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Submit and Exit Survey

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:

Wilfrid Laurier University

Contact Name:

Ildiko de Boer

Position Title:

Manager, Reserach Facilitation

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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):

05/30/2022

Rating given action plan in most recent review process:

Satisfies

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

Jonathan Newman

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, LGBTQ2+ 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:

To increase support systems, tools and education related to EDI: Creating a more inclusive environment at Laurier will lead to a more inclusive environment for CRCs and their research teams. We recognize that attracting a more diverse workforce alone will not necessarily result in a more inclusive environment, and that retention and advancement are key to maintaining a thriving, equitable and inclusive environment. Laurier's Employment Engagement Survey, employment systems review, and environmental scan have highlighted the need to increase education and support around the experiences of individuals from equity deserving 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):

Laurier's environmental scan showed that the greatest and most persistent underrepresentation gaps exist among faculty who identify as racialized. Laurier acknowledges that gaps exist in the representation of faculty who identify as Indigenous, having disabilities, and women. As part of Laurier's environmental scan, the employee engagement survey revealed that many Laurier employees believe that the Laurier community does not represent the diversity of communities with which its campuses are located. Furthermore, survey participants identified EDI as one of the three key drivers for employee engagement. Laurier's employment systems review that assesses recruitment, onboarding, promotion, and retention processes identified opportunities for improving hiring practices. As a result several needs were identified: (1) a lack of senior leadership dedicated to coordinating efforts across various units to implement policies and practices that address EDI as it pertains to equity deserving groups and the broader Laurier community; (2) the need to increase the number of resources and educational opportunities around the experiences of individuals from equity deserving groups; and (3) the need for better education and training around EDI to encourage hiring practices aimed at diversifying Laurier's faculty.

Corresponding actions undertaken to address the barriers:

a) Recruit, select and onboard a Senior Advisor, EDI who will be a tenured faculty member with expertise in EDI and will report directly to the Provost & VP: Academic. This role will support Deans, academics, instructors, and researchers in embedding more equitable and inclusive practices. b) Embed a specially trained EDI Champion on all CRC candidate selection committees and require EDI training for all of those involved in decision making regarding CRC allocation, recruitment, retention, and advancement. c) Create and roll-out toolkit tailored to researchers (including CRCs) on how to better embed EDI-informed practices into their research teams and research practices (funded by the EDI Capacity Building Grant). d) Create and roll-out toolkit tailored to faculty (including CRCs) on how to embed EDI into their recruitment, assessment, and promotion practices (funded by the EDI Capacity Building Grant). e) Recruit a Strategic Recruitment Consultant to, among other things, evaluate recruitment, selection and employment branding and outreach processes to embed best practices in equity.

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

a) AVP: EDI: 1. Hiring of AVP: EDI. 2. Number of consultations by the Senior Advisor EDI. b) EDI Training: 1. 100% of CRC candidate committees include a trained EDI Champion. 2. 100% of decision makers trained. c) Researchers Toolkit: 1. Number of researchers who have used the toolkit tailored to researchers in embedding EDI-informed practices into their research teams and research practices. d) Recruitment Toolkit: 1. Number of researchers who have used the toolkit tailored to faculty in embedding EDI into their recruitment, assessment, and promotion practices. e) Strategic Recruitment Consultant: 1. Number of candidate recruitments that engaged the Consultant. 2. Embedding best practices that enhance all aspects of recruitment (job postings and onboarding). 3. Number of equity advocates developed across units/departments within Laurier.

