "appreciated" by the institution. These responses seemed to center around a lack of recognition of their work and feeling disconnected. These responses did not correlate to FDG status. Others mentioned that their research was effectively promoted and supported by the university.

Recommendations offered in survey:

- Greater and more consistent across the university, course/teaching relief
- Greater connection between faculties and departments (opportunities for faculty-wide networking events, including CRC-focused induction and an event to meet the other CRCs at the beginning of the year.
- Pool of resources that CRCs can utilize to cover additional costs and needs (i.e. childcare for conferences, administrative assistance).

The survey of heads of units highlighted the following challenges in advancing equity goals in the CRCP at Queen's:

1. Employment opportunities for partners: "The two-body problem is a major issue. Many women chair candidates are reluctant to apply/accept offers without a guarantee of a job for their spouse."
2. Non-metropolitan context of the university and a lack of significant diversity within the Kingston community
3. A lack of local industrial support / opportunities
4. Reluctance to recognize multiple forms of knowledge/research as valid.

The 1:1 interviews (Appendix C) provided the opportunity to provide more detailed elaboration of the lived experience of three CRC holders from underrepresented groups. The findings of these interviews, combined with the survey data, suggest the following objective related to environment:

Objective: Create an inclusive research culture that celebrates diversity and enables all researchers to flourish

Tactics:
- Complete DEAP process for the Office of the Vice-Principal (Research) to better understand the environments and climate relating to equity and diversity for research support (DEAP process was initiated June 2019 with completion expected January 2020.)
- Celebrate/honour the diversity of research conducted by CRC holders in an annual CRC research recognition event, which would also be an induction of new CRC holders.
- Celebrate the research of CRC holders from underrepresented groups (e.g. Research at Queen's website feature "Empowerment through Revitalization of Indigenous Language" on CRC Tier 2 Dr. Lindsay Morcom, a feature which includes Indigenous languages and art)
- Showcase and celebrate the diversity of research methodologies and research outcomes by holding regular faculty research events (e.g. Indigenous Research Showcase April 2019)
- Continue university and community planning for an Indigenous Research Centre for research activity, including research conducted by Indigenous epistemologies
- Provide opportunities for networking among CRC holders in 3 informal meetings per year
- Set up cohorts or groups within the larger CRC community at Queen's to network and provide informal mentorship to those who are interested
- Develop a program of 1:1 mentoring to interested CRC holders
- Engage individuals who participated in the survey or interviews in focus groups and form new focus groups to continue the conversation a minimum of two times a year so that we can learn more about different lived experiences and to respond to concerns as they emerge
- In collaboration with university partners, provide training sessions per year to support research enterprises as requested in the CRC survey, notably on the most commonly-requested subjects: e.g. building a lab and project management skills
- Consult with the CRC EDI working group (Appendix O) to generate new ideas in regular scheduled once-a-term meetings
- Continue to consider making thematic, targeted, cohort hires (including CRC nominations) in which groups of outstanding scholars working in particular areas are appointed together.

- Conduct exit interview in the event that a chairholder leaves the university and share the information (respecting confidentiality) with CRC EDI working group (Appendix O)
- Support post-CRC transition in collaboration with Faculties

Indicators:
- Evidence of increased diversity and enhanced processes to sustain equitable and inclusive environments for CRC holders through the DEAP analysis
- Evidence provided by QEAP and I COUNT analysis on increased diversity within the CRCP
- Improved qualitative results in annual survey of all chairs, including those from underrepresented groups
- Improved qualitative results in follow-up interviews with chairs, including those from underrepresented groups
- the retention of equity-seeking individuals through all stages of the recruitment and appointment process
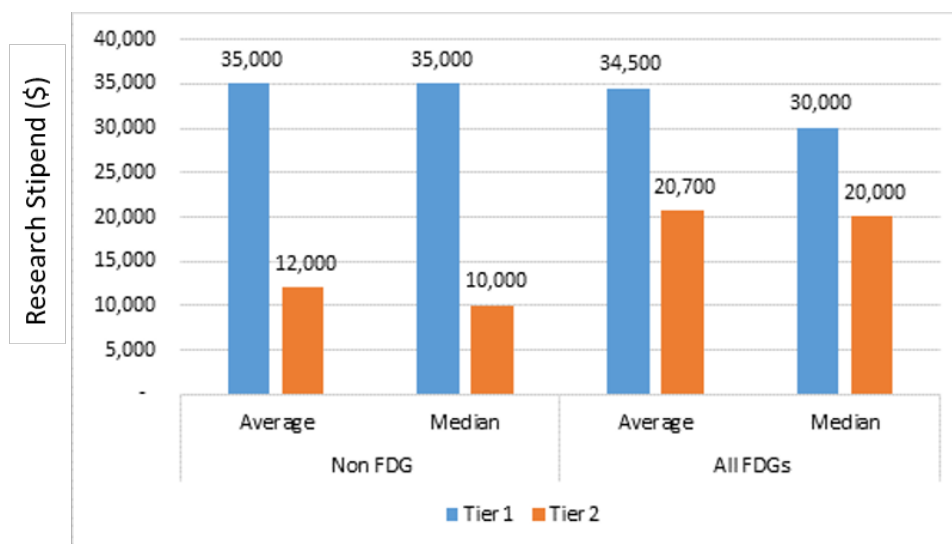
Comparative Review

The comparative review adopted the following methodology:

1) Review of the annual reports submitted to the CRC program by all CRC holders. Conducted by the Office of the Vice-Principal (Research)

2) Institutional review of salaries/benefits and annual research stipends of all CRC holders. Conducted by the Office of Vice-Principal (Research).

3) Cross-referencing the data with anonymized self-ID status, including intersectionality. (Equity Office)

4) The CRC Surveys and interviews mentioned above and survey of Heads of Units.

The review examined institutional support for the CRC program in the following areas: research stipend, protected time for research, CFI JELF allocations, service responsibilities, and salary. Analysis of the data took into account disciplinary differences and market differentials as well as such negotiable elements as protected time for research, salary, research funding, start-up funds, and additional student support.

Findings:

The comparative data for the **CRC research stipends** reflects differences in the level of research stipend support provided to CRC holders. Both average and median were calculated in order to provide information on research stipends from different vantage points. The graph below indicates the average and median for Tier 1 and Tier 2 CRC research stipends across Non-FDG and All FDG groups.

Note that research stipends for physician CRCs are excluded from the analysis, to provide a consistent comparison among CRCs who are members of QUFA.

Our comparative review suggested the need for standardized minimum research stipends for all CRCs (both internal and external), monitored centrally by the VPR.

The comparative data on **protected research time** indicates that all CRC holders at Queen's have at least 50% of their time protected for research. Protected time for chairs currently ranges from 50% to 80% with an overall average of 62%. On average, clinician scientists/physicians receive a higher release from teaching than other CRC holders, due to unique local circumstances related to South Eastern Ontario Academic Medical Organization (SEAMO). Protected research time for the 16 chairs who are members of the FDG average 63%. Within this larger group, protected research time for the nine chairs who identify as women average 63%.

CFI JELF allocations were received by 28 of the 45 chairs, or 62% of all current Chairs. University Research Services provides support to all CRC holders on CFI and JELF applications, where applicable. Typically, CFI JELF allocations are awarded to NSERC or CIHR chairs with lab equipment and renovation requirements, though SSHRC-based CFIs are also possible. In analyzing the data on CFI JELF allocations within NSERC, we note that the average allocation for members of FDG was slightly lower than average allocations for others. CIHR does not reflect any significant disparity. CFI JELF allocations needs vary greatly based upon

renovation and equipment requirements, and it is difficult to draw conclusions based upon a small sample. However, the Vice-Principal (Research) will continue to monitor CFI benefits to chairs. Since the JELF allocations are made at the decanal level, we will institute central VPR monitoring of all CRC JELF allocations.

It is difficult to assess differentials in **service responsibilities**. This is an especially important area to investigate because we know the members of FDG most often bear a disproportionate service burden. Going forward, we will survey CRC holders to assess the difference in service responsibilities.

On the subject of **salaries**, there are a number of provisions in the Queen's-QUFA Collective Agreement ("Collective Agreement") that expressly reference "employment equity" and "pay equity" for salaries for tenure track and tenured faculty members, including CRC. Article 24 is headed "Employment Equity". It confirms the University's adherence to the Employment Equity Act and its commitment to the principles of employment equity, and expressly recognizes the value that diversity adds to the academy. The need to establish and maintain pay equity between men and women is enshrined in Article 42- Compensation and Benefits, and in Appendix K of the Collective Agreement (The Anomalies Side Table, or "AST"). The AST is a committee that analyzes salary information and makes recommendations aimed at maintaining "pay equity between men and women, and at "maintaining an equitable application of the career development and merit policy". The University adjusts faculty members' pay, reviewed on an annual cycle, based on allocations recommended by the AST.

The comparative scan did not directly investigate space provisions and future scans will include an investigation of whether CRC have equitable access to space and equipment for research.

