



TABLE OF CONTENTS

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

Complete Full Report

Important Note

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

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

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

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

Institutions are required to post the most up to date version of their EDI action plan on their [public accountability web pages](#). Ensure to remove all numbers less than 5 prior to posting on your website in cases where your report includes the representation of individuals from underrepresented groups among your chairholders. This is a requirement of the *Privacy Act*.

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

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

Contact information

Please complete the fields below.

Name of Institution:

Queen's University

Contact Name:

Charles Sumbler

Position Title:

Executive Director, Research Operations and Strategy

Institutional Email:

Charles.sumbler@queensu.ca

Institutional Telephone Number:

613-533-6000 x74957

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

Yes

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

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

06/30/2020

Rating given action plan in most recent review process:

Satisfies

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

Nancy Ross

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

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

Key Objective 1

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

1.1 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. 1.2 To make available to all CRCs formal support systems to ensure their success and retention.

Systemic barriers -

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

- The findings of this Employment Systems Review (ESR) in 2019 indicated that of the 32 new CRCs appointed in the previous ten years, only 16 were appointed via a formal employment equity process (50.0%) All CRC appointments must now implement an employment equity process through the Queen's Equity Appointments Process (QEAP) Web Application. It is now not possible to complete a CRC appointment without implementing an employment equity process through the QEAP. □ The percentage of women appointed from 2009-2019 (25%) was below the workforce availability for Professors, NOC 4011 (43.3%). □ The percentage of racialized/visible minorities appointed in between 2009-2019 was below the workforce availability for Professors (19.1%). □ The percentage of Indigenous Peoples appointed from 2009-2019 was above the Canadian population percentage. □ The findings indicated the need to ensure that diversity is maintained at all levels of the CRC appointment process. □ Lack of equity deserving groups applying to available CRC postings □ Lack of education around EDII issues.

Corresponding actions undertaken to address the barriers:

- Actions successfully undertaken in 2020-2021, described in our previous report, continue in practice. □ Build a 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. □ Consult regularly with the CRC Equity, Diversity and Inclusion working group to generate further tactics. □ Create a new staff position, Research Advisor, Equity, Diversity, Inclusion and Indigenization to support CRC recruitment, among other activities.

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

- No new data gathered since the last reporting period

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

- We maintain progress on all the items listed in the 2020-2021 report

Challenges encountered during the reporting period:

- The predominant challenge encountered during the implementation of the tactics was the re-directed attention as a result of COVID-19. Embedding EDI considerations within our procedures for CRC allocations, recruitment and renewal was well embraced by the academic community. □ Several changes in leadership have disrupted the work of the CRC EDI working group, and the meetings have not proceeded as planned.

Next Steps (indicate specific dates/timelines):

- Build cohorts or clusters across CRC and faculty positions to limit isolation and build research collaboration. This process will begin in Fall 2022. □ The VP Research and the Principal will increase engagement directly with CRCs in small groups on a regular basis. □ The scan of CRC promotion from assistant to associate to full professor from an EDI perspective will be completed to determine new directions. This process will begin in the fall and will be completed before the next reporting period. □ The EDI working group will resume its regular meetings by September 2022. □ The matrix checklist for recruitment will be reviewed by January 2023 to ensure any possible updates are included.

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

No

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

Do you have other key objectives to add?

Yes

Key Objective 2

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely)
Key Objective 2:

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

Systemic barriers -

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

Some applicants may be reluctant to self-identify during the hiring process – there may be a perception that the Queen's culture is not a safe one in which to disclose and/or that disclosure would make them the "equity" hire rather than being hired on merit.

Corresponding actions undertaken to address the barriers:

Actions identified in the 2020-2021 report have been established and remain priorities.

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

No new data have been gathered since the 2020-2021 report

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

All objectives have been met during the reporting period.

Challenges encountered during the reporting period:

COVID-19 has limited our ability to pilot distinct onboarding processes with each of the FDG groups.

Next Steps (indicate specific dates/timelines):

With an intersectional lens, we will continue to raise awareness of existing support systems and services available for those within underrepresented groups and continue to review our services to remove barriers. This process is ongoing. Distinct strategies for each of the FDG groups will be developed that recognizes the unique experience of its members.