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

a) Laurier's Senior Advisor: EDI role was elevated to Associate Vice-President: EDI (AVP: EDI). Professor Barrington Walker was successfully recruited and joined Laurier in January 2020 as AVP: EDI. To date the AVP: EDI has had consultations with all clusters of Laurier's population (i.e., faculty, staff, students and alumni). These consultations have been largely driven by the ongoing development of Laurier's first Strategic EDI Action plan (See Sections D and E for further details). The purpose of these engagements has been two fold: (1) to gain an understanding of EDI-specific challenges at Laurier and (2) to gather recommended policies and practices that could help ameliorate ongoing EDI-related challenges at Laurier. b) We are continuing to embed a specially trained EDI Champion on all CRC candidate selection committees (100%). In addition to this training, all members (100%) of the CRC hiring committee continue to complete the unconscious bias training module on an ongoing basis. c) The Office of the AVP: EDI launched the Inclusive Research Toolkit entitled "Inclusive Labs and Research Teams" on May 31, 2021. To date, there have been over 150 registered users of the Inclusive Research Toolkit. The toolkit has an optional quiz which has been completed by 47 participants. d) The Equity in Hiring and Tenure Toolkit was launched in September 2020. Hosted on Laurier's learning management system, the toolkit is a "living" resource that has been updated with additional content since it was originally launched. While the initial toolkit focused on anti-Black racism and anti-Indigenous racism; it has grown to include resources on anti-Islamophobia and anti-Asian racism. Resources on antisemitism will be added in summer 2022. This resource continues to be updated in consultation with academic experts and the broader Laurier community, ensuring that we identify, document and address the ever-growing needs of our community. e) CRC recruitment committees continue to actively work with Laurier's Manager of Talent Acquisition (formerly known as the Strategic Recruitment Consultant) to advertise CRC job postings widely, ensuring that applicant pools include representation from equity deserving groups. CRC recruitment committees also continue to engage Laurier's Equity and Accessibility Officer and the Associate Vice-President of Indigenous Initiatives for guidance in the recruitment process. Additionally, all postings are reviewed by Laurier's Equity and Accessibility Officer to ensure compliance and alignment with all existing policies.

Challenges encountered during the reporting period:

c) While uptake of the Inclusive Research Toolkit has been encouraging (i.e., 159 registrants and 47 optional quiz completions), we suspect that the Covid-19 pandemic prevented greater uptake. We are continuing to promote the resource, especially among faculty who apply for funding applications and expand their research teams.

Next Steps (indicate specific dates/timelines):

a) Laurier's Institutional EDI Action Plan is expected to be completed by the end of 2022. The plan will play a critical role in informing the CRC EDI Action Plan. c) To increase uptake of the Inclusive Research Toolkit, Laurier's EDI Training Specialist has been working with the Office of Research Services, faculty with relevant expertise, and the Teaching and Learning Office to host EDI Dialogues series for faculty. The series took place once a week between October and December 2021. The next step involves recording dialogue sessions, consolidating the content and posting them on Laurier Connect (an institutional facing webpage), where they will be accessible to all faculty and staff. This will be completed in early 2023. Every year, research facilitators host grant workshops for all standard Tri-Agency funding competitions. Starting in 2022, sections of each workshops are being dedicated to introducing the toolkit and encouraging faculty to engage with it. This practice will continue, and is expected to increase uptake. As part of our next steps, we are currently planning and strategizing to conduct more tailored faculty and departmental outreach activities aimed at increasing awareness about the toolkit and further driving uptake. We are also working on making the Inclusive Research Toolkit available to students and potentially, external users. Most of these initiatives aimed at increasing toolkit uptake will be completed by 2023. e) Future CRC recruitment committees will continue to engage with the Manager, Talent Acquisition. f) Based on the aforementioned EDI resources and faculty engagements at Laurier, more gaps have been identified, including the need for a course on EDI in Academic Adjudication and a second course on EDI in STEM disciplines. The EDI in academic adjudication course will be a 3-hour module for scholars serving on committees that adjudicate grants, fellowships, tenure, promotion, academic hiring, editorial boards, peer review, and overseeing graduate admissions. Equally important, the course will benefit scholars involved in academic adjudication processes, staff in research administration and individuals who hold academic leadership positions at Laurier. The course on EDI in STEM will promote campus dialogue, learning, and action on how systemic inequities shape STEM and how scholars, students, and campus leaders can challenge these inequities. Funding from our EDI stipend will be used for the development and implementation of the EDI in Academic adjudication course. Additionally, there are preliminary plans to develop programming on EDI in STEM, which would take place either in late 2022 or early 2023. It is noteworthy that these initiatives are in their preliminary stages; hence, our inability to provide exact timelines.

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

Yes

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

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective:

45976

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

Nine undergraduate students and a graduate student research assistant were hired to build interactive modules on Laurier's MyLearningSpace and to research discipline-specific EDI topics for the Inclusive Reserach Toolkit. Collection of EDI related books and resources were purchased to complement the Inclusive Reserach Toolkit and provide additional resources for the Laurier community. A student was hired to develop music for the EDI in Research podcast that complements the Inclusive Reserach Toolkit and will be launched in 2022. Funds were also allocated for training of Laurier team members at the Centre for Indigegogy and Ontario Coalition Against Poverty.