Comparative Review Objectives, Tactics and Indicators

Objective: Ensure equitable and transparent support for all CRC holders

Tactics:
- Centralize management of CRC packages in consultation with Provost's Office, Deans and Unit Heads
- Communicate with Unit Heads and Deans current comparators for institutional support and ensure that there are not anomalies in institutional support for CRC holders.
- Introduce mandatory minimum for research stipends and ensure that this minimum is provided to CRC holders
- Work with academic units to ensure that all Tier 2 CRC have a minimum of $20K pa to be implemented in the new budget year, beginning May 2020. All new or renewing Tier 1 CRCs will receive a minimum CRC research stipend of $30K.
- Ensure that the level of support offered in the nomination package corresponds to actual level of support and follow-up if discrepancy occurs

- Ensure that CRC research support is *in addition* to what is ordinarily provided by the Provost's Office and Faculty Office (RIG) to all new faculty
- Monitor annually allocation of CFI JELF from an EDI perspective to ensure equitable administration
- Monitor annually research space to new external CRCs from an EDI perspective to ensure equitable space is provided in a timely fashion
- Monitor annually the service load carried by chairs to ensure equitable responsibilities, specifically that chairs from underrepresented designated groups are not disadvantaged.
- Provide the option of a CRC mentor to CRC nominees
- Consult with the CRC EDI working group (Appendix O) to generate new ideas in regular scheduled once-a-term meetings

Indicators:
- All new CRCs receive the minimum research stipend
- Data that indicates that CFI JELFs are equitably administered
- Annual comparative scan to identify anomalies

Summary of Objectives/Tactics/Indicators

- **Create an inclusive research culture that celebrates diversity and enables all researchers to flourish**

- **To make available to all CRCs support systems to ensure their success and retention.**

- **To broaden our implementation of equity objectives to include intersectionality and to create specific strategies for underrepresented groups**

- **Ensure equitable and transparent support for all CRC holders**

- **To embed EDI considerations within our procedures for CRC allocations, recruitment and renewal in order to ensure that diversity is maintained throughout the recruitment, nomination and renewal process.**

Conclusion

In sum, the employment systems review, environmental scan, and comparative review have highlighted areas in which the equity goals of the CRCP and of Queen's University are being advanced and in which significant progress towards a more equitable, inclusive and diverse research environment have been made. The review has also highlighted gaps in processes and practices and the need for continued monitoring and the introduction of new initiatives. This report has highlighted over-arching objectives and the tactics/actions to advance these objectives, with an indication of responsibility and timeline for implementation. We welcome this opportunity to work collaboratively to build an equitable, diverse and inclusive research world.

Appendices

Appendix A – Senate Equity in Research Statement

On November 28, 2017, Queen's University Senate pledged its commitment to these goals through explicit advocacy for inclusive excellence in the CRC Program.

"The research community at Queen's is committed to and recognizes that building a culture of diversity is a socially responsible approach that actively removes discrimination and barriers to inclusion to provide benefits that reach beyond Queen's University. At Queen's, we recognize that diversity advances research for the greater good by valuing alternate perspectives, thereby unlocking creative potential and stimulating novel collaborations. To that end, Queen's values its responsibility to promote equity in the employment of women, racialized/visible minorities, Indigenous/Aboriginal peoples, and persons with disabilities; Queen's is an advocate for equity within the Canada Research Chairs Program. Queen's commits to evaluating representation of the four Designated Groups listed above within its Canada Research Chair Program and commits further to striving proactively to meet and to maintain its equity targets among the exceptional researchers recruited to this program."

(Approved by Queen's University Senate, November 28, 2017).

Appendix B – Survey of CRC Chairholders

Canada Research Chairs (CRCs) at Queen's University

You are being contacted by Equity Services because you hold a Canada Research Chair (CRC) at Queen's University.

As you may be aware, following a recent evaluation of the CRC program, concerns were raised regarding issues of equity and diversity which led to the CRC Secretariat launching its Equity, Diversity and Inclusion Plan, to look at strategies for the effective recruitment and retention of CRC Tier 1 and Tier 2 holders from equity-seeking groups (women, Indigenous/Aboriginal peoples, racialized/visible minorities, persons with disabilities and persons who identify as LGBTQ+).

In order to assess the EDI landscape at Queen's for CRCs, Equity Services is conducting a survey on behalf of the university.   We are inviting all CRCs to complete this short survey concerning their experiences at Queen's with the CRC program. It should take no more than 15-20 minutes to complete.

The information shared will help Queen's to improve our support for chairholders. We are particularly interested in the experiences of chairholders who self-identify as being members of equity seeking groups. If you are an equity seeking group member you will have an opportunity at the end of the survey to indicate your willingness to be contacted by Equity Services to discuss your experiences further.

The results of the survey will be presented to the Vice-Principal (Research) at Queen's University; however, all identifying characteristics, including departmental information and information concerning whether the CRC was a SSHRC, CIHR, or NSERC will be kept strictly confidential by the Equity Services and, therefore, will not be included within the results.

If you have any additional questions, please contact the Equity Services at (613) 533-2563 or at equity@queensu.ca.

Thank you for your time.

Your responses will be beneficial in moving forward towards creating and maintaining a diverse and inclusive research environment and strong support for the CRC program at Queen's.

Your response to this survey will be kept confidential by Equity Services. Results will only be shared in aggregate form ensuring no one is identified. Your email address is needed for the purposes of tracking duplication only. It will be kept confidential and separate from your survey responses.

Please enter your email address:

What Tier do you hold?
- o Tier I
- o Tier II

What year did you complete your PhD?

What year did you start your CRC?

Did you submit a nomination to renew your chair?
- o Yes
- o No

If no:
Please explain why you did not submit a nomination?

The following questions address support at the level of the department/unit, faculty and university. In the case of non-departmentalized faculty, please omit the question on faculty (Q11)

As a CRC do you feel supported by your department/unit (or in the case of the non-departmentalized Faculties of Law and Education, your Faculty)?
- o Yes
- o No
- o Somewhat

Please explain the areas in which you feel supported by your department/unit and the areas in which support could be enhanced?

As a CRC do you feel supported by your Faculty?
- o Yes
- o No
- o Somewhat
- o I'm in a non-departmentalized Faculty

As a CRC do you feel supported by Queen's University?
- o Yes
- o No
- o Somewhat

Please explain the areas in which you feel supported by the university and the areas in which support could be enhanced?

Queen's is exploring the introduction of a mentorship program for the CRC program.

What elements would you like to see incorporated in a CRC mentorship program? (Select all that apply)
- o Advice on building a highly-effective research group (including graduate student and post-doctoral fellow recruitment)
- o Network opportunities to build research collaborations across the university
- o Resource/networking for equity seeking groups
- o Work/life balance
- o Publications/Conferences/Presentations
- o Career/professional development
- o Optimizing digital footprint
- o Settling into the community
- o Other (please specify)

What additional supports from the university would be helpful?
- o Advice on building a highly-effective research group (including graduate student and post-doctoral fellow recruitment)
- o Promoting your research
- o Building a portfolio for honours/accolades/prizes
- o Grant applications
- o Knowledge mobilization – social innovation/commercialization
- o Libraries/Information Technology Services
- o Space/Core facilities
- o Advanced computing
- o Other (please specify)

In the interest of helping us understand how equitably the CRC funds are currently allocated by units to Chairholders, please outline the percentage of CRC funding that is allocated to you in the following categories (if applicable) per year to support your research activities.

Teaching Replacement

Salary replacement

Stipends in addition to salary

Research funding

Administrative support

Equipment/technical support

Other

Total

Please indicate your course relief as a CRC. Please also define the customary teaching load for your unit.

Thank you for completing the survey. In order to better understand the composition of the CRCs at Queen's we invite you to answer the following demographic questions. Your answers to these questions will not be provided to the department except in aggregate form.

Are you a member of an equity seeking group (woman, Indigenous/Aboriginal person, racialized/visible minority, person with a disability and/or person who identifies as LGBTQ+)
- o Yes
- o No

Do you self-identify as a woman?
- o Yes
- o No
- o Prefer not to answer

Do you self-identify as a person who is trans, transgender, gender variant, gender non-conforming, genderqueer or a similar term?
- o Yes
- o No
- o Prefer not to answer

Do you self-identify as a person who is lesbian, gay, bisexual, two-spirit, queer or a similar term?
- o Yes
- o No
- o Prefer not to answer

Do you self-identify as a visible minority or racialized person?
- o Yes
- o No
- o Prefer not to answer

Do you self-identify as a person with a disability?
- o Yes
- o No
- o Prefer not to answer

Do you self-identify as an Indigenous person (e.g.) First Nations - status or non-status, Metis, or Inuit?
- o Yes
- o No
- o Prefer not to answer

Equity Services would greatly appreciate the opportunity to speak with you in-person or by phone/skype to discuss your experience with the program in greater detail. This conversation will take no more than 45-60 minutes of your time. Your responses will be kept confidential - no personally identifying information will be shared. Ideally, we would like to arrange to speak with you during the week of July 8th -19th and we will make every attempt to schedule this meeting according to your convenience. Please indicate below the best means by which we can contact you to arrange an appointment and whether there are any other special instructions:

Name:

Phone:

Email

Special Instructions:

If you do NOT wish to be contacted, please check here:
- o Do not contact

Thank you for completing our Survey. If you have any additional comments please feel free to contact Equity Services by email at: equity@queensu.ca or by phone at: 613-533-2563.

Appendix C – Survey Themes

Canada Research Chairs

The CRC survey was sent to 43 CRCs. Of the 43 sent, 24 were returned complete. This analysis is based on the 24 complete responses. Responses were fairly-evenly split between Tier 1 (13) and Tier 2 (11). Responses were submitted by those who have held their chairs for a short time and those who have held their chairs for a much longer time: a range of 18 years from the time of first CRC appointment to the CRC.

Of the Tier 1 responses, 2 were submitted by members of the FDG, and of the Tier 2 responses, 5 were submitted by members of the FDG. Since the data sets for responses by FDG on individual questions are too small, it is not possible to report the number of responses on any given question. On all questions, however, responses were cross-referenced to self-identification data to assess any correlation between the experiences reported and self-identification within the FDG and this aggregate data is presented here.

Theme 1 – Protected research time

A number of CRCs focused their responses on protected research time. CRCs agreed that protected research time was vital to their success. A number of CRCs felt that the university relied too heavily on CRC holders to carry out core teaching and that increased teaching release would be beneficial and greater recognition of student mentorship/training. One response suggested that greater alignment of teaching with CRC funded research would increase impact of teaching and research. Others pointed to their protected research time as a reason why they felt supported.

The findings do not suggest a correlation between less protected research time and membership of an underrepresented group, but protected research time must be monitored regularly by a central office (VPR) to ensure that research time is protected and that it is protected equitably between FDG and non-FDG chairs.

Theme 2 – Research stipends/funding

For some respondents, research stipends provided them with an effective platform to carry out ambitious and high-impact research programs. Others mentioned high degree of support within their departments, including additional graduate funding for recruitment, increased research funding. Several respondents suggested that differentials in research stipends can be demoralizing and that greater equity should be implemented. One CRC suggested that the introduction of a CRC salary bonus as is the practice at other universities would be most welcome.