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

No

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

Key Objective 3

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

To create an inclusive research culture that celebrates diversity and enables all researchers to flourish.

Systemic barriers -

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

Description of the systemic barriers were provided in the 2020-2021 report. Briefly, barriers for CRCs themselves were identified around: • No desire for mentorship • Desire for more appreciation and connection • Need for enhanced research space • Support during faculty moves • Need for administrative support • Need for childcare. Unit Heads highlighted the following challenges: Employment opportunities for partners: "The two-body problem." Non-metropolitan context of the university and a lack of significant diversity within the Kingston community A lack of local industrial support / opportunities Reluctance to recognize multiple forms of knowledge/research as valid.

Corresponding actions undertaken to address the barriers:

Progress continues on actions identified in the 2020-2021 report Administrative support is being provided to assist researchers in advancing applications for large funding opportunities Support will be provided through the hiring of a new Research Advisor, Equity, Diversity, Inclusion and Indigenization. A Writing Retreat is being planned to provide support for granting applications An upcoming "Recognition Event" is being planned for Fall 2022

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

No new data gathered or indicators identified since the 2020-2021 report

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

Progress is maintained on activities identified in the 2020-2021 report

Challenges encountered during the reporting period:

COVID-19 has severely limited our ability to host in-person events, which would be ideal to celebrate research/research methodologies, and also other networking and mentoring events to provide support to CRCs. Unfortunately, COVID-19 also limited the possibility of online events, given the increasing burden on CRCs with new pandemic-related demands and responsibility. We intend to resume our pursuit of in-person activities once health guidelines permit.

Next Steps (indicate specific dates/timelines):

□ Once health guidelines permit, we will resume in person celebratory events, showcase events, CRC recognition events, networking events, training sessions, and mentoring events. These events will be ongoing on a regular basis. □ The Diversity and Equity Assessment and Planning (DEAP) Tool for the Office of the Vice-Principal (Research) will be completed to better understand the environments and climate relating to equity and diversity for research support. We anticipate completion of the first iteration of the DEAP tool by spring 2023. □ Cohorts or groups within the larger CRC community at Queen's will be set up to provide informal mentorship opportunities to those who are interested. This will be explored in winter 2023. □ A program of 1:1 mentoring will be developed for interested CRC holders, beginning in 2023. □ Individuals who participated in the survey or interviews in focus groups will be re- engaged, and new focus groups will be formed to continue the conversation a minimum of two times a year so that we can all learn more about different lived experiences and to respond to concerns as they emerge.

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

No

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

Key Objective 4

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

Key Objective 4:

To ensure equitable and transparent support for all CRC holders.

Systemic barriers -

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

Barriers were reported in full in the 2020-2021 report. Briefly: Some CRCs noted differentials in research stipends that can be demoralizing, and that greater equity should be implemented. 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. There was a concern that CFI JELF allocations might be allocated unfairly.

Corresponding actions undertaken to address the barriers:

□ Actions identified in the 2020-2021 report remain priority actions.

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

□ All new CRCs receive the minimum research stipend □ Data that indicates that CFI JELFs are equitably administered □ Annual comparative scan to identify anomalies □ No new data have been gathered or since the 2020-2021 report □ Engagement of CRCs in the professional development modules – both synchronous and asynchronous delivery – will be reported on in 2023

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

Centralizing management of CRC packages in the Vice-Principal Research portfolio OVPR in consultation with Provost's Office, Deans and Unit Heads has had a positive impact on ensuring that institutional support (in all its forms) for CRCs is equitable, and draws attention to possible discrepancies which can be fixed. The EDI professional development modules have been developed and are in the process of implementation have been implemented and launched. Development of real-time delivery of the EDI professional development modules is ongoing.

Challenges encountered during the reporting period:

None

Next Steps (indicate specific dates/timelines):

On an ongoing basis, Queen's will: 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. April 2022 will launch the real-time deliver of EDI professional development modules

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

No

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

Key Objective 5

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

Key Objective 6

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

Challenges and Opportunities

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

The predominant challenge encountered during the implementation of the tactics was the re-directed attention as a result of COVID-19. The university closures meant that university administration had to prioritize new and different activities.