EDI Stipend Impact Rating

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

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

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:

Improved data collection and analysis to make EDI-informed decisions: Although Laurier has collected demographic data for several years, the data has only been analyzed using the principles of the Federal Contractors program. The analysis has not utilized an intersectional approach, and data from casual employee groups such as contract teaching faculty (instructors) remains limited. In conducting the environmental scan, comparative review, and employment systems review, it was difficult to gauge the effectiveness of various EDI initiatives and areas where new initiatives are needed. To better understand what changes will have the most impact, Laurier needs to better understand its environment and systemic barriers to inclusion. This also includes embedding more contemporary data analysis approaches such as intersectional analysis and data disaggregation to deepen our understanding of unique experiences among individual clusters of Laurier's population and the FDGs.

Systemic barriers -

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

A major systemic barrier identified is Laurier's inability to make evidence-based EDI-informed decisions and effectively assess the impact of various EDI initiatives due to the lack of sufficient data collection and analysis across various clusters of Laurier's institutional population. In the absence of such data and analyses, gaps in understanding policies and programs that could potentially have the greatest impact on EDI will persist. In response to these barriers, several areas with data deficiencies were identified, including: (1) the lack of equity data on contract faculty and post-doctoral fellows; (2) the lack of data on the experiences of FDGs and 2SLGBTQIA+ of the Laurier community; (3) the lack of equity data on CRC applicants during recruitment processes, (4) the lack of knowledge on challenges faced by CRCs (e.g., barriers to their inclusion) and (5) the need to increase the EDI knowledge of Research Facilitators, as they represent the Office of Research Services staff who directly support CRCs.

Corresponding actions undertaken to address the barriers:

a) Develop, expand, implement, and promote a more contemporary institutional employment equity survey that is available online and easy to update. Perspectives from the larger Laurier community (including individuals from across FDGs and 2SLGBTQIA+ community) will be used to develop the new survey. In addition to expanding this data collection to include contract teaching faculty (instructors) and post-doctoral fellows. We have expanded data collection to included students. b) Embed applicant self-identification survey into all CRC job postings with expansion to all Laurier postings including faculty and contract teaching faculty (instructors) postings. c) Develop a Self-Assessment Team as outlined in the Dimensions Pilot Program which specifically looks at the experiences of CRCs through an intersectional lens. d) Develop metrics as outlined in the Dimensions Pilot Program to understand barriers to inclusion experienced by CRCs from equity deserving groups and the larger Laurier community. e) Increase the EDI knowledge of the ORS staff as it relates to support for CRC, researchers, and research teams through training. Equip Research Facilitators to better collect qualitative data from CRCs.

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

a) Employment equity survey: 1. New survey developed by working groups for each equity deserving group. 2. Infrastructure in place to allow the survey to be completed/ updated easily online. 3. Response rate of the new survey compared to the previous survey. 4. 100% response rate for CRCs. b) CRC job postings and recruitment: 1. Applicant equity survey response rate for CRC positions. 2. New Applicant Tracking System implemented which invites all applicants for all job postings to self-disclose. 3. Applicant equity survey response rate for all job postings. c) Dimensions pilot self-assessment team development: 1. Number of current or past CRCs engaged in the self-assessment team. 2. A collective development of a protocol for gaining intersectional understanding of the Laurier community, including FDGs and 2SLGBTQIA+. d) Understanding barriers to inclusion experienced by CRCs through the Dimensions Pilot Program: 1. Number of metrics specific to the CRC experience. 2. Number of CRCs who participate in providing data. e) Increase EDI knowledge of ORS staff: 1. 100% of Research Facilitators trained to conduct interviews with CRCs during their yearly meetings (using the newly developed interview instrument). 2. Interviews conducted with all CRCs. 3. Number of comparative analyses performed to identify variations in CRC experiences.