One response highlighted the need for more administrative support for prolific researchers. With success comes greater pressure to lead proposals but not more resources to support these activities.

The findings suggest the value of centralizing the management of CRC packages in order to minimize the variation that occurs across and within units. One FDG member reported a lower stipend than colleagues; others from FDG reported higher stipends. The comparative review provides quantitative data on research stipends and is needed to supplement the qualitative data of the survey and interviews.

Theme 3 – Sources of Support: Department/Faculty/University

In the qualitative responses for this question, respondents repeatedly, either directly or indirectly, referenced that their departments played the largest role in determining the quality of their experience and that there were few direct interventions with their Faculty Office in support for their CRC role. Many respondents believed that the key decisions (i.e. funding and teaching relief) were made at the departmental level not the faculty level. A number of respondents specifically referenced University Research Services and the VP Research as positive support mechanism at the University.

This finding is consistent with the findings of the comparative scan and the ESR and suggest the value of centralizing the management of CRC packages in order to minimize the variation that occurs across units.

The issue of inadequate research space emerged and further investigation will be carried out in 2019-2020 to determine if there is a correlation between FDG and lack of adequate space to carry out research or delays in setting up a lab.

Theme 4 – CRC Mentorship /Networking

Views on the desirability of a mentorship program for CRC were mixed. Some fully support the idea of mentorship while others believed they already had sufficient networks. Nonetheless, there was sufficient indication among Tier 2 responses to suggest that offering the option of mentoring to CRC would be a valuable addition and may enhance the experience of all CRC.

Beyond mentorship, the qualitative data for this question demonstrates a wish for more networking opportunities to build collaboration across the university.

Theme 5 – Additional Supports from the University

Most often cited in response to this question was the need for additional administrative support.   Some researches mentioned the demands of applying constantly for research funding and the administrative load that these applications and of leading complex research times exacted. The need for the University to provide enhanced research space also figured in responses.

One respondent specifically highlighted the challenges of childcare. Guaranteed child-care spots and support for women who want to travel for conferences/field work and take their young children with them was recommended as a tool to recruit.

Another respondent indicated that greater resources were needed for faculty who move.

A number of respondents spoke to a generalized feeling that the university did not "promote" their research or that they did not feel "appreciated" by the institution. These responses seemed to center around a lack of recognition of their work and feeling disconnected. These responses did not correlate to FDG status. Others mentioned that their research was effectively promoted and supported by the university.

Recommendations offered in survey:

- Greater and more consistent across the university, course/teaching relief
- Greater connection between faculties and departments (opportunities for faculty-wide networking events, including CRC-focused induction and an event to meet the other CRCs at the beginning of the year.
- Pool of resources that CRCs can utilize to cover additional costs and needs (i.e. childcare for conferences, administrative assistance).

Department Heads with CRCs

The Department Head survey was sent on June 13, 2019 using Qualtric. A reminder was also sent on June 19, 2019.

The survey was sent to 23 Department Heads. Of the 23 sent, 18 were returned complete or partially complete. This analysis is based on the 18 returned responses.

Theme 1 – Department Head and authority and decision making
Based on qualitative responses it is evident that Department Heads have a broad and significant level of authority/decision making in relation to institutional support for CRCs.
Although department heads appear to have significant authority, there were instances in the survey in which department heads did not seem to be implementing specific programs beyond those mandated by the Collective Agreement in relation to academic appointments (i.e. for equity seeking communities – see Theme 3). As a generalized comment there seems to be a lack of clarity around whose responsibility it is to implement these types of changes and/or decisions.

Theme 2 – Supporting an inclusive workplace for CRCs
In relation to this question, a number of ideas were offered including, use of the DEAP tool, mentorship programs and specifically targeting more equity seeking group members in future hiring processes.

One head wrote: "Geography is a big issue. We are not in Toronto, which is one of the most multicultural cities on the planet. So the university has to work pretty actively to attract diverse students and faculty to a part of Canada that has not been particularly known for its multiculturalism." Another wrote: "Queen's does face a challenge in that we are not in a major metropolitan centre; many potential faculty from equity-seeking groups would rather be in big cities where there are large communities that they may feel part of. Queen's is far more diverse than the surrounding community, but I think that many potential candidates feel nervous about coming to Kingston - particularly if they are from equity-seeking groups. This has been a challenge in meeting equity and diversity goals across the campus." But another head that although size and geographic location might make a difference to recruiting some candidates, "these are largely alibis" for other challenges. "People will come if we provide an environment where they can flourish. This includes cohorts of well-supported researchers with shared interests, academic and social support …"

"There are some initiatives on campus to encourage community building among racialized minorities here; more could be done in this regard."

Department heads mentioned repeatedly that inclusive measures were taken not just for CRCs, but for all faculty within the department.

Theme 3 – Safeguards to ensure that equity-seeking groups members are not disadvantaged in negotiations
Overwhelmingly, respondents indicated that the measures that were undertaken in this regard were applied equally to all chair holders. In particular, a number of respondents questioned whether any safeguards for equity-seeking group members were necessary. It was clear from the majority of responses to this question that an 'equality' approach rather than an 'equity' approach was applied.

Theme 4 – Measures taken to ensure that individuals from equity seeking groups are not disadvantaged, when there are career gaps
 In response to this question, a number of respondents indicated that they take these 'career gaps' into consideration when making decisions. What was missing from this discussion was a description of 'how' these career gaps are taken into consideration. One respondent did suggest that that "career gaps are discounted" and that consideration is given to "restarting after returning to work".

Theme 5 – Institutional Barriers (Queen's specific)
Two key ideas emerged from responses to this question:
    1. Challenges of Kingston (small city size, lack of cultural diversity compared to large multicultural cities)
    2. Lack of career options for spouses

In detail, respondents spoke to the lack of cultural diversity in Kingston being a barrier for attracting CRCs from equity-seeking communities. One head, however, noted that size and

geographic location can stand as "alibis for why we have done so poorly. People will come if we provide an environment where they can flourish. This includes cohorts of well-supported researchers with shared interests, academic and social support …". Another head stated that "There are some initiatives on campus to encourage community building among racialized minorities here; more could be done in this regard."

In addition, respondents repeatedly spoke about a lack of job options for spouses of CRCs being a deterrent. One head stated "The two-body problem is a major issue. Many women chair candidates are reluctant to apply/accept offers without a guarantee of a job for their spouse or partners."

Theme 6 – Course Relief/Protected research time
The responses to this question reflect varied levels of course/teaching relief. This was a theme that was also mentioned in the CRC survey.

Recommendations made by Department Heads:
- Consistent teaching/course relief across the institution
- Greater clarity on role and function of departments in the recruitment and retention of equity-seeking group member CRCs
- Greater awareness and institutionalized supports for departments in recruiting and retaining CRCs (i.e. support for spouses, connections to community supports etc.)
- Greater assistance and support for departments that have a history of inequity and that struggle to recruit from underrepresented groups
- Consider thematic, targeted cohort hires where groups of outstanding scholars working in particular areas are hired together
- Recognize and target for recruitment scholars who generate alternative and marginalized knowledges that may not be as easily measurable by traditional CRC standards
- Expand existing community-building among equity-seeking groups on campus
- Profile the advantages of living in Kingston and promote the great research conducted at Queen's
- Use proactive advertising and recruitment strategies

Interviews with CRCs

1. Women Tier 2 CRCs are often of child-bearing years - Women who have children and manage a household experience affects research productivity. There is room for improvement to provide consistent support and accommodation of maternity leaves, career interruption, return to work and child care provisions.
2. Communication regarding the CRC Program and process thereof could be enhanced.
3. There is room for improvement in regards to support for faculty members in general, not just specific to CRC Chairs
4. Mentorship, a sense of community, and belonging are important aspects of overall success
5. Support transitioning from a CRC Chair position is needed

6. CRC Program is also about attracting international talent yet the CRC experience is completely different for international candidates, more support is needed
7. Lack of clarity from university in regards to what happens next to one's research career post CRC
8. The university could improve its consultation of CRCs in regards to overall research strategy
9. Best to ask equity-seeking individuals what they want, how they would like to define themselves
10. There is room for improvement in regards to encouraging FDGs to apply
11. Advertising language could be more explicit in regards to why we are seeking FDGs
12. At all levels of the university (institution, faculty, department, committee members) there needs to be evidence of commitment to fostering inclusive and progressive research environment
13. There is room for improvement in regards to the administrative support for writing the CRC application (from the perspective of being external)
14. This is room for improvement in regards to administrative support for faculty members in general, not just specific to CRC Chairs
15. There are differences in experiences for FDGs, which results in undue burden compared to non FDGs

Canada Research Chair: Individual Interviews

Date:

Interviewer:

Initials of the CRC:

Explain the purpose of the interview to the interviewee at this point.

OPEN ENDED: The Canada Research Chairs Program (CRCP) stands at the centre of a national strategy to make Canada one of the world's top countries in research and development. It invests approximately $265 million per year to attract and retain a diverse cadre of world-class researchers, to reinforce academic research and training excellence in Canadian postsecondary institutions.

Chairholders aim to achieve research excellence in engineering and the natural sciences, health sciences, humanities, and social sciences.

The CRC program has set equity targets for four designated groups: women, racialized/visible minorities, Indigenous persons, persons with disability or FDGs). Various institutions across Canada are at different places in terms of meeting their individual targets. What are some possible barriers that might prevent an institution from meeting its equity targets?

- Perhaps we could probe here for the following – institutional reasons (perceived and real); geographic reasons; availability of candidates; recruitment processes; ways in which the institution has/is perceived to have approached renewal; and, reasons related to resources/budget (faculty and university-based)

1. How did you hear about the CRC you currently hold?
2. Did anyone from the university discuss the position with you to encourage you to apply?
3. Do you have suggestions about how CRC Job Ads could be better worded to encourage applicants from the FDGs?
4. Other suggestions about wider recruitment practices?
5. What was your interview process like for the CRC? [distinguish between internal and external searches]
    - Job talk?
    - Sample class lecture?