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

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

Objectives associated with your institution's EDI Stipend application

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

EDI Stipend Objective 1**Additional Objectives (if applicable)**

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

EDI Stipend Objective 2**EDI Stipend Objective 3****EDI Stipend Objective 4**

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

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

New resources and training opportunities We hosted an internal training session about Indigenous land-based research and learning methodologies. Researchers can also learn more about how to implement EDI in their research practices by visiting the EDII Wise Practices in Research section of the Vice-Principal Research Portfolio website, which provides general recommendations on how to develop an EDII action plan and address the EDII considerations in funding applications. Research Project Advisors continue to provide researchers with guidance and support (e.g. info sessions, one-on-one consultations) for addressing EDII and SGBA+ in grant applications and research planning. Research Legal Services team engaged in several staff training sessions to enhance knowledge about Aboriginal law, Indigenous law and protocols/policies relevant to conduct of Indigenous research. New committees and/or working groups Queen's University has struck five working groups to action the Scarborough Charter. The Research Working Group, co-led by Katherine McKittrick (CRC in Black Studies) and Betsy Donald (Associate Vice-Principal Research) will assess the research environment for Black scholars and make recommendations for increasing a culture of inclusion and support. New strategies, programs, services and practices The recently developed Research Data Management Strategy draft includes the right of Indigenous peoples to control the governance of their data among its core guiding principles. Research Legal Services developed an internal Process Document for Contracting with Indigenous Bodies which aims to further advance equitable research partnerships with Indigenous peoples. The document will soon be shared with a number of departments/offices for feedback. Research Legal Services has developed a draft MOU model specific to Indigenous partnerships which will soon be finalized. The VPR supported the creation of the Indigenous Community-Based Research Fund (ICRF) which was launched by the SGS in May 2021 with the goal of enabling and recognizing the contributions of Indigenous Knowledge Keepers and community members to graduate student research at Queen's. Queen's Partnerships and Innovation (QPI) continued to champion and implement the WE-CAN Project at Queen's University to inspire and empower existing and aspiring women entrepreneurs (WE) from underrepresented groups and sectors (including WE who self-identify as Indigenous, a newcomer to Canada, a visible minority, a member of the 2SLGBTQ+ community, having a disability, or leading a tech company). QPI managed the WE-CAN Project, including communications and outreach to WE participants, partners, contractors, and stakeholders, quarterly submissions re: metrics, milestones, claims and in-kind contributions QPI designed, launched, and delivered numerous programs and services to support WE from underrepresented groups and sectors, including: PropelHER program, Mastermind program, Growth Plan program, Legal services, Intellectual property services and guidance. QPI worked with the City, SLC, KEYS, Kingston EcDev and L-SPARK (partners in the WE-CAN Project) to design, launch, and deliver numerous additional programs and services to support WE from underrepresented groups; feature programs included: Compass North Bootcamp and Accelerator program for WE leading tech companies, Rural Mentorship program for WE operating businesses in/living in rural areas, Your Way program for newcomers to Canada, Hire Yourself Newcomer Bootcamp, LEAD and LEAD+ programs, Fast Track Exporting program QPI contracted and worked with Okwaho Equal Source, an Indigenous-owned and led organization headquartered in the Tyendinaga Mohawk Territory, to recruit participants, deliver the Kwe-Biz programs (link) to Indigenous WE, and provide support to participants following their completion of the programs QPI identified workshop topics of high interest to WE, recruited and contracted/funded women-led businesses to deliver content via numerous workshops to WE, and hosted/facilitated all workshops, virtual cafes, and events; recorded, professionally transcribed, and posted workshops to Queen's Partnerships and Innovation YouTube channel QPI engaged and collaborated with Queen's Strategic Procurement Services (SPS) to create pathways for WE to have their businesses visible to Queen's SPS. QPI secured approval from WE to include their name and business on WE-CAN list of WE Service Providers; provided list to SPS and organized workshop for SPS to present "How to Do Business with Queen's" to WE community (called out as best practice opportunity in the public procurement sector by the Ontario University Professional Procurement Management Association (OUPPMA)). Project Metrics: WE-CAN Goals (At Project End) FY 2021-22 Totals to Date Number of women supported in starting a new business 100 165 402 Number of women supported in growing their business in markets abroad 45 26 56 Number of women supported in growing an existing business 100 316 489 Number of women supported to strengthen entrepreneurial skills 200 562 1074 Number of women supported in supplier diversity initiatives 20 6 18 Number of women supported to engage in traditionally under-represented sectors 90 239 403 Number of women connected with networking, matchmaking or mentorship opportunities 250 562 1074 Number of under-represented women supported by business support organizations in Ontario 250 498 844 As a founding member of the Eastern Ontario Innovation Corridor, QPI has established a relationship with the Canadian Black Chamber of Commerce and collaborations with its Elevate Black Business Project QPI updated its website to the Web 3.0 platform and updated accessibility standards.