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

a) The overall full-time employee response rate for Laurier's employment demographic survey continues to be in-line with previous response rates (around 85%), including 100% completion rate for current CRCs. The response rate for contract teaching faculty is low (~20%). A pilot was conducted with the Faculty of Social Work and the Wilfrid Laurier University Faculty Association (WLUFA), including an advertising campaign and communications aimed at improving response rates among contract faculty in the Faculty of Social Work. Unfortunately, these interventions did not drive increases in response rates. Human resources is continuing to develop strategies for improving response rates among contract faculty. Laurier's Dimensions Pilot EDI Self-Assessment Team (EDI-SAT) created and distributed the student self-identification form. We are working with Laurier's Institutional Research to produce a preliminary report on survey findings. Data analysis through an intersectional lens and data disaggregation has commenced. For example, human resources is breaking down institutional data by subcategories (e.g., racialized women, Indigenous women) when assessing both EDI and non-EDI related challenges among faculty and staff at Laurier. b) The applicant equity survey was initially imbedded into CRC job postings in 2018. We are continuing to embed this survey into all CRC Laurier job postings (100% response rate with follow up), as well as all faculty positions including contract teaching positions. Laurier's Applicant Tracking System pilot was launched in a few areas but put on hold due to challenges (see below). c) The EDI-SAT was established in November 2020. The EDI-SAT is carrying out the institutional scan and assessment alongside developing strategic recommendations as outlined in the Dimensions Pilot Program. A major recommendation from EDI-SAT is the need to develop institution-wide policies that encourage faculty and staff to consider EDI when establishing research teams. The resulting document is still being finalized for submission by the end of 2022. d) In response to a gaps identified in student-related data, the EDI-SAT launched Laurier's first voluntary Student Self Identification Form in February 2021. Approximately 6000 students have completed the student self-identification survey, representing almost half of Laurier's student population. The data presents an opportunity to better understand our institutional context as it pertains to students. For example, the demographic data could be mapped onto program-level data to understand the performance/success of specific clusters of students and develop interventions if needed. The data is yet to be analyzed. e) Laurier continues to assess barriers to inclusion faced by CRC by conducting yearly interviews that assess their experiences from an environmental, comparative and employment lens. Based on the outcomes of these interviews, relevant departments and units within Laurier are tasked with developing solutions as needed.

Challenges encountered during the reporting period:

a) Our pilot with Social Work to increase the participation of Contract Teaching Faculty in the employment equity survey did not yield encouraging results; hence, alternative strategies are currently being brainstormed with no imminent timeline. b) Migrating faculty recruitment on the new Applicants Tracking System continues to be a challenge for many reasons. The new system was piloted in a few areas but was put on pause to address concerns related to the user experience from the perspective of a hiring committee member and applicants. Specifically, faculty have been resistant to using a new and relatively complex system, especially given the high number of recent new recruitments. In some disciplines, there has been pushback against anything that creates more challenges for applicants by complicating the application process. c) Due to the emergence of the Covid-19 pandemic and the pressures it placed on CRCs, no CRC was added to the EDI-SAT committee. Dimensions Pilot Program and EDI-SAT has captured student EDI data in a comprehensive manner. However the analysis of the data remains a challenge, as Laurier does not have an EDI data specialist. The Dimensions Pilot and office of AVP:EDI are currently at the peak of their capacity, and we are exploring the prospect of hiring an EDI data specialist or analyst to work with this data and other clusters of EDI data (e.g., staff and faculty data).

Next Steps (indicate specific dates/timelines):

a) While steps have been taken to increase the participation of contract teaching faculty in the employment equity no positive strides have been made. In partnership with WLUFA, additional options are being explored, however there are no concrete timelines for resolving this complexity. b) Laurier's Human Resources is in the process of re-evaluating the Applicant Tracking System to determine the best way to move forward (Summer 2022). c) Laurier's Dimensions application to federal administrators is expected to take place before the end of 2022 and we are exploring hiring EDI data specialist or analyst. d) See c) above. e) With the challenges our CRCs have faced over the Covid-19 pandemic and the urgent need to make significant adjustments to their respective research programs, focus groups have been postponed and will be initiated in early 2023. Research Facilitators will continue to expand their EDI knowledge through EDI training opportunities available at Laurier and externally. They will also continue to host one-on-one interviews with CRCs each year.

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:

Policies and procedures built with an inclusive lens: As a university, policies and procedures guide Laurier's operations, its everyday decisions, and informal interactions. They inform and are created by institutional culture and they can simultaneously create both opportunities and barriers to inclusion. Laurier's employment system reviews (i.e., faculty recruitment and promotion processes, staff recruitment, and the recruitment, onboarding, retention, and advancement of CRC), comparative reviews, and environmental scan highlighted opportunities to make Laurier's policies and procedures, even informal ones, more inclusive.

Systemic barriers -

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

Laurier recognizes that policies and procedures, including informal ones, have great impact of the experiences of its CRCs. Often, the lack of policies and procedures creates less transparency and opens the door to systemic barriers to inclusion. Laurier and its faculty association are both committed to working together to reimagine its policies and procedures through an inclusive lens. The employment systems review showed that there is a need to eliminate systemic barriers to the inclusion of individuals from equity deserving groups and increase faculty knowledge of equitable hiring and promotion practices. A Bilateral Committee was established to make recommendations to the WLUFA Full-Time Faculty and Professional Librarians Collective Agreement by expanding the current equity consideration to be inclusive of all FDGs including women. In addition, Laurier's comparative reviews, employment system review, and environmental scan further identified the need to promote more inclusive practices as well as identified the underrepresentation of specific equity deserving groups within Laurier's workforce. The reviews revealed that there is a need to evaluate EDI issues within smaller units to bolster the retention of individuals across equity deserving groups. In addition, Laurier's environmental scan showed that there is an underrepresentation of individuals with disabilities.

Corresponding actions undertaken to address the barriers:

a) Evaluate and recommend improvements to the WLUFA Full-Time Faculty and Professional Librarians Collective Agreement equity articles and identify systemic barriers to the recruitment and promotion of faculty (including CRCs). b) Expand the number of units who are using the Diversity Equity Assessment Planning (DEAP) Tool. The DEAP tool provides a framework for units to evaluate their own policies, procedures, and practices through an EDI-lens. It will help units evaluate inclusivity, identify areas for growth in EDI, understand issues of representation within their body of employees and develop interventions to address them. There are also particular dimensions dedicated to the research environment. c) Alignment of all CRC policies and procedures with the new CRC guidelines including embedding EDI considerations in CRC allocations, renewals, and advancement. d) Create a more accessible campus for Laurier faculty, staff, and students with diverse disabilities by fulfilling the goals of Laurier's Accessibility Plan (2016-2019).

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

a) Equity articles: 1. Collective agreement updated to reflect contemporary best practices in equitable and inclusive recruitment and promotion practices that are in-line with the CRC requirements. 2. Number of faculty from equity deserving groups at all levels of the institution. b) DEAP tool: 1. Number of units using the DEAP tool. Number of unit specific action plans created through the DEAP tool. c) CRC policies and procedures: 1. Comparative review indicating that all policies are in compliance with CRC policies and procedures. d) Accessibility: 1. 100% of websites compliant with accessibility standards. 2. Number of faculty, staff and students who have completed accessibility training.

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

a) Recommendations were incorporated into equity articles of the WLUFA Full-time Faculty and Librarians Collective Agreement in 2020 and it was subsequently identified that guidelines are required for promotion and tenure, including EDI considerations. b) The DEAP tool has been scrapped, as it duplicates tools being developed under the Dimensions Pilot program and the development of Laurier's first EDI Strategic Plan. The Dimensions Pilot and Laurier's EDI Strategic plan will be released by the end of 2022. c) Laurier is continuing to ensure institutional compliance with all CRC policies and procedures. d) Due to disruptions caused by the Covid-19 pandemic, Laurier's Accessibility Plan (2016-2019) which met most of its goals was extended to 2022. A major new development has been the release of the draft AODA Post-Secondary Standards recommendations by the Ontario government, which contains 176 recommendations for Post-Secondary educational institutions. Laurier is working towards setting up an internal steering committee to better understand the recommendations and timelines (Summer 2022). Once the committee is established, actionable items will be drawn from the new recommendations and incorporated into Laurier's accessibility plan.

Challenges encountered during the reporting period:

d) Much of the Accessibility Plan was implemented as planned. Mandatory training always poses a challenge and instead whenever possible, Laurier strives to find ways to encourage instructors to participate in learning opportunities. The pandemic quickly pivoted the types of conversations being had with instructors to one that focused on inclusive virtual classrooms.

Next Steps (indicate specific dates/timelines):

a) Laurier and WLUFA agreed on requiring all units to create promotion and tenure guidelines in 2022. These guidelines will provide increased clarity and transparency (including EDI considerations) on the tenure and promotion process. The guidelines are currently being developed. b) Like other institutional strategic planning exercises, all departments will be asked to respond to the new EDI and Indigenous Strategic Plans by developing their own action plans. The EDI Strategic Plan is expected to be released in the Fall of 2022 (a draft has been released with much consultation). While the Indigenous Strategic Plan is still in the works with no imminent timeline, some important elements of the plan have been implemented such as the creation of a policy for verifying Indigenous identity to avoid identity fraud. c) Continue to follow requirements. d) Laurier is in the process of developing a new Accessibility Plan (2023-2027) (Early 2023). This plan will strongly incorporate AODA Post-Secondary Standards recommendations by the Ontario government.