- Lunch and with whom?
- Dinner and with whom?
- More than one day?
- Graduate Students?
- Head? Dean? Vice Principal Research?
- Formal, standardized interview versus casual interview?
- Accommodations during process?

6. Was there anything during the interview process that you particularly appreciated or did not like or that made you feel uncomfortable?

7. Do you have any suggestions to encourage FDG candidates to self-identify? (PROBE) From your perspective as a CRC, what do you see as the benefits or concerns of self-disclosure during the application or post-hiring process?

8. Any solutions about how departments, faculties or university can address self-identification challenges?

9. Comment on the administrative support /grant writing mentoring you received from the university when you submitted your CRC nomination.

10. Do you have any comments on the process for selecting CRCs?

11. Comment on the support and resources you received as new faculty member at Queen's (research funds, equipment, teaching release, etc.).

12. During the first term of your CRC, please describe the mentoring you received?
    a. Was this sufficient? If not, what would you have liked to see?
    b. Is there a community of support for CRCs?

13. How did your hiring unit integrate you into the department initially (welcome lunches, faculty mentor, etc.) and how has your integration unfolded since?

14. Did you experience any career interruptions as a CRC? If so, did you disclose them? How have these interruptions affected you/affected the trajectory of your CRC, considering in the short and long term?

15. Have you gone through Queen's CRC renewal process? If so, when? If so, please describe the process, and aspects you appreciated and disliked? If you haven't renewed yet, do you intend to renew your CRC?

16. Thinking institutionally, how should Queen's approach the CRC renewal process? What principles should underpin future practices and should they differ for members of FDGs? (Probe here about career interruptions, challenges/ expectations of being FDG CRCs, career stage, expectations/ perceptions about renewal on the part of FDG CRCs and also the collegium.

17. Have you any suggestions for Queen's to improve its practice regarding search processes, hiring, and retention of FDG CRCs, vis-a-vis equity/diversity/ inclusion?

Canada Research Chairs (CRC) for Dept Heads

Please describe your role in the decision-making process for determining what level of support is provided to chairholders (select all that apply)
- o protected time for research
- o salary and benefits
- o additional research funds
- o office space
- o mentoring
- o administrative support
- o equipment
- o Other

Please describe how your department seeks to provide a supportive and inclusive workplace for chairholders (including those from equity seeking groups (women, Indigenous/Aboriginal Peoples, racialized/visible minorities, persons with disabilities, persons who identify as LGBTQ+) and how this is monitored as well as how you monitor them reaching these objectives.

What safeguards are in place to ensure that individuals from equity seeking groups are not disadvantaged in negotiations related to the level of support provided to them (e.g., protected time for research, salary and benefits, additional research funds, office space, mentoring, administrative support, equipment, etc.)?

Please describe what measures are in place to ensure that individuals from equity seeking groups are not disadvantaged when applying to a chair position in cases where they have career gaps due to parental or health related leaves or for the care of family members.

At an institutional level, what do you feel are the unique challenges faced by Queen's based on its unique characteristics (e.g., size, geographical location, etc.) in meeting its CRC equity goals?

Do you have any suggestions for how these challenges can be managed and mitigated?

At a departmental level, what are the challenges of your unit based on its unique characteristics (e.g., size, discipline, etc.) in meeting the university's CRC equity goals?

Do you have any suggestions for how these challenges can be managed and mitigated?

In the interest of helping us understand how equitably the CRC funds are currently allocated by units to Chairholders, please outline how your unit allocates the CRC funding (in percentage) ($200K/year for Tier 1 CRCs or $100K/year for Tier 2 CRCs) to support the Chairholder's research activities:

Teaching Replacement :
Salary Replacement :
Stipends in addition to salary :
Research funding :

Administrative support :
Equipment/technical support :
Other :

Please indicate how your unit currently determines course relief for Tier 1 CRCs and Tier 2 CRCs to support the Chairholder's research activities. Please also define the customary teaching load for your unit.

SPECIAL CALL
Tier 2 CANADA RESEARCH CHAIR Opportunity for Internal

Candidates Internal Applications due Tuesday, April 30, 2019

Queen's University invites applications from eligible individuals to be considered for nomination to a Canada Research Chair Tier 2 in all fields of study (CIHR, NSERC and SSHRC).
Applicants must hold a full-time faculty appointment at Queen's as an Assistant or Associate Professor in the tenured/tenure-stream or have a signed offer for a full-time tenure-stream position that starts no later than July 1, 2020. The University expects to select candidates for nomination to four Tier 2 Canada Research Chairs. One of the four chairs will be designated as an NSERC CRC.

In order to address the current under-representation of women among Chairholders at Queen's that has been identified by the Tri-Agency Institution Programs Secretariat (TIPS), this initiative follows the provisions for a special program as described by the Ontario Human Rights Commission. This special call is open only to exceptionally qualified individuals who self-identify as women[2]. The identification of outstanding candidates from this designated group supports the commitment to equity, diversity and inclusion in the Queen's Canada Research Chair Equity, Diversity and Inclusion Action Plan endorsed by University Senate in November 2017 and furthers the goals of the updated Queen's Canada Research Chair Equity, Diversity and Inclusion Action Plan (2018).

Canada Research Chairs are established as part of a national strategy to foster research excellence. Please consult the website (www.chairs-chaires.gc.ca) for full program information, including details on general eligibility criteria. Tier 2 Canada Research Chairs are intended for exceptional emerging scholars, and the successful candidate must meet the requirements for the position of Tier 2 Chair as defined by the CRC program:

- be excellent **emerging** world-class researchers who have demonstrated particular research creativity;
- have demonstrated the potential to achieve international recognition in their fields in the next five to ten years;
- as chairholders, have the potential to attract, develop and retain excellent trainees, students and future researchers;
- be proposing an original, innovative research program of high quality.

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[2] TIPS currently uses the categories of the four designated groups (FDG) - Women, Members of Visible Minorities, Persons with Disabilities, Indigenous Peoples – to monitor progress towards meeting equity goals.

At Queen's, Tier 2 Canada Research Chairholders are normally expected to hold a major peer-reviewed grant as a Principal Investigator (PI) from one of the tri-agencies (CIHR, NSERC, SSHRC) or to have received equivalent funding. Those who have only recently become eligible for funding as a PI will be expected to have applied for or to apply for such funding.

Eligibility:

Tier 2 Chairs are intended for exceptional emerging scholars (i.e. candidates must have been an active researcher in their field for fewer than 10 years at the time of nomination).

Applicants who are more than 10 years from having earned their highest degree and where career interruptions exist, such as maternity, parental or extended sick leave, clinical training, etc., may have their eligibility for a Tier 2 Chair assessed.

Where the potential candidate has obtained more than one PhD, or has obtained a professional degree (MD, DVM, DDS, DC, etc.) in addition to a PhD, and the first of these degrees is obtained more than 10 years previous, a Tier 2 justification is also required.

Please contact Queen's University Research Services (Mary Purcell at: purcellm@queensu.ca or x36878) for more information regarding eligibility and to discuss the justification process.

In addition, the impact of certain circumstances (including but not limited to parental leave, family responsibilities, illness, disability, research in emerging fields, limited access to resources) that may legitimately affect a nominee's record of research achievement will be given careful consideration when assessing the nominee's research productivity. Candidates are encouraged to provide any relevant information about their experience and/or career interruptions to allow for a fair assessment of their application.

Internal Applications will consist of:

1. a current long form Curriculum Vitae (CV) that includes academic publications and presentations, research funding history, student supervision and training record (distinguish among undergraduate, Masters and PhD students, research associates, and post-doctoral fellows), and teaching and service activities (clearly indicate students, trainees and post- doctoral fellows when listing co-authored publications/presentations);

2. maximum one page outlining the candidate's most important research/scholarly contributions;

3. maximum one page outlining how a $40k/year research stipend and teaching reduction to at least 25% less than the current norm in the candidate's department/unit will be used to create or extend an innovative research program of research over the 5-year term of the Chair;

4. maximum one page outlining any leaves and/or relevant information about the candidate's experience and/or career interruptions that will allow for a fair assessment of the application.

Applications are due to research@queensu.ca **no later than Tuesday, April 30, 2019**.

All applications will be reviewed internally for candidate eligibility. Any eligibility questions or concerns will be shared with the applicant.

Applications from all eligible candidates will be reviewed and assessed by a diverse panel. The panel will make recommendations to the Queen's Canada Research Executive Committee, comprised of the Vice Principal Research, the Deputy Provost, and the Vice Provost and Dean, Graduate Studies.

Decisions will be released to applicants by June 30, 2019. Full nomination packages for successful candidates must be submitted to the Tri-agency Institutional Programs Secretariat (TIPS) by October 2019. Decisions are anticipated to be released in May 2020.

If you require accommodation during this process, please contact Mary Purcell at University Research Services (contact information below).

Please consult the Frequently Asked Questions on the Queen's CRC website.

Please direct further questions to:

Mary Purcell
Director, Grants and Institutional Programs
University Research Services
purcellm@queensu.ca
x 36878

Appendix G – Queen's Equity Appointments Process (QEAP) Tool

* Taken from: http://www.queensu.ca/equity/employment-equity/qeap

New Faculty Appointments

Equity Services is mandated to collect, track and report on equity data as it pertains to the faculty applicants. Under the Queen's University Faculty Association (QUFA) collective agreement, the equity data is further used to inform the Employment Equity Representative (EE Rep) during the hiring process and Equity Services in completing the annual compliance reports to the Joint Committee for the Administration of the Agreement (JCAA). Please refer to Article 24 of the QUFA CA found below:

Article 24 on Employment Equity, QUFA Collective Agreement

This monitoring is done through the Queen's Equity Appointments Process (QEAP) Application. The QEAP is an innovative web application that collects, tracks, and reports on employment equity data. The QEAP is able to verify that all hiring committee members have received the appropriate mandatory employment equity training (developed and delivered by the Human Rights and Equity Office).

