

# Institutional Equity, Diversity and Inclusion Action Plan: Progress Report (2018)

**Reporting Period:** January 2018 to December 2018

**Date Submitted:** December 17, 2018

## PART A: Equity and Diversity Targets and Gaps

**A.1) Provide the current targets and gaps for your institution in the table below (using the target-setting tool).**

Designated group	Target (%)	Target (actual number)	Representation (actual number)	Gap (actual number)
Women	30%	13	7	6
Indigenous peoples	1%	0	Withheld	Withheld
Persons with disabilities	4%	2	Withheld	Withheld
Visible minorities	15%	6	7	No gap

Number of currently active chairs: 43

Number of empty chairs: 7

Number of chairs currently under peer review: 0

**A.2) Provide any contextual details, such as empty chairs for which recruitment processes have started:**

A nominee has been approved and is scheduled to take up a Tier 2 CRC in January 2019; a Tier 1 nomination is planned for December 2018; and active external searches are underway for four Tier 2 chairs. The external searches are in the areas of Bioinformatics, Communications Networks, Metabolomics, and Microbiome and each is expected to result in a CRC nomination being submitted to TIPS in 2019.

# **PART B: Results of the institution's Employment Systems Review, Comparative Review and Environmental Scan**

*In developing their action plans, institutions were required to develop objectives that were S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely), and include a measurement strategy for monitoring, reporting on progress, and course correcting if necessary, based on: 1) an employment systems review; 2) a comparative review; and 3) an environmental scan (see Appendix A for the requirements that the program stipulated to develop the action plans).*

## ***B.1) Outline the key findings of the employment systems review that was undertaken when drafting the action plan:***

The award-winning employment systems tool, The Queen's Equity Appointments Process (QEAP), developed at Queen's, is applied to the CRC program. This tool enables the university not only to monitor progress towards closing CRC equity gaps but also to implement concrete steps to correct inequities in the CRC program). QEAP supports more CRC inclusive appointment practices at the university by providing a designated group profile to determine which designated group is most underrepresented in the CRC program at the university, and ensuring all CRC appointment committee members have received the appropriate employment equity training. In 2018, the Government of Canada awarded the Queen's Human Rights and Equity Office an Employment Equity Achievement Award in the innovation category for QEAP. At Queen's we measure equity gaps against the general population rather than only the workforce population. QEAP data reveals that overall Queen's is making stellar progress towards designated group representation in new faculty appointments. The following chart indicates designated group representation for faculty members at Queen's appointed since January 2018:

Category	Women	Visible Minorities	Indigenous peoples	Persons with disabilities
Tenure/Tenure Track	50.8%	31.7%	6.3%	3.2%
Workforce Availability NOC 4011 Professors	43.3%	19.1%	1.3%	3.8%

\*88% return rate

\*Women are based on population

## ***B.2) Outline the key findings of the comparative review that was undertaken when drafting the action plan:***

Although the comparative funding metrics of all CRC holders at Queen's are reviewed annually by the Office of Vice-Principal (Research) (OVPR), and although a survey of women CRC holders at Queen's in 2016 was conducted by the Equity Office, a comprehensive evaluation from an EDI perspective of the levels of personal and material support received by CRCs is needed. A comprehensive survey of senior administrators in the academic units who put together recruitment and retention packages is underway, to be completed by April 2019. This survey reviews workload, teaching, funding levels, protected time for research, salary and benefits, additional research funds, office space, mentoring, administrative support, equipment, etc. provided to all current chairholders, including measures to address inequities. We are looking for anomalies in support across the funding bodies to ascertain that everyone, particularly members of the FDG, receive the same levels of support within their departments.

***B.3) Outline the key findings of the environmental scan that was undertaken when drafting the action plan:***

An environmental scan of academic units is conducted at Queen's through the The Diversity and Equity Assessment and Planning (DEAP) Tool. DEAP assists units in better understanding their climate relating to equity, diversity, and inclusion. In particular, the DEAP tool helps units in understanding the demographic profile of their staff, faculty, and students, assessing how inclusive the unit is, providing an opportunity to reflect on areas in need of improvement using the Diversity Score Card assessment template, supporting requests for resources for equity and diversity initiatives and developing an action plan and timeline to enhance inclusion. Queen's extensive self-study of inclusivity over the last three years, especially in the Truth and Reconciliation Commission (TRC) Task Force and the Principal's Implementation Committee on Racism, Diversity, and Inclusion (PICRDI) has also identified recommendations to increase diversity and inclusivity that are relevant to the CRCP. The key findings of these reports were to recommend that the university continue to extend an inclusive research community by implementing the recommendations and to address systemic barriers.

***B.4) Provide an overview of who was consulted in the drafting of the action plan. What form did the consultation/engagement with members of the four designated groups (i.e. women, persons with disabilities, Indigenous peoples and visible minorities) and other underrepresented faculty take? What equity diversity and inclusion (EDI) experts were consulted? Note: Do not to disclose any third party personal information:***

The preparation of the Queen's 2017 and revised 2018 CRC Equity Action Plans entailed extensive consultations across the university throughout 2017-2018 with members of equity seeking groups, CRC holders, Associate Vice Principal (Human Rights, Equity and

Inclusion) and Associate Vice Principal (Indigenous Initiatives and Reconciliation) and their staff, Deputy Provost (Academic Operations and Inclusion), the staff of the Human Rights and Equity Office, faculty with expertise in equity and inclusion and others. The consultations took the form of larger structured meetings as well as individual consultations. The action plan also built on the extensive consultations with members of the four designated groups that were part of the Queen's Principal's Implementation Committee on Racism, Diversity and Inclusion (2016-17) and the Truth and Reconciliation Commission (2017-18). The extensive engagement with members of the four designated groups and underrepresented faculty in these two undertakings and their key recommendations about research informed the CRC Action Plan.

## PART C: Objectives, Indicators and Actions

***Indicate what your institution's top six key EDI objectives are, as well as the corresponding indicators and actions (as indicated in the action plan). For each objective, outline what progress has been made, with reference to the indicators. Use the contextual information box to communicate any progress made to date for each objective.***

Key Objective 1	
Close the current equity gaps in the CRCP at Queen's and any further equity gaps that might emerge.	
Corresponding actions:	<p>The current gap at Queen's is 6 women. We plan to submit nominations for 3 women in 2019 and 4 women in 2019.</p> <p>Relating actions include:</p> <ol style="list-style-type: none"> <li>1. identify fields where it is most likely to recruit successfully equity seeking candidates to help close the current identified equity gap;</li> <li>2. using internal searches to close the current equity gap in the CRC program at Queen's;</li> <li>3. using flex moves to maximize assignment of CRCs in ways to increase the opportunity to recruit excellent equity-seeking candidates to close the current gap;</li> <li>4. consulting with the Deans of the Faculties to identify research areas for the recruitment of women and other equity seeking candidates to the CRCP;</li> <li>5. in relation to future re-allocation of chairs, consider the impact of early termination of chairs who enable the university to progress towards closing equity gaps.</li> </ol>
Indicator(s):	Gaps closed

Progress:	Two nominations have been submitted for women CRCs. Both are currently in “active” status. We are on track to submit a third nomination for a woman candidate by the end of 2018. There are four active searches for external nominees; preferential hiring language, enabled by a Memorandum of Agreement with the Queen’s Faculty Association, has been included in the advertising.
Next steps:	Continue to monitor our progress towards closing the gap in women CRCs, at the same time as going beyond this minimum requirement by recruiting candidates from other equity seeking groups for whom there is not a current gap at Queen’s. Although we have met our equity targets for the other three designated groups, we recognize that the actual target numbers are small, such that losing even one or two CRCs in an Equity group could place Queen’s below the target. We will continue to build on the strong foundation of existing memoranda of understanding between the university and the Queen’s University Faculty Association about preferential hiring language to explore further steps for the CRCP. 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). We will be releasing four CRCs for internal or external recruitment to continue to close the equity gap.
Contextual information (e.g., course correction, obstacles, early wins, etc.):	The changes in determining the allocation of CRC from an EDI perspective over the last two years represent a major course correction for Queen’s. The nomination of women to the two most recent CRCs signals early success in this course correction.
<b>Key Objective 2</b>	
Implement effective recruiting strategies for equity-seeking applicants	
Corresponding actions:	Substantial progress has been made on the corresponding actions. Please see text under “progress”.
Indicator(s):	Increase the diversity and depth of applicant pools for posted CRC positions as measured by QEAP in accordance with, at minimum, workforce availability. Number of CRC searches/appointments in units that have completed DEAP. The goal is to have 100% engagement by December 2019, up from 30% in 2018.
Progress:	The Diversity and Equity Assessment and Planning (DEAP) Tool and Queen’s Equity Appointments Process (QEAP) Tool have been extended to the CRCP, including allocation, recruitment, nomination and retention. Equity statements must be included in the

	<p>advertisements before they are approved by the Provost's Office. Preferential hiring language has been incorporated in CRC postings specifically intended to enhance recruitment of members of the FDGs and to signal a university culture that values equity, diversity, inclusivity and Indigeneity as a core commitment. Memoranda of Agreement between Queen's University Faculty Association and Queen's University have enabled these provisions. All appropriate measures are taken to broaden the advertising reach to include venues intended to reach prospective candidates from equity seeking groups; Human Resources and Human Rights and Equity Office provide such a list of venues to hiring units. Departments are encouraged to recruit potential candidates at conferences and national meetings. Queen's has now partnered with an employment company that offers equity and diversity employment strategies in order to reach equity seeking candidates through a national outreach strategy. Résumés and/or applications are reviewed taking special care not to eliminate at early stages potentially strong candidates from equity seeking groups. Candidates from designated groups are invited for an interview if the candidate is competitive with other interviewed candidates.</p>
Next steps:	<p>Implementation of checklist that outlines both requirements and best practices for recruiting to CRCs. The checklist articulates the steps in the recruitment process and provides safeguards for an open and transparent process. Nominations will not be approved unless units can document that all the steps of the checklist have been satisfied, as verified by designated senior administrators.</p>
Contextual information:	<p>A checklist that outlines both requirements and best practices for recruiting to CRCs has been developed. Its implementation will help prevent missed steps. There will be additional resources given to units pursuing a CRC nomination to complete the DEAP tool. Senior leadership have completed equity and diversity training and have set SMART goals on EDI.</p>
<b>Key Objective 3</b>	
Define and implement strategies to ensure that unconscious bias does not adversely affect CRC decision-making at any level	
Corresponding actions:	<ol style="list-style-type: none"> <li>1. Continue to monitor the mandatory completion of equity training by CRC appointment committee members</li> <li>2. Implement equity training for University Research Services staff</li> </ol>

	<ol style="list-style-type: none"> <li>3. Extend supplementary training on unconscious bias (including scenarios to help identify bias and suggest responses) to members of CRC appointment committees</li> <li>4. Implement best practice to safeguard against unconscious bias, notably the use of an evaluation matrix</li> <li>5. Explore increasing diversity of membership of CRC appointments committee and in the CRC Executive Committee. (The Collective Agreement governs the composition of appointments committees at Queen's; it currently requires diverse representation by rank and requires women members.)</li> </ol>
Indicator(s):	<ol style="list-style-type: none"> <li>1. Measurement of mandatory completion of equity training (by the QEAP tool)</li> <li>2. Measurement of University Research Services staff who have received equity training</li> <li>3. Measurement of the numbers of CRC appointment committees that also receive supplementary unconscious bias training (recorded by the EE rep for the Human Rights and Equity Office and OVPR).</li> <li>4. Number of CRC appointments that adopt the evaluation matrix in the assessment of CRC applications (recorded by the EE rep for the Human Rights and Equity Office and OVPR).</li> <li>5. Evidence of diverse membership of CRC appointments committee and CRC Executive Committee.</li> <li>6. Enhance the promotion of research conducted by researchers from equity seeking across the university</li> </ol>
Progress:	<p>Faculty Training on Employment Equity: Article 24 of the Collective Agreement (CA) between Queen's University Faculty Association (QUFA) and Queen's University at Kingston requires that members of all appointments, including CRC nomination committees, and Renewal, Tenure, Promotion, and Continuing (RTPC) committees 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). In addition, all committees must have an Employment Equity Representative who has received an additional three hour training session at which they review expectations, implicit bias and bias elimination strategies, as well as how to use the University's QEAP system. Finally, administrators who are in recommendatory positions must receive appropriate training. These three workshops are provided by the Equity Office. This</p>



	training requirement applies to all CRC searches. All committee members are also required to complete the Tri-Agency unconscious bias training module. A checklist that outlines accountability and responsibility for both requirements and best practice, including recruiting, has been developed (see Appendix D of the Queen's University CRC Equity Action Plan). An Unconscious Bias Infographics Checklist has been developed.
Next steps:	<p>The Human Rights and Equity Office and the OVPR will participate in the first meeting of every CRC appointment committee to share information about the requirements and best practices of EDI in the CRCP, including a review of the new Unconscious Bias Infographics Checklist.</p> <p>Further unconscious bias scenario training will also be offered in this initial meeting to committee members.</p> <p>We will introduce requirements for diverse representation on the CRC executive committee.</p> <p>We will further develop the matrix for assessment of CRC applicants by consulting with academic units and experts on EDI.</p>
Contextual information:	The WISELI (Women in Science and Engineering Leadership Institute) Module on Unconscious Bias will now be used to provide new training to equity and human rights staff. This additional training promises to deepen and enhance unconscious bias training for all involved in CRC adjudication.
<b>Key Objective 4</b>	
Ascertain that all CRC holders, particularly members of the FDG, receive equitable levels of institutional support (workload, teaching, funding levels, protected time for research, salary and benefits, additional research funds, office space, mentoring, administrative support, equipment) within their academic units.	
Corresponding actions:	Conduct a comparative review of levels of institutional support for CRC holders by gender, designated group and field of research. This survey reviews workload, teaching, funding levels, protected time for research, salary and benefits, additional research funds, office space, mentoring, administrative support, equipment, etc. provided to all current chairholders, including measures to address inequities. We are looking to identify whether there are anomalies in support across the funding bodies to ascertain that everyone, particularly members of the FDG, receive equitable levels of support within their departments and if necessary to identify measures to address any systemic inequities.
Indicator(s):	Participation in the survey by CRC holders and administrators responsible for the funding package in the academic unit.



Progress:	The survey is underway with anticipated completion and implementation of measures to address any systemic inequities that might be identified by Dec. 2019.
Next steps:	Continued roll-out of the survey, consultation with leadership in the academic units who are responsible for institutional levels of support.
Contextual information:	N/A
<b>Key Objective 5</b>	
Strengthen mentorship for CRC holders.	
Corresponding actions:	Working group comprising representation from the Equity and Human Rights Office, Human Resources, Faculty Offices, OVPR and CRC holders (co-led by Equity and Human Rights and OVPR) to build a mentorship program. Such a program will implement best mentorship practices that can be adapted to the unique qualities of the CRCP.
Indicator(s):	The implementation of a CRC mentorship program.
Progress:	This process is in its initial stages; after initial meetings to set up the membership, the working group has now been formed. Best practice at various other institutions has been investigated, specifically with a view to mentorship of equity seeking groups, as well as parallel mentorship activities at Queen's led by some Faculty Deans, notably Dean of Arts and Science. We will build on other exemplars at Queen's Women's Network and Women in Science at Queen's.
Next steps:	Working group to consult broadly with stakeholders about priorities for a mentorship program.
Contextual information:	We are able to build on some best practices developed within the Faculty of Arts and Science which introduced a mentorship program for the 53 new faculty appointed between July 2017 and January 2018.
<b>Key Objective 6</b>	
Increase participation and engagement in self-identification by all respondents	
Corresponding actions:	Working with appropriate stakeholder involvement we will work towards facilitating and supporting self-identification by applicants, while continuing to ensure absolute confidentiality of self-identification data
Indicator(s):	Increased engagement self-identification Increased promotion of the opportunities and benefits of self-identification where appropriate
Progress:	We have recently begun to consult with stakeholders.

Next steps:	Continue to consult with stakeholders, investigate best practice and define a plan to facilitate and support.
Contextual information:	We understand that encouraging participation and engagement in self-identification must be respectful of individual choice not to self-identify.

## Part D: Challenges and Opportunities

***Other than what has been outlined in the section above, outline any challenges and opportunities/successes, as well as best practices that have been discovered to date in developing and implementing the institutional equity, diversity and inclusion action plan:***

This progress report responds to the new revised 2018 CRC Action Plan and therefore does not directly reproduce the order and numbering of the previous 2017 plan. The feedback received on the previous plan indicated that it would be beneficial to consider EDI more broadly, beyond closing specific equity gaps in targeted areas.

The Queen's CRC Action Plan was initially drafted in 2017; in response to valuable feedback from CRC the Queen's CRC Action Plan was re-written in the fall of 2018. This revision presents both challenges and opportunities. The challenge is to report progress on a plan that has only recently been revised. But the opportunities are that the broad consultation with equity experts and scholars both at Queen's and at other universities have opened a broader dialogue about systemic barriers to inclusion. Now that the new action plan has been written, we're continuing to pursue the key objectives outlined in the 2017 report related to closing the equity gaps for women in the Queen's CRCP as well as identifying new broader EDI key objectives that will guide our strategic activities in the next year. Recent collaboration with the Kingston Immigration Partnership (KIP) is developing a program, "Say Hello", that seeks to address geographic challenges with respect to settling in the Kingston area for racialized persons.

Two new groups - Black Faculty and Staff Network and Racialized Faculty Network – have recently been established to support retention at Queen's.

Best practices at Queen's include:

- The award-winning DEAP and QEAP tools (see Appendices C and D in the CRC Equity Action Plan)
- Senior Management Accountability. The mandate of the Deputy Provost to explicitly focus on "inclusion" within the more general mandate of Academic Operations reflects the central notion that inclusion is an important part of all academic operations. A senior university officer with attendant visibility and resources is accountable for equity, diversity and inclusion and for implement recommendations

from task forces, including the Truth and Reconciliation Commission Taskforce and the Principal's Implementation Committee on Racism, Diversity, and Inclusion. The creation of an Associate Vice Principal (Human Rights, Equity and Inclusion) and Associate Vice Principal (Indigenous Initiatives and Reconciliation) has highly positive steps to enact EDI across the university.

- Memoranda of Agreement with Queen's University Faculty Association to support and facilitate closing equity gaps in the CRCP by enabling targeted hiring language
- The mentorship program for 53 new faculty appointed between July 2017 and January 2018 in the Faculty of Arts and Science
- Unconscious Bias Infographic Checklist
- An Equity, Anti-racism and Inclusion Training for all senior management at Queen's was introduced in March 2018. 189 senior administrators and managers have been trained since March 2018.
- Employment equity practices have now been extended to the hiring of staff across the university.