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

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):

1. Challenges a. Staff turnover has been a roadblock to progress with various components of our CRC EDI Action Plan and general EDI-related activities at Laurier. The coordinator of our early EDI-SAT and EDI Support Coordinator left Laurier in early 2022. Making progress around EDI requires the work of staff who have a deep understanding of our institutional context. Hence, these losses have significantly slowed down progress. b. A second challenge pertains to the growing need for additional staff and resources. As EDI related tasks and activities grow, it has become evident that more supports are needed. For example, after collecting student identity data, the Office of the AVP: EDI recognized the need for an EDI data specialist. As well, this need is becoming more apparent in the development of Laurier's EDI Action Plan. c. Another major challenge is COVID-19 fatigue. All employees, including those invested in this work are experiencing fatigue due to the ongoing pandemic. 2. Opportunities a. We recently received CRC EDI stipend funding, which will provide funding for various pending programs, including training that builds literacy on EDI. b. EDI in academic adjudication course is a significant resource that will be created for faculty using the EDI stipend. Additionally, our Manager of EDI Planning and Strategic Initiatives is in the process of developing an EDI in research podcast series. The release of podcast episodes will start in September 2022.

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

Table C2. EDI Stipend Impact Rating

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

Don't know

Do you have other objectives to add?

No

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)

1. The EDI Action Plan is overseen by Laurier's CRC EDI Working Group that includes representation from the Office of the AVP: EDI, Office of Indigenous Initiatives, Equity and Accessibility, Human Resources, Faculty Relations, Office of Research Services, Laurier Centre for Women in Science, Centre for Students EDI as well as current and previous chairholders. Membership includes individuals from all FDGs and the 2SLGBTQ+ community, past and current CRCs, and individuals with expertise in fostering EDI. The EDI Working Group continues to meet quarterly to ensure members are updated on progress with our Action Plan. The activities of the working group are aimed at enhancing EDI at Laurier, including the creation of a healthier environment for individuals from equity deserving groups. 2. The EDI Working Group is developing a mid-term CRC Review process and updating our CRC Renewal process. The mid-term review process will provide an opportunity to assess and address challenges faced by CRCs through the lens of EDI. In addition to ensuring that CRCs are better prepared for their mid-term reviews, this process will ensure that ongoing challenges being faced by CRCs are addressed in a proactive manner. The mid-term CRC Review and updated CRC Renewal processes will be completed by the end of Summer 2022. 3. Insights on EDI at Laurier continue to be gathered through annual CRC interviews with chairholders. The interviews with CRC explicitly address EDI concerns and challenges, including EDI-specific issues being faced by CRCs and members of their research teams (e.g., student, lab staff and other supporting staff). Given the strategic positioning of CRCs, these annual interviews also ask about their EDI-specific experiences and observations at the departmental, faculty and institutional levels. 4. As part of the Laurier's CRC Action Plan the office of the AVP:EDI engaged with various individuals from equity deserving groups within the Laurier community, including staff, faculty and students. These consultations were aimed at addressing gaps in EDI at Laurier and capturing perspectives on how Laurier can best shape the structures and processes to ensure that EDI becomes firmly rooted in all aspects of the institution. Since 2020, engagements with equity deserving individuals have included: a. Administering an institution-wide anonymous survey in an effort to encourage as many people as possible to share their ideas about how Laurier can best shape its structures and processes to ensure EDI becomes firmly rooted in all aspects of the university. The survey was open to the Laurier community for a period of four months (i.e., February-May 2021) and received over 400 completed responses. Given the anonymity of this survey, the voices of equity deserving individuals and their unique experiences of EDI at Laurier were captured in addition to voices of the larger Laurier community. b. Communication was sent to all Laurier faculty, staff, students and alumni inviting them to participate in one-on-one consultations with members of the Strategic Planning Committee for the EDI action plan (SPC-EDI). These consultations spanned a 4.5 month period and attracted approximately 100 participants. This served as an excellent opportunity to gather stories, document lived experiences, identify gaps and gather recommendations for advancing EDI at Laurier. 5. Laurier's Dimensions EDI-SAT Student Sub-committee is made up of members with diverse EDI and institutional research backgrounds including administration, faculty, and students. The participation of individuals from equity deserving groups in this committee has been critical to ensuring that their voices and lived experiences within Laurier are documented and addressed. 6. The "Inclusive Labs and Research Teams" toolkit and EDI Dialogues series has continued to embed input from EDI faculty colleagues, equity deserving individuals within Laurier (i.e., faculty and staff) and members of the EDI Committee of WLUFAs. As these consultations continue and new relevant issues emerge, the resource continues to be updated, expanded, and operationalized. 7. The Equity in Hiring and Tenure Toolkit focuses on anti-racism resource lists that were developed in consultation with academic experts and the broader Laurier community, especially individuals from equity deserving groups.