After receiving 6 hours of employment equity training, the "Employment Equity Representative" can access QEAP to determine which designated groups are the most under-represented in the unit (this information is taken from the ICOUNT Queen's Equity Census and imported into the system). This information will influence the unit's recruitment strategy.

The QEAP application also does the following:

- QEAP asks what measures have been taken to attract and recruit members of designated groups.
- QEAP sends self-identification questionnaires to all applicants inviting them to complete the questionnaire in confidence, only the Employment Equity Representative has access to this confidential information. This information helps to ascertain whether there is a diverse pool of qualified applicants and also aids in decision making with respect to job offer.
- QEAP is able to track the diversity of the applicant pool from total applicants, to longlist, shortlist, invited to interview, ranking and ultimately, job offer.
- If the candidate who is offered the job has not self-identified in the unit's most under-represented group, QEAP prompts the Employment Equity Representative to provide the committee's rationale.
- Lastly, a summary report is sent to the unit head as well as the Provost's Office for monitoring purposes.

New Staff Appointments

In Fall 2017, the Principal and Vice-Principals approved the implementation of an equity hiring process for Staff recruitment. Mandatory implementation of an employment equity program for Staff began in January 2019.

Employment Equity Representatives

1. Attend the 3 hour Employment Equity Representatives Training session provided by the Human Rights and Equity Office
2. Contact equity@queensu.ca to request access to the QEAP Application
3. Review the recruitment practices, step by step guide (For Staff EE Reps): Recruitment Practices - Step by Step
4. Review the QEAP User Manual: QEAP User Manual
5. Access the Application: QEAP Online Application

Appendix H – I Count Queen's Equity Census

The "I Count" census now includes questions regarding sexual orientation and gender identity.

This signifies the University's recognition of the historical marginalization of these two groups and its commitment to a discrimination-free workplace that is supportive and respectful of employees with diverse backgrounds.

Your Participation

This census is about you. It is about you helping us to ensure that accurate information on the composition of the workforce is collected at Queen's.

Filling in the information is voluntary but the Federal Contractors Program requires the form be returned. However, if you complete the self-identification questionnaire attached, as fully and accurately as possible, you will ensure that we have accurate information on our workforce.

How Can You Help Meet the Commitment?

The Participation of every employee is important in helping to:

- Achieve an accurate profile of who we are and how representative we are of the Canadian workforce

- Identify areas where changes in policies, practices, and systems are likely to be most effective in achieving fairness in equity and employment

- Pinpoint where we need to eliminate barriers that limit or exclude designated groups (Aboriginal Peoples, persons with disabilities, visible minorities and women) from opportunities that should be open to all employees

How Do I Participate?

Only you can count yourself in!

Complete the census form as fully and accurately as possible, as soon as you can. Make a personal commitment to ensure fairness at Queen's. Self-identifying is a contribution only you can make.

If you need more information or require assistance to complete the questionnaire, please contact the Equity Office.

Code of Confidentiality

1. Confidentiality begins when you use your Queen's netid and password to respond directly to the Census.

2. Only authorized persons involved in Employment Equity will have access to the census information.

3. The Census information will only be used to comply with the Federal Government Employment Equity legislation and to develop and monitor Employment Equity programs at Queen's.

4. All reports based on the census information will be in summary form only, so that no individual can be identified.

5. Census information provided by any individual can be changed upon the written request of the individual.

I COUNT – Equity Census

Your response to the self-identification questionnaire is voluntary and will be kept confidential. However, it is mandatory to enter your **NAME** and **DEPARTMENT** and submit the questionnaire to the Equity Office, even if you choose not to fill out any additional information.

NAME _____

DEPARTMENT _____

FEDERAL CONTRACTORS PROGRAM (FCP)

The Federal Contractors Program (FCP) requires that organizations with 100 or more employees and who receive at least $1 million in federal contracts commit to implementing employment equity with regard to four designated groups: women; Aboriginal/Indigenous peoples; visible minorities/racialized groups; and, persons with disabilities. The University's responsibilities under the FCP include collecting data on the representation of designated group members in the workforce. The questions below are responsive to that requirement.

Please note that a person may belong to more than one designated group.

Women:

For the purposes of employment equity under the FCP, women are a designated group.

Do you self-identify as a woman?

No ☐   Yes ☐   Prefer not to answer ☐

Appendix I – Self-Identification

* Taken from: https://www.queensu.ca/fourdirections/self-identification/self-identify

Why Self-Identify?

What is Indigenous Self-Identification? Why should you identify?

- Self-identifying allows Queen's to provide the best programs and opportunities to Indigenous students

- Students can learn more about their culture and/or connect with the growing Indigenous community at Queen's

- Students can self-identify at any time during their university career

It is a chance for students with Indigenous ancestry to…

- Engage with and become a part of the Indigenous community at Queen's

- Learn more about and strengthen their connection to their ancestry

- Practice and/or learn more about their culture

It allows the University to…

- Re-evaluate and enhance its programs and services to better suit the needs of the Indigenous student population

- Gain a better understanding of the Indigenous community at the school

The process is voluntary and confidential

How can I self-identify?

Students with Indigenous ancestry can fill out the self-identification information at any point during their time as a student at Queen's.

1. Login to your SOLUS student account at myqueensu.ca

2. Scroll to the bottom of the page to "Personal Information"

3. On the left hand side of the page, click the drop-down menu labelled "other personal".

4. Select Indigenous Self-Identification and complete the information

Hear more from Indigenous students themselves!

For more information: Please contact Vanessa McCourt for more advice on self-identification or visit the Four Directions Indigenous Student Centre.

*The information provided can only be accessed by select staff at the Four Directions Indigenous Student Centre and in the Office of the University Registrar. The information will be used to enhance programming, success services, and will inform outreach strategies for Indigenous students. Any reporting will be done in aggregate, meaning that statistics will be collected and used in large numbers and not attached to your name or any identifying information unless you give us permission. For more details about how the information will be used, please review our Frequently Asked Questions.

Queen's wishes to acknowledge funding from the Ontario Ministry of Advanced Education and Skills Development for the development of the university's self-identification mechanism.

Appendix J – Canada Research Chairs Self-Identification Form

Online form is available at: https://competitions.nserc-crsng.gc.ca/EDI/pages/home-accueil.aspx?lcid=1033

Self-Identification Form

Note: The following is provided as a preview of the program's self-identification form only. Nominees and chairholders must submit their information through the program's online system.

Why we are asking you to self-identify

Equity, diversity and inclusivity (EDI) strengthen research communities and the quality, social relevance and impact of research. See the presidents' Open Letter to the Research Community.

The questions are primarily based on the current standard used by Statistics Canada in the Census, and wording from the Employment Equity Act. If you have comments or suggestions regarding this data collection, please send to the relevant agency at:

NSERC: nseequity-equitesng@nserc-crsng.gc.ca

SSHRC: equity-equite@sshrc-crsh.gc.ca

CIHR: support@cihr-irsc.gc.ca

TIPS: EDI-EDI@chairs-chaires.gc.ca

Privacy Notice Statement

SharePoint supports the delivery of certain programs of the federal funding agencies. The information you provide in the self-identification section is collected under the respective authority of either the NSERC Act, SSHRC Act, or CIHR Act depending on the program.

The collection, use, disclosure, retention and disposal of your personal information are in accordance with the Access to Information Act and the Privacy Act. Your information will be managed in accordance with Treasury Board Secretariat policies, directives and guidelines on information management and protection of personal information, and with the agencies' retention and disposition schedules.

Self-identification information is collected on a **voluntary basis**. This information will be stored electronically upon your submission and access is limited to agency staff on a need to know basis. Your self-identification information is **not** part of your application, and is neither accessible to, nor shared with, external reviewers and/or selection committee members in an identifiable form.

Choosing not to self-identify for these purposes will have no consequences for your application. In funding opportunities where an agency may offer special consideration for members of a designated equity group, applicants will be asked to provide their consent separately to use their self-identification information for that purpose.

TIPS, in addition to its normal program monitoring, shares aggregated EDI data on a regular basis with host institutions to support them in monitoring the success of their efforts in meeting their equity and diversity targets.

Your data will be used for the purposes of program operations (including the recruitment of external individuals for merit review processes, where applicable) and planning, performance measurement and monitoring, evaluation and audits, and may be used in aggregate to report to government or to the public. Self-identification information will be reported in a form (e.g., aggregate) to ensure protection of the identity of any individual.

Please also see the relevant agency's Personal Information Banks:

NSERC: PSU 941 and PSU 942 described in NSERC's Info Source.

SSHRC: PSU 941, PSU 942, PPU 055 and PPU 016 described in SSHRC's Info Source.

CIHR: PSU 941, PSU 942 as described in CIHR's Info Source.

If you believe your personal information has been mishandled or have concerns about agency privacy practices, you have the right to file a complaint with the Office of the Privacy Commissioner. For more

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Canada

CHECKLIST FOR CRC SEARCHES

Date: _____

Please Identify

Vice Principal Research: _____

Deputy Provost: _____

Dean: _____

Department: _____

Department Head: _____

Employment Equity Representative: _____

Committee Members: _____

All Canada Research Chair positions must be filled using the program's [requirements](#) for recruitment and nomination, which are based on the principles of openness, transparency and accountability. These outline the **minimum** requirements that institutions must meet when filling a chair allocation. Institutions are encouraged to incorporate additional [best practices](#) with their processes.

This checklist is to be completed (by ticking the appropriate boxes below) and signed by the individuals that are **accountable and/or responsible** for aspects of the CRC search. Although the Human Rights and Equity Office is not listed as **accountable** or **responsible** for all points, they should be consulted throughout the process, particularly in drafting the advertisement.

For any questions, contact VPR or the Human Rights and Equity Office at x32563 or equity@queensu.ca

Checklist

Definitions:

- **Responsible** - who is responsible for carrying out the entrusted task?
- **Accountable** (also Approver) - who is responsible for the whole task and who is responsible for what has been done?

		Accountable	Responsible	
1.	**INSTITUTIONAL ACCOUNTABILITY**			
☐	**Requirement 1.1** Consider the need to meet and sustain equity and diversity targets.	Vice-Principal (Research)	Associate VPR	☐
☐	**Requirement 1.2** Identify a senior level university official who will ensure the process has been followed.	VPR	GRIP[3]	☐
2.	**ALLOCATING CHAIR POSITIONS**			
☐	**Requirement 2.1** Take into account equity and diversity targets and gaps when allocating a Chair position to a department or faculty, when deciding which field to support with a Chair and whether to limit the pool to internal candidates.	VPR	Chair of the CRC Executive Committee[4]	☐
☐	**Requirement 2.2** Consider the potential of drawing a diverse pool of candidates when defining the targeted field of research, outlining that a broader field of research is more likely to attract a more diverse pool of candidates.	VPR	Chair of the CRC Executive Committee	☐
☐	**Requirement 2.3** Consult Equity-Seeking Group Data Report to identify CRC gaps.	VPR	Chair of the CRC Executive Committee	☐
3.	**ADVERTISEMENT / JOB POSTINGS**			
☐	**Requirement 3.1** A job post must clearly state; the date on which it has been posted online, that the position is for a CRC and identify the field of research and tier level (Tier 1 or 2)	Provost	POStaffing	☐
☐	**Requirement 3.2** If the job post is for a Tier 2 Chair, specifically refer to the program's Tier 2 justification	Provost	POStaffing	☐

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[3] GRIP – Grants and Institutional Programs Unit (University Research Services)
[4] See full guide for clarification of supports and resources required, including GRIP and the Human Rights and Equity Office.

	process, and not use language that is misleading nor exclusionary regarding eligibility of a Tier 2 Chair[5]			
☐	**Requirement 3.3** Include a statement that recognizes the legitimate impact that leaves (e.g., maternity leave, leave due to illness) can have on a candidate's record of research achievement and that these leaves will be taken into careful consideration during the assessment process.	Provost	POStaffing	☐
☐	**Requirement 3.4** Include the Queen's commitment statement to equity, diversity and inclusion.	Provost	POStaffing	☐
☐	**Requirement 3.5** Include a statement on our accommodation policies and provide the contact information for someone who can address accommodation request.	Provost	POStaffing	☐
☐	**Requirement 3.6** The potential for conflict of interest and reasonable apprehension of bias within the CRC process is managed accordingly.	Provost	Provost / Dean / Dept. Head	☐
☐	**Requirement 3.7** Encourage individuals from all designated groups to apply.	Provost	Provost / Dean / Dept. Head	☐
☐	**Requirement 3.8** Consult the most underrepresented designated group ranking in the Queen's Equity Appointments Process (QEAP) Application to identify CRC gaps.	Provost	POStaffing	☐
☐	**Requirement 3.9** Ensure an EDI expert reviews and approves the job posting before it is posted.	Provost	POStaffing	☐
☐	**Requirement 3.10** Publicly advertise all Chair positions by posting a link on the public accountability web page (CRC Recruitment and Retention Page at the OVPR website) for a minimum of 30 days prior to the closing of the competition[6]. Postings for external recruitment are open to all potential internal and external candidates. **Note that these must be archived for three years.**	VPR	Individual responsible for staffing in the OVPR (OVPRStaffing)	☐
☐	**Requirement 3.11** OVPR to email edi-edi@chairs-chaires.gc.ca the links to all job postings that advertise chair positions **on the exact day they are posted online**.	VPR	OVPRStaffing	☐

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[5] See more information on Tier 2 justification process and on Chair Position Postings for Tier 2 Chairs
[6] This applies to all new nominations, even those only open to existing faculty. All postings must be archived and publically available for a minimum of three years. In keeping with transparency, a job posting may be advertised no more than two years prior to the nomination being put forward to TIPS.

□	**Best Practice 3.12** In the job posting, include information about the department and provide web links, if available. Showcase the diversity of students and the city.	Provost	POStaffing	□
□	**Best Practice 3.13** Provide information about the university, community assets and resources, EDI policy and action plan, accommodation policies, and family resources that would serve a diverse group and attract them to the institution (Monica Stewart).	Provost	POStaffing	□
□	**Best Practice 3.14** Be explicit that career breaks for family, medical or community responsibilities will not negatively impact the hiring decision.	Provost	POStaffing	□
4.	**SEARCH FOR CANDIDATES[7]**			
□	**Requirement 4.1** Mandate proactive, targeted outreach to attract members of underrepresented groups.	Provost / Dean / Dept. Head	Chair of the Appointments Committee	□
□	**Requirement 4.2** The selection criteria and assessment process are finalized prior to the process being undertaken, and are applied consistently and fairly to all candidates.	Provost / Dean / Dept. Head	Chair of the Appointments Committee	□
□	**Requirement 4.3** The search process is carefully documented.	Provost / Dean / Dept. Head	Chair of the Appointments Committee	□
□	**Requirement 4.4** The potential for conflict of interest and reasonable apprehension of bias is managed accordingly.	Provost / Dean / Dept. Head	Chair of the Appointments Committee	□
□	**Requirement 4.6** Candidates are entered into the Queen's Equity Appointments Process (QEAP) in order to collect self-identification data.	Provost / Dean / Dept. Head	Human Rights and Equity Office	□
□	**Requirement 4.7** Consult Equity-Seeking Group Data Profile to identify CRC gaps.	Provost / Dean / Dept. Head	Chair of the Appointments Committee	□
□	**Requirement 4.8** Devote time and resources to the hiring process to ensure EDI is taken into account.	Provost / Dean / Dept. Head	Chair of the Appointments Committee	□

[7] For a departmental search, the Department Head shall be ACCOUNTABLE; for a faculty search (i.e. Faculty of Health Science/Faculty of Education/School of Business), the Dean shall be ACCOUNTABLE; for a cross-faculty search, the Provost shall be ACCOUNTABLE. In all cases, the Chair of the Appointments Committee shall be RESPONSIBLE. In all cases, the Provost's Office must receive a description of the search process with the appointment package and, thus, acts as the "final check" that requirements are followed.

☐	**Requirement 4.9** If the pool of eligible applicants is insufficiently diverse, extend the application deadline, or review the ad more critically for potential barriers and repost it.	Provost / Dean / Dept. Head	Chair of the Appointments Committee	☐
☐	**Best Practice 4.10** Include encompassing, clear, flexible criteria for assessing research excellence, and account for nontraditional areas of research and/or research outputs. Provide evidence that the committee has discussed this in recommendation for appointment through the use of an evaluation matrix.	Provost/ Dean/ Dept. Head	Chair of the Appointments Committee	☐
5.	**APPOINTMENTS COMMITTEE.**		
☐	**Requirement 5.1** The committee must have some representation from underrepresented groups. Inclusion of representation by racialized minorities is highly-recommended and if not included, an explanation for this exclusion will be required.	Provost / Dean / Dept. Head	Chair of the Appointments Committee	☐
☐	**Requirement 5.2** A committee member is identified as the employment equity representative (EE Rep) and is involved at all stages of the search process.	Provost / Dean / Dept. Head	Chair of the Appointments Committee	☐
☐	**Requirement 5.3** All committee members must receive ATPRC training. The employment equity representative must receive EE Rep training.	Provost / Dean / Dept. Head	Chair of the Appointments Committee	☐
☐	**Requirement 5.4** All committee members must take the [Tri-Agency online unconscious bias training]().	Provost / Dean / Dept. Head	Chair of the Appointments Committee	☐
☐	**Requirement 5.5** The EE Rep will use the Queen's Equity Appointments Process (QEAP).	Provost / Dean / Dept. Head	Chair of the Appointments Committee	☐
☐	**Requirement 5.6** The committee will be aware of the university's commitment and strategy for meeting its equity and diversity targets.	Provost / Dean / Dept. Head	Chair of the Appointments Committee	☐
☐	**Requirement 5.7** The potential for conflict of interest and reasonable apprehension of bias is managed accordingly.	Provost / Dean / Dept. Head	Chair of the Appointments Committee	☐
☐	**Requirement 5.8** Schedule an information session with the Human Rights and Equity Office, as well as schedule a visit with the Associate Vice-Principal (Research)	Provost / Dean / Dept. Head	Chair of the Appointments Committee	☐
☐	**Best Practice 5.9** While all committee members should uphold the principles of employment equity, it is the role of the EE Rep to identify potential biases,	Chair of the Appointments Committee	Employment Equity Representative	☐

	stereotypes and micro-aggressions revealed during the discussions and support the committee members as they work through them.			
6.	**THE INTERVIEW**			
□	**Best Practice 6.1** Rank selection criteria prior to screening the applications. Use an evaluation matrix.	Provost / Dean / Dept. Head	Chair of the Appointments Committee	□
□	**Best Practice 6.2** Ensure all parts of the process are accessible. Indicate that the university will respect and adhere to any accommodation needs.	Provost / Dean / Dept. Head	Chair of the Appointments Committee	□
□	**Best Practice 6.3** Prepare the candidate for the interview in advance with information, such as how long the interview will be, who the committee members will be and the types of questions that will be asked.	Chair of the Appointments Committee	Chair's Delegate	□
□	**Best Practice 6.4** Use the visit to promote the university and community. Provide candidates with a chance to have a confidential discussion with staff and/or faculty members not directly involved in the search who can provide information about schools, housing, childcare, places of worship, etc.	Chair of the Appointments Committee	Chair's Delegate (e.g. Monica Stewart)	□
□	**Best Practice 6.5** Consider what kind of information and contacts would be beneficial for the candidate to know (e.g., are there faculty associations or employee resource groups composed of members of underrepresented faculty/staff or focused on EDI issues?)	Chair of the Appointments Committee	Chair (with consultation)	□
□	**Best Practice 6.6** All committee members must be present at all meetings.	Provost / Dean / Dept. Head	Chair of the Appointments Committee	□
7.	**NOMINATION RECOMMENDATION**			
□	**Requirement 7.1** Fairly consider the impact of leaves on a potential candidate's record when assessing research outputs.	Provost / Dean / Dept. Head	Chair of the Appointments Committee	□
□	**Requirement 7.2** Consider that leaves can contribute to a career slowdown during the transition to being on leave and transition back to work.	Provost / Dean / Dept. Head	Chair of the Appointments Committee	□
□	**Requirement 7.3** Ensure that the assessment process does not undervalue scholarship or research that is non-traditional or unconventional, based in Indigenous ways of knowing, outside the mainstream	Provost / Dean / Dept. Head	Chair of the Appointments Committee	□

	of the discipline, or focused on issues of gender, race or minority status, for example.		
□	**Requirement 7.4** Ensure that the need for workplace accommodations does not negatively impact a candidate's assessment.	Provost / Dean / Dept. Head	Chair of the Appointments Committee □
□	**Requirement 7.5** Review candidates through the lens of equity principles by: challenging the notion of rewarding or overvaluing the familiar, considering diversity of thought, method and experience and valuating the candidates' demonstrated commitments to EDI.	Provost / Dean / Dept. Head	Chair of the Appointments Committee □
	Requirement 7.6 If there are two or more equally ranked leading candidates, the decision will be based on Queen's CRC equity gaps consistent with an existing MOU with QUFA.	Provost / Dean / Dept. Head	Chair of the Appointments Committee □
□	**Requirement 7.7** Review the final nomination decision (and challenge it if necessary) to ensure unconscious bias did not negatively impact the decision-making process and that it is aligned with the university's equity, diversity and inclusion action plan.	Provost / Dean / Dept. Head	Chair of the Appointments Committee □
□	**Requirement 7.8** Provide a written nomination committee report, signed by all committee members, to the senior university official on the process that led to the selection of the successful candidate, and the rationale when a member of a targeted group is unsuccessful. The committee member who is the Employment Equity Representative should approve this rationale.	Provost / Dean / Dept. Head	Chair of the Appointments Committee □
□	**Best Practice 7.9** Be mindful that the best-qualified candidates may not have the most years of experience, greatest number of publications, or largest number of academic accomplishments[8]. Avoid averaging productive periods across nonproductive periods, such as those required for parental, family or medical leave[9].	Provost / Dean / Dept. Head	Chair of the Appointments Committee □

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[8] For example, a candidate who took time away from work or studies for family-related matters may not have as many publications, but the substances and quality of that candidate's work may render them best qualified. As well, many Indigenous candidates will often have article published in non-peer reviewed journals on important Indigenous issues.

[9] For example, some immigrants may have taken longer to attain senior degrees due to the difficulties of relocating and adapting to a new country and language. In addition, many Indigenous scholars are completing their senior degrees later in life and can take longer to complete them due to familial, socio-economic or other reasons.

□	**Best Practice 7.10** Avoid using candidate's "fit" as a means to discriminate or indulge personal biases. The justification of not nominating someone should be based on objective and reasonable grounds. Avoid undervaluing scholarship or research that is nontraditional or unconventional, outside the mainstream of the discipline, or focused on issues of gender or race, for example. Committees can acquire the help of experts to assess fields with which they are not familiar.	Provost / Dean / Dept. Head	Chair of the Appointments Committee	□
□	**Best Practice: 7.11** Provide guidelines on how to limit the effects of letter writer bias[10]	GRIP	Human Rights and Equity Office	□
8.	**CRC NOMINATION**			
□	**Requirement 8.1** Prior to submitting a nomination to TIPS, the designated senior university official must review the recruitment and nomination process, the corresponding documentation, and the nomination package to ensure that: the requirements have been followed; the nomination is aligned with both the program's commitment to equity and diversity and the institution's equity, diversity and inclusion action plan; and the level of institutional support (e.g., level of protected time for research, research stipend, mentoring, etc.) being provided to the individual is fair and comparable to other chair holders at the institution.	VPR	GRIP	□
□	**Requirement 8.2** The designated senior university official must duly sign the Institutional Attestation - Recruitment and Nomination Process form, which must be included in the nomination package submitted to the program.	VPR	GRIP	□
□	**Best Practice: 8.3** Provide guidelines on how to limit the effects of letter writer bias[8]	GRIP	Human Rights and Equity Office	□
□	**Best Practice: 8.4** Make sure career interruptions are clearly described, and that, for the CRCP, CV	VPR	GRIP	□

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[10] Research has shown that assessors are more likely to use "grindstone adjectives" (e.g., "hardworking," "diligent," "conscientious") to describe women, and to reference these candidates' personal lives, while they are more likely to use "stand-out" adjectives (e.g., "outstanding," "superb," "excellent") to describe men, and to reference their CV, publications or patents. This can reinforce unconscious biases and negatively impact the career progression of women.

	extension provisions are taken advantage of where possible.			
□	**Best Practice 8.5** Minimize potential bias within the research program by adhering to the Canadian Institutes of Health Research (CIHR) Sex, Gender and Health Research Guide: A Tool for CIHR Applicants, the Tri-Council Policy Statement on Research Involving the First Nations, Inuit and Métis Peoples of Canada, and the Social Sciences and Humanities Research Council's Indigenous Research Statement of Principles, where applicable.	VPR	GRIP	□
□	**Best Practice 8.6** Ensure a strong level of institutional support is provided to all chair holders to ensure their success (e.g., mentoring, release from certain teaching or administrative duties, additional research funds, office space, administrative support, hiring of other faculty members).	Provost	Dean	□
□	**Best Practice 8.7** Review the level of support being provided to individuals from underrepresented groups, to ensure they are not disadvantaged compared to other chair holders. For example, with Indigenous chair holders the institution will need to be supportive and sensitive to familial issues, community responsibilities and Indigenous values, traditions, cultural norms, ceremonies and practices, such as cultural and bereavement leave.	Provost	Dean	□
□	**Best Practice 8.8** Consider dual career issues. One barrier to recruiting and retaining in academia is a candidate considering their partner's career. Institutions should consider what they are prepared to offer should the candidate have a partner who also needs employment (e.g., a position in the institution, paying fees for a human resources company to assist the partner in finding a job, etc.).	Provost	Dean	□
□	**Best Practice 8.9** Institutional leadership should put in place measures to ensure that candidates from underrepresented groups receive offers just as generous as those that other candidates receive.	Provost	Dean	□
□	**Best Practice 8.10** Take into account different negotiating styles. It is important to review the different negotiating styles employed by men, women, and persons with different cultural	Provost	Dean	□

	backgrounds to ensure that these do not lead to inequities.		
☐	**Best Practice 8.11** Ensure salary and startup packages, as well as research support, is comparable across chairs (taking into account disciplinary differences).	Provost	Dean	☐

Signatures

The designated senior university official: _____

Dean: _____

Department: _____

Department Head: _____

Employment Equity Representative: _____

Committee Members: _____

_____

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Appendix L – Training and Workshops

Diversity and Inclusion Staff Team Learning Program
- Launched in January 2018
- Pilot project with 15 staff from Advancement
- 9 week blended learning course for staff (onQ learning system platform & in-person)
- Interactive online course designed to facilitate the building of a community of practice among staff
- Focus of the course is on equity, diversity and inclusion in the workplace
- Themes in the course include: Privilege and bias and Diversity and inclusion
- Pilot #2 was launched in February 2019 with the Division of Student Affairs

Diversity and Inclusion Faculty Modules (online and in-person)
- Project started Winter 2018
- Collaborative project between Human Rights and Equity Office and Centre for Teaching and Learning
- University of British Columbia is a partner on the project
- Blended learning program for faculty on the subject of equity, diversity and inclusion
- Module themes include:
  - Power, privilege and bias
  - Universal Design for Learning
  - Inclusive and Responsive Teaching
  - Conversations on Decolonization
  - Navigating Difficult Conversations
- At present, module one and module four are nearly complete (Queen's)
- UBC is currently finishing up module two
- Advisory committee has been set-up to review modules

Diversity to Inclusion Certificate:
76 current registrants (staff members)

Staff Hiring
Staff Hiring: 286 individuals trained
Staff Equity Representative: 113 individuals trained

Showing up for Equity and Diversity: Senior Administrators (Grades 10 and above)
Equity and Inclusion (Module 1): 168 individuals trained
Equity and Inclusion (Module 2): 148 individuals trained

Leading, Including, Transforming (LIT) In-person
- Launched August 2018 collaborative initiative with Human Rights and Equity Office & Division of Student Affairs
- Worked with student leaders on campus to design/execute training in August 2018
- 1.5 hour presentation for all orientation week leaders (approx. 1300 students)

- Peer-to-peer training (student facilitators)
- Themes for presentation include:
  - Traditions
  - Diversity at Queen's University
  - Empathetic leadership
  - Navigating difficult conversations (video scenarios)

The following customized trainings were also delivered by the Human Rights and Equity Office:
- PSE Evaluations (Faculty of Education & Arts and Science)
- Strategic Planning & E, D & I (School of Rehab)
- Inclusion in the Classroom (School of Graduate Studies, Kinesiology, Language Literatures and Cultures, Film and Media & Politics)
- ~~Human Rights 101 (Nursing Preceptors)~~
- ~~Employment Equity (Canadian Armed Forces)~~
- Understanding Gender Identity and Expression (School of Nursing)
- Equity, Diversity and Inclusion (Centre for Advanced Computing
- ~~Understanding Equity, Diversity and Inclusion (Q-Camps Athletics and Recreation)~~
- Anti-Oppression (Family Residents)
- Human Rights 101 (School of Rehabilitation Therapy – Occupational and Rehabilitation Therapy
- Harassment and Discrimination (AMS Harassment Advisors)
- Equity, Diversity, Inclusion and Goal Setting (Athletics and Recreation)
- Equity, Diversity and Inclusion – (New Professionals Conference – Residence)
- Understanding Equity, Diversity and Inclusion (BISC)
- Language and Equity, Diversity and Inclusion (Residence Dons)
- Coming out at Work (Smith School of Business)
- ~~Navigating Difficult Conversations (Arts and Science Undergraduate Society)~~
- O-week Equity Diversity and Inclusion (Faculty of Law)
- Workplace Harassment and Bullying (School of Nursing)

Appendix M – Queen's Employment Equity Policy

Category: Administrative Approval: Vice-Principals' Operational Committee Responsibility: Provost and Vice-Principal (Academic) Date: February 2014

Purpose/Reason for Policy:

In Canada it is public policy, supported by law, to recognize the dignity and worth of every person, and to provide for equal rights and opportunities without discrimination with the aim of enabling the full participation of every individual in the development of our community. Queen's has embraced the principles of the Federal Contractors Program (FCP) whereby organizations make a commitment to implement an employment equity program. The University hires and makes employment and promotion decisions on the basis of qualifications and merit. Employment equity is about hiring and promoting the best-qualified candidate while ensuring fair and equitable processes for all persons
Establish the policy framework within which the University's employment equity program will be managed, implemented, and monitored
Outline the principles of equity and diversity in the workplace underlying the Queen's employment equity program
Identify the roles and responsibilities for the Queen's employment equity program

Scope of this Policy:

This policy applies to all Queen's University employees.