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

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

<https://www.queensu.ca/hreo/education>

<https://www.queensu.ca/hreo/initiatives/human-rights-legislation-group>

<https://www.queensu.ca/hreo/initiatives/anti-racism>

<https://www.queensu.ca/connect/equity/>

<https://www.queensu.ca/hreo/initiatives/provosts-action-group-gender-and-sexual-diversity>

The Human Rights and Equity Office (HREO) is engaging in numerous initiatives to enhance the experience at Queen's University and ensure an inclusive, safe, comfortable space for all who teach, study, visit and conduct research on our campus. The "Speak On It" Series will provide a space for staff, students and faculty – particularly those who identify as Black, Indigenous, and racialized– to come together to learn from each other, discuss the urgent questions and discover the necessary strategies for transformation of higher education and more broadly society. "Speak on It" aims to not only further build the community of scholars, students and staff who experience marginalization at Queen's, but also to offer participants the opportunity to share space with a range of everyday intellectuals who will offer insights on the various ways in which they are navigating unique barriers and challenges related to racism, white supremacy and interlocking forms of oppression inside and outside the academy. The University Council on Anti-Racism and Equity (UCARE) was established 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 ensures that actions taken to advance equity, diversity, and inclusion align with the needs of the university community. Together We Are is a positive community of people celebrating equity, diversity and inclusion in the Queen's and broader Kingston community. Together We Are is a safe and collaborative space where dialogue and discussion can occur. The Positive Space Program brings visibility and support to lesbian, gay, bisexual, trans and queer communities at Queen's. It was developed and is co-sponsored by the Human Rights Office, the Ontario Public Interest Research Group and the Education on Queer Issues Project. Members of the Queen's community who want to get involved in this program can attend a Positive Space session to familiarize themselves with queer issues, local resources and discrimination and harassment policies. Queen's Coalition against Racial and Ethnic Discrimination (QCREd) strives to be an anti-oppressive non-hierarchical coalition of students, staff and faculty that work to create an anti-racist climate on the Queen's University campus. QCREd works towards community wellness for historically marginalized racial and ethnic groups. Through education, community organizing and commitment to struggle across differences, we seek to responsibly reflect, represent and serve our various communities. The Human Rights Legislation Group is composed of unit heads from all academic and non-academic groups on campus or their designates. The purpose of the group is to provide units with the information they need to understand the constantly evolving landscape of human rights related legislation in order to prevent breaches of human rights. Accessibility Cafés are a chance for the Queen's community to get together to discuss building an inclusive and accessible Queen's community that follows the requirements of the Accessibility for Ontarians with Disabilities Act. Each Café has an unique topic and all participants are encouraged to share their perspectives and generate ideas. The Provost's Action Group for Gender and Sexual Diversity (PAGGAS) was launched to help close any gaps in support services and strengthen the campus environment for gender and sexual diversity.

<https://www.queensu.ca/hreo/education>

<https://www.queensu.ca/hreo/initiatives/human-rights-legislation-group>

<https://www.queensu.ca/hreo/initiatives/anti-racism>

<https://www.queensu.ca/connect/equity/>

<https://www.queensu.ca/hreo/initiatives/provosts-action-group-gender-and-sexual-diversity>

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

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

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

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

Jointly administered by:

