Canada Research Chairs Program (CRCP) Institutional EDI Action Plan (2019 - 2020)

Reporting Period: December 15, 2018 to December 15, 2020
Date Submitted: May 28, 2021

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

Date of most recent public plan:
06/30/2020

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

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

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

(e.g., summarize what the barriers are and how they were identified):	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 education around EDII issues.
Corresponding actions undertaken to address the barriers:	• 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 of the Queen's EDI Action Plan) includes such examples of proactive measures as: job postings designed to reach a wide audience. The Human Rights and Equity 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. • It is mandatory for departments that are recruiting for CRCs to consult with the Human Rights and Equity Office on their recruitment strategy – from advertisement to appointment. • Ensure that a member of the Human Rights and Equity 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 employment 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 deserving 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 leaves (including, but not limited to maternity or parental leave, extended sick leave, clinical training, and family care) are taken into account when assessing candidates. • Consult regularly with the newly-formed CRC Equity, Diversity and Inclusion working group to generate further 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.
Data gathered and Indicator(s):	• 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
Progress and/or Outcomes and Impacts made during the reporting period:	• All staff and faculty involved in CRC appointments 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. The Human Rights and Equity Office scans all advertisements 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).

- Departments that are recruiting for CRCs consult with the Human Rights and Equity Office on their recruitment strategy – from advertisement to appointment.
- A member of the Human Rights and Equity Office is an ex-officio member of all CRC search committees.
- Contact for accommodations is clearly communicated in all CRC processes.
- All members of CRC committees complete employment equity training (members who have not completed the training will not be able to participate in the CRC committee).
- All members of the CRC committees to complete CIHR unconscious bias training.
- The VPR and Provost's Office maintains strong and frequent communication with the unit head to ensure diversity of candidates.
- The composition of appointments committees ensures 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 deserving groups, including "designated groups" as defined in the Employment Equity Act.
- The 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.
- Leaves (including, but not limited to maternity or parental leave, extended sick leave, clinical training, and family care) are taken into account when assessing candidates.
- A new staff position, Indigenous Research Advisor, was filled to support Indigenous-related research and to train and support researchers in Indigenous epistemologies and community-based research.
- New recruitment advertisement language includes a direct reference to identifying with more than one equity deserving group.

	• The VP Research and the Principal have made deliberate efforts to engage directly with CRCs in small groups on a regular basis.
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):	• Continue to consider building cohort or clusters across CRC and faculty positions to limit the potential for isolation and build research collaboration. This process will begin in August 2021, and will be in progress in spring 2022. • The VP Research and the Principal will continue to engage 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 2021. • The matrix checklist for recruitment will be reviewed by January 2022 to ensure any possible updates are included.
Was funding from the CRCP EDI stipend used for this key objective?	Yes
If yes, how much funding was spent on this key objective?	$30,656
If yes, indicate specifically what the funds were spent on.	These funds were spent on the 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. Successful candidate hired and started in role April 1, 2020 and has participated in information sessions, advised and assisted with

	indigenous research proposals, and has advocated for further discussions surrounding funding opportunities and additional supports to enhance indigenous research.
EDI Stipend Impact Rating	Major impact (the EDI Stipend had a major impact on achieving progress)
Indicate any leveraged cash or in-kind contributions provided by the institution Source / Type	$43,606 Internal type / Cash
Key Objective 2	
Brief description of S.M.A.R.T.:	To broaden our implementation of equity objectives to include intersectionality and to create specific strategies for underrepresented groups.
Systemic barriers:	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:	• 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 to generate tactics. • Develop distinct strategies for each of the FDG groups that recognizes the unique experience of its members. • New recruitment advertisement language includes a direct reference to identifying with more than one equity deserving group.
Data gathered and Indicator(s):	• Evidence provided by QEAP and I COUNT analysis on increased diversity within the CRCP. • Fluid genders have been added to the I COUNT census.

	• New recruitment advertisement language includes a direct reference to identifying with more than one equity deserving group.
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
Key Objective 3	
Brief description of S.M.A.R.T.:	To create an inclusive research culture that celebrates diversity and enables all researchers to flourish.
Systemic barriers:	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.

CRCs highlighted the need for additional administrative support. Some researchers 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 CRC 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 CRC indicated that greater resources were needed for faculty who move. A number of CRCs 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 CRC 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) Unit Heads highlighted the following challenges in advancing equity goals in the CRCP at Queen's: • 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". • 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:	• Complete the Diversity and Equity Assessment and Planning (DEAP) Tool for the Office of the Vice-Principal (Research) to better understand the environments and climate relating to equity and diversity for research support (the DEAP process was initiated June 2019).

	- 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 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.
Data gathered and Indicator(s):	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-deserving individuals through all stages of the recruitment and appointment process. • CRC recruitment and stories are prioritized in the Gazette, and other CRC feature stories have appeared on the main Queen's Research website, and in the Alumni Review.
Progress and/or Outcomes and Impacts made during the reporting period:	• The research of CRC holders from underrepresented groups continues in Queen's communications channels, including the Alumni Review, the Queen's Gazette and social media. • Planning for an Indigenous Research Centre for research activity, including research conducted by Indigenous epistemologies, is in progress. • Continue to consider making thematic, targeted, cohort hires (including CRC nominations) in which groups of outstanding scholars working in particular areas are appointed together. • Targeted cohort hires are discussed in the newly established Institutional Strategic Research Committee, to determine priority areas for recruitment.
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 2022.

	- 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 fall 2021/winter 2022. - A program of 1:1 mentoring will be developed for interested CRC holders, beginning in 2022. - 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

Key Objective 4	
Brief description of S.M.A.R.T.:	To ensure equitable and transparent support for all CRC holders.
Systemic barriers:	For some CRCs, 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. However, other CRCs noted differentials in research stipends that 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 CRC 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 data for the CRC research stipends reflects differences in the level of research stipend support provided to CRC holders and suggests the need for standardized minimum research stipends for all CRCs (both internal and external), monitored centrally by the VPR.

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 (Office of the VPR) to ensure that research time is protected and that it is protected equitably between FDG and non-FDG chairs. 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. |
| Corresponding actions undertaken to address the barriers: | • Centralize management of CRC packages in the OVPR 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 to generate new ideas in regular scheduled once-a-term meetings. - In collaboration with the Human Rights and Equity Office, the VP Research will develop and offer Equity, Diversity and Inclusion professional development modules for Canada Research Chairs. As researchers, they are key influencers in changing the culture of research to better encompass guiding principles of equity, diversity, and inclusion.
Data gathered and Indicator(s) -	- All new CRCs receive the minimum research stipend - Data that indicates that CFI JELFs are equitably administered - Annual comparative scan to identify anomalies
Progress and/or Outcomes and Impacts made during the reporting period:	Centralizing management of CRC packages in the 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.
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 • September 2021 – the EDI Professional Development modules will launch
Was funding from the CRCP EDI stipend used for this key objective?	Yes
If yes, how much funding was spent on this key objective?	$19,344
If yes, indicate specifically what the funds were spent on.	These funds were spent on the development of EDI Profession Development web-based training modules for CRC holders to enhance EDI in their research programs: Module 1 - Introduction to Equity, Diversity, and Inclusion in Research Design; Module 2 - Developing Inclusive Research Teams; and Module 3 - Embedding EDI in Knowledge Mobilization, Translation, and Data Management. Queen's award-winning DEAP tool will be applied to monitor the results once the e-learning modules are launched. Until that time, the EDI stipend impact is being reported as "Don't know."
EDI Stipend Impact Rating	Don't know
Indicate any leveraged cash or in-kind contributions provided by the institution	N/A

Part B: 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?

The predominant challenge encountered during the implementation of the tactics was the re-directed attention as a result of COVID-19. The university closure in March 2020 meant that university administration had to prioritize new and different activities. For example, Queen's launched a Rapid Response funding competition that encouraged proposals in COVID-19 social/policy countermeasures, including:

- cultural dimensions of the pandemic, such as examining how individuals and communities understand and react to the disease and how the public health response can be tailored to the unique circumstances of different populations, including vulnerable populations
- the public health response, including the feasibility and effectiveness of social policies aiming to prevent and contain COVID-19 and to mitigate its secondary impacts (e.g., supply shortages, school closures, travel restrictions, quarantines, racism)
- understanding of the social dynamics of transmission and vulnerability and how to best communicate related risks, uncertainties, and implications
- psychological, social, political and/or cultural factors in the emergence, spread and treatment of COVID-19 and the legal, moral, economic and ethical implications
- development of strategies to mitigate negative impact of COVID-19 on global, national, and regional economic development, value creation chains, and businesses
- study of the development of measures to ensure that COVID-19 responses serve the values of equity and justice
- development of public policy strategies to mitigate the impact of COVID-19 on vulnerable populations, including social welfare provisions.

The delivery of the Canada Research Continuity Emergency Fund (CFREF) program also provided an opportunity to focus our attention on the principles of EDII.

Despite the challenges of COVID-19, we saw significant success in undertaking internal, and now external, recruitments open to equity deserving groups

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

Not applicable

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?

Queen's Attracted funding and launched WE-CAN Project to inspire and empower existing and aspiring women entrepreneurs (WE) from underrepresented groups, through the provision of tools, resources, expert mentors, networks and building of community, to expand existing businesses and to launch new ventures

- Hired WE-CAN Project Manager to oversee implementation of WE-CAN Project and delivery of programs and services to WE from underrepresented groups.
- Developed content for and launched website for WE-CAN programs and services https://www.queensu.ca/partnershipsandinnovation/entrepreneurs-startups-smes/women
- Established partnerships with the City, St. Lawrence College, KEYS, Kingston EcDev and L-SPARK; designed and-or launched numerous programs and services to support WE from underrepresented groups; feature programs include: Compass North Accelerator Program for WE leading tech companies Kwe-Biz Programs & Services for Indigenous WE Rural Mentorship Program for WE operating businesses in rural areas Your Way (program for newcomers to Canada) Newcomer Bootcamp
- Planned and delivered numerous workshops to ~ 200 WE and provided mentorship and coaching to many WE including WE who self-identify as a visibly minority or a member of the LGBTQ+ community or having accessibility issues
- Developing programs and services for WE who have accessibility needs and WE who self-identify as a visible minority Queen's Partnerships and Innovation (QPI) hired Okwaho Equal Source (OES), an Indigenous-owned company headquartered in the Tyendinaga Mohawk Territory (TMT) to deliver Cultural Awareness Training to QPI staff VPR contributes to the Knowledge, Curriculum and Research working group of the Aboriginal Council.

The team in research services continues to support and work with new Indigenous faculty in building successful research programs. The team has had several interactions over the last 6 months with Indigenous and community based researchers to navigate some of the challenges for conducting community based research with respect to data ownership, control, access and possession, along with community engagement. Strong

progress has been made towards achieving equity goals. Targeted internal recruitment has proved successful; moving to targeted external recruitments at Tier 1 level in 2021/22 Additional measures will be provided by the CRC EDI working group over time.

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

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

The Human Rights and Equity Office 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 antioppressive 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 nonacademic 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. Some of the pieces of legislation discussed include: the Ontario Human Rights Code, the Accessibility for Ontarians with Disabilities Act and its standards, the Occupational Health and Safety Act, and the Employment Equity Legislation.

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.