Policy Statement:

Policy Statement: Queen's university recognizes and appreciates the value that diversity adds to its activities and initiatives. The University is committed to a workplace free of discrimination that is supportive and respectful of employees with diverse backgrounds and that ensures everyone at Queen's has a full and enriching experience.

The University acknowledges its responsibility to maintain an employment equity program, that would include processes, plans and procedures, that addresses the historic underrepresentation in the employment of women, members of visible minorities and racialized groups, Aboriginal peoples, persons with disabilities, persons of any sexual orientation or gender identity, and other such groups designated by legislation or otherwise.

Responsibilities:

All members of the Queen's community play a role in the success of employment equity. Each one of us is responsible and has a role to play in the fostering and maintaining a supportive and inclusive workplace.

The Principal, Provost, Vice-Principals, Deans, Senior Administrators including Unit Heads and all other managers who have obligations for employment actions and share responsibility and accountability for the outcomes of the employment equity plan are expected to foster and endorse attitudes and behaviours within their respective divisions that advance employment equity.

The Equity Office, under the leadership and direction of the Provost and Vice-Principal (Academic) is mandated to manage and monitor the University's employment equity program and to reporting on compliance with all legal requirements. The Equity Office coordinates the development of the University employment equity plan which establishes quantitative and qualitative measures and reflects the findings of the ongoing employment systems reviews. The employment equity plan is developed in consultation with appropriate academic and administrative departments and the Council on Employment Equity.
Final accountability for the University's employment equity policy rests with the Principal of the University. The Principal will ensure open communications on this policy and on the results of its employment equity initiatives by reporting annually to the Senate and the Board of Trustees.

Definitions:

'Designated Groups' is a term that refers to women, members of visible minorities, Aboriginal peoples, and persons with disabilities (and such other groups as may be included in the definition of 'designated groups' in the *Employment Equity Act*, S.C. 1995, c.46, as amended from time to time).

'Diversity' is about what makes each of us unique and includes our backgrounds, personality, life experiences and beliefs. It is a combination of the visible and invisible differences that shape our view of the world, our perspective and our approach.

'Employment equity' is a program that contributes to the overall effectiveness of an organization because it is a human resource planning tool designed to eliminate barriers in the workplace that may prevent the full participation of all employees and potential employees, including designated and equity-seeking group members.

'Equity-seeking Groups' is a term which includes the four designated groups plus persons who identify as lesbian, gay, bisexual, transgender, or queer in the context of the Queen's University workplace.

'Federal Contractors Program (FCP)' is a program that requires that provincial organizations with 100 or more employees and who receive at least $200,000 in federal contracts commit to implementing employment equity with regard to four designated groups: Aboriginal peoples, persons with disabilities, visible minorities/racialized groups, and women. Queen's University is a contractor under the FCP.

'Special Programs' are programs that help disadvantaged groups improve their situation. It is not discrimination to put in place a 'special' program if it is designed to improve equality of opportunity and help eliminate discrimination for such groups. Special Programs are protected by the *Ontario Human Rights Code and the Canadian Charter of Rights and Freedom*.

'Underrepresentation' is defined by the FCP as having a significantly lower percentage of designated group members in a particular occupational group than would reasonably be expected in comparison to their known availability in the Canadian workforce.

Appendix N – Queen's Equity Office

The Equity Office, led by Associate VP Equity and Inclusion, works to ensure equity, diversity and inclusion across the university with a mandate to:

- Provide leadership, information and liaise on equity matters throughout the University
- Identify throughout the University those structures, practices and policies which create inequity
- Initiate processes to identify gaps in equity policy and to facilitate the development of new policies, procedures and programs that remove barriers to equity and ensure greater and equal participation of marginalized groups and individuals in the University
- Identify those individuals and offices with whom particular responsibility for implementing equity rests or should rest
- Take steps necessary to ensure those responsibilities are met and to coordinate University equity resources
- Provide initiative in effecting cultural change throughout the institution so that equity becomes everyone's concern and responsibility.

In order to fulfil its mandate, the Equity Office uses a multipronged approach to stay connected with the campus community as a means of both disseminating and receiving information regarding issues of equity, diversity and inclusion:

- The Equity Office website is updated regularly with the most current resources and information pertaining to Employment Equity at Queen's including:
  - general information about employment equity and the Federal Contractors Program
  - frequently asked questions regarding employment equity
  - information about the I Count Queen's Equity Census for newly appointed faculty
  - representation rates at Queen's using the data collected from the I Count Queen's Equity Census
  - a link to the Exit Survey for internal transfers and employees leaving the University
- The Queen's University Equity and Human Rights Offices Facebook Page (@EquityOffice) The Equity Office Twitter Feed (@EquityOfficeQU) is also a similar resource of information on social media
- The Queen's Equity Locator App is a tool through which to make campus more widely accessible by offering maps of the University's main and west campuses, as well as The Isabel Bader Centre for the Performing Arts containing equity-related points of interest.
- Two listservs are managed by the Equity Office:
  - The Equity listserv serves to provide a communication tool to employees who have a particular interest in advancing equity at Queen's. Employees are asked to participate on the Equity listserv at the time they are sent an I COUNT Queen's Equity Census.

- The Employment Equity Representative (EE Rep) listserv serves to communicate changes to academic search committee requirements and processes for which EE Reps are responsible.
- Together We Are was launched in 2015 as a positive community of people celebrating equity, diversity and inclusion in the Queen's and broader Kingston community through monthly blog posts.
- Employee Resource Groups (ERGs). The Office of the Provost has made a commitment to support ERGs. Currently, there are two established ERGs: Queen's Women's Network (QWN; formerly Young Women at Queen's) and the Queen's University Association of Queer Employees (QUAQE). Two further ERGs are in development: Black Faculty and Staff, and Women in Science.
- The Queen's Employment Equity Award is given annually to recognize and celebrate the achievements of individuals, groups, or organizations that, through their ongoing diligence and commitment, are going above and beyond legislated requirements or their institutional mandate, thereby helping Queen's become a truly representative and inclusive workplace.

Appendix O – Equity, Diversity and Inclusion Working Group 2019-2020

Audrey Kobayashi	Professor, Department of Geography and Planning
Eleanor MacDonald	Interim Head and Associate Professor, Department of Political Studies
Kanonhsyonne (Janice Hill)	Associate Vice-Principal (Indigenous Initiatives and Reconciliation)
Keith Pilkey	Professor and Head, Department of Mechanical and Materials Engineering
Kimberly Woodhouse	Vice-Principal (Research)
Lindsay Morcom	Assistant Professor, Faculty of Education; Coordinator, Aboriginal Teacher Education Program
Mona Rahman	Coordinator, Research Activities and Communications, Office of the Vice-Principal (Research); UCARE Member
Sandra den Otter	Associate Vice-Principal (Research & International)
Stephanie Simpson	Associate Vice-Principal (Human Rights, Equity and Inclusion); UCARE Member
Yolande Chan	E. Marie Shantz Professor of IT Management and Associate Dean (Research, PhD and MSc Programs), Smith School of Business; UCARE Member

Objective: To make available to all CRC living with disabilities both formal and informal support systems and services to ensure their success and retention.

Tactics:

- Develop a CRC recruitment strategy aimed at attracting candidates living with disabilities that could be tailored to meet specific unit needs and requirements.
- Develop and implement an onboarding process specific to CRC living with disabilities.
- Raise awareness of existing support systems and services (including but not limited to, the Accessibility Hub, Accommodation Policy, Individualized Emergency Response Plan Policy, Return to Work Services, Accessibility Services).
- Review 'universal' support systems and services to ensure the removal of barriers to access for CRC living with disabilities.

Accountability/Timeline
Associate Vice-Principal (Human Rights, Equity and Inclusion) in partnership with Office of the Vice-Principal (Research), by May 2020.

Appendix Q – The Diversity and Equity Assessment and Planning (DEAP) Tool

* Taken from: http://www.queensu.ca/equity/educational-equity/deap

The DEAP Tool has been developed by the Queen's University Equity Office to assist Units to better understand the environments and climate relating to equity and diversity in their Units. The DEAP Tool is a self-audit tool for internal use for Units to:

- Understand the demographic profile of their staff, faculty, and students
- Assess how inclusive the Unit is
- Provide an opportunity to reflect on areas in need of improvement using the Diversity Score Card assessment template
- Support requests for resources or modifications further commitments to equity and diversity
- Develop and action plan and timeline to enhance inclusion

The Tool also is designed to complement other administrative responsibilities such as:

- Strategic Planning
- Cyclical Review Process (CPR) and Queen's University Quality Assurance Process (QUQAP's)
- Hiring and Appointments Processes
- Implementation of the Academic Plan

DEAP User Manual (Academic Units)

DEAP User Manual (Administrative Units)

Frequently Asked Questions

DEAP Tool Best Practices Guide

To access the DEAP Tool: DEAP Tool Online Application