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.wlu.ca/news/news-releases/2021/may/laurier-to-hire-more-indigenous-and-black-faculty-members-through-inclusive-excellence-initiative.html>

<https://www.wlu.ca/about/discover-laurier/equity-diversity-and-inclusion/strategic-plan.html>

<https://www.wlu.ca/about/discover-laurier/equity-diversity-and-inclusion/action-plan.html>

1. A long standing systemic barrier at Laurier has been the lack of diversity among faculty. In response to this challenge, Laurier launched an Inclusive Excellence Hiring Initiative with the aim of hiring more Black and Indigenous faculty. This initiative will result in the hiring of 12 new faculty (6 Indigenous faculty and 6 Black faculty). While a number of these positions are expected to start in July 2022, the remaining roles will be filled in 2023. The Vice-President Academics' Office and Research Services are also working on onboarding supports for these new hires including the development of a tailored Mentorship Program that will ensure a smooth transition to Laurier. 2. The Office of the AVP: EDI is currently developing the Laurier Strategic Plan for EDI. This will be Laurier's first comprehensive standalone strategic plan aimed at enhancing EDI and dismantling systemic barriers around EDI. The core themes of the plan include addressing harms and traumas previously experienced by front-line EDI staff, centering decolonization and equity, data, intersectionality, anti-oppression, institutional commitment to "inclusive excellence", accessibility, structure in support and academic units. Several steps have been completed, including (1) a large anonymous institutional survey to assess EDI at Laurier and capture insights and ideas, (2) One-on-one consultations with communications with Laurier faculty, staff, students, and alumni around EDI issues, Consultations with the Laurier community and Dean's Advisory Councils for the draft Strategic Plan, including Word Café sessions with faculty, staff and students. In these consultations, attention has been paid to the engagement of equity deserving individuals at all levels. The draft plan will be sent to the senate and board for approval in 2022. 3. A major systemic barrier at Laurier has been the absence of tools that could enable researchers engage in effective EDI practices with their research teams and integrate EDI in their research projects. In response to this need, the Inclusive Research toolkit was designed and is being hosted on Laurier's learning management system. As this toolkit has been deployed, new needs have emerged. The Office of the Assistant Vice President of EDI is working to develop two EDI specific courses to help address these emerging needs, including: (1) Equity, Diversity and Inclusion in Academic Adjudication (Online Course) and (2) EDI dialogue series in Science, technology, engineering, and mathematics (STEM) disciplines. The EDI in Academic Adjudication course will draw funding from Laurier's EDI stipend. This will be a three-hour course developed on Laurier's learning management system and made available to faculty and staff who engage in diverse forms of academic adjudication. The main topics of the course will include serving on committees that adjudicate grants, fellowships, tenure, promotion, academic hiring, editorial boards, peer review, and overseeing graduate admissions. Overall, it will equip participants with tangible skills for utilizing an EDI lens when engaging in diverse adjudication activities, including transcending the traditional use of bibliometric and other tools which are sometimes constraining. The EDI in STEM course will focus on promote campus dialogue, learning, and action on how systemic inequities shape STEM and how scholars, students, and campus leaders can challenge these inequities. This second course will be developed once funding is secured.

<https://www.wlu.ca/news/news-releases/2021/may/laurier-to-hire-more-indigenous-and-black-faculty-members-through-inclusive-excellence-initiative.html>

<https://www.wlu.ca/about/discover-laurier/equity-diversity-and-inclusion/strategic-plan.html>

<https://www.wlu.ca/about/discover-laurier/equity-diversity-and-inclusion/action-plan.html>

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