Canada Research Chaires de recherche
Chairs   du Canada

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TABLE OF CONTENTS

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

Complete Full Report

Important Note

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

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

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

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

Institutions are required to post the most up to date version of their EDI action plan on their public accountability web pages.

Each year, institutions must 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. Ensure that you remove all numbers less than 5 from both the plan and the report prior to posting on your website in cases where your report includes the representation of individuals from underrepresented groups among your chairholders, as well as any other identifying information. This is a requirement of the Privacy Act.

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

Contact information

Please complete the fields below.

Name of Institution:

University of Victoria

Contact Name:

Joaquin Trapero

Position Title:

Director, Strategic Research Initiatives

Institutional Email:

sridirector@uvic.ca

Institutional Telephone Number:

250-472-5383

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):

12/15/2017

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

Fully satisfies

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

Lisa Kalynchuk

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 and gender minorities, persons with disabilities, Indigenous Peoples and racialized individuals, 2SLGBTQIA++ 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, 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) the main actions were undertaken (up to six) and how they have progressed; 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. If your institution has not yet prepared or received a formal evaluation of its CRCP EDI action plan (institutions having fewer than five Chairs) then section A is optional.

Key Objective 1

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

EMPLOYMENT PRACTICES: To sustain or exceed UVic's CRC Equity Targets • Carefully distribute, select and nominate available chair positions. • Use the Preferential or Limited Hiring guidelines as appropriate. • Encourage outreach when recruiting. • Ensure all advertisements include UVic's equity statement and use language that is inclusive, ungendered and unbiased. • Ensure information on equity is provided as part of the UVic's CRC renewal process.

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

While UVic has a robust guideline to facilitate equitable hiring practices to attract and hire diverse applicants, we have been focusing on improving the standardization of practices across departments. For example, it was noted that search committees require more capacity to implementing intentional and strategic outreach/advertising activities to reach wider audiences. Similarly, more training and support on preferential/limited hiring processes is needed.

Corresponding actions undertaken/to be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1	We standardized the appointment of an EDI champion for each CRC search committee as well as the facilitation of a self-identification survey to assess search committees' team composition	Completed
Corresponding action 2	An online equity-based hiring training course continued to be a required step for all members engaged in faculty appointment, review, promotion and tenure (ARPT) and senior leadership search processes.	Completed
Corresponding action 3	EDI Research Officer continued to offer consultation to campus members on the CRC recruitment process to ensure that hiring activities were facilitated based on the EDI principle. This includes pre-recruitment meetings with the chairs and committees (2 pre-recruitment meetings per posting) to go over equitable hiring practices, including outreach activity examples and key considerations to preferential/limited hiring process.	Completed
Corresponding action 4	UVic continues to work with BC's Office of Human Rights Commissioners to maintain and enhance its blanket approval to conduct preferential/limited hiring for members of the 5 underrepresented groups (Indigenous peoples, Black persons, racialized individuals, people with disability and women).	In progress
Corresponding action 5	The CRC best recruitment practices are embedded in the Faculty and Librarian Recruitment Guides, which was being revised and will launch in Spring 2024	In progress
Corresponding action 6	N/A	Not yet started

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

According to UVic's CRC EDI Experience Survey, a larger portion of the current chairholders from underrepresented groups chose to apply for the opportunity because of word of mouth.

Outcomes and Impacts made during the reporting period:

During this reporting period, only one CRC search took place. This search was preferential. The first round of this search did not attract enough applicants from the target groups. However, the search committee made more intentional advertisement activities for the second round, which ended with a larger pool of diverse applicants.

Challenges encountered during the reporting period:

Though it was not formally confirmed, the team suspected the pandemic and housing issues played a role in diverse applicants to become hesitant to apply for new opportunities and relocate.

Next Steps (indicate specific dates/timelines):

During the next reporting period (Dec 2022 – Dec 2023), a number of new searches were scheduled to take place. In collaboration with Vice President Academic & Provost (VPAC), the VPRI team prepared strategic steps to support multiple CRC searches in embedding equitable steps in a consistent way.

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:

12500

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

The stipend was used for the EDI Research officer salary; one of her major responsibilities is to work on the CRC employment practice.

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

Major impact (the EDI Stipend had a major impact on achieving progress)

Indicate in the table below any leveraged cash or in-kind contributions provided by the institution

Leveraged cash or in-kind contributions from your institution (if applicable):

	Amount $	Source / Type (cash or in-kind)
1	10443	cash

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:

TRAINING & EDUCATION: To provide training, tools and education for chairs and for chair hiring committee members (e.g. Deans, Department Chairs, faculty members and external members) • Provide training, tools and education for all faculty searches including CRCs, which includes but is not limited to: a transparent, consistent process; use of inclusive language for the advertisement and throughout the search process; accommodation considerations; evaluation of non-traditional CVs; unconscious bias; and other topics. • Provide equity information and training at orientation including for chairs.

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

The mandatory equity training was widely completed by hiring committee members, however, the knowledge gained from the course may not have been necessarily applied to pursue equitable hiring processes or practices.

Corresponding actions undertaken/to be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1	The online equity-centred hiring training course launched as part of a 4-stage training module called "UVic Increasing Equity in Decision Processes" which is a required component for all members of ARPT and CRC Search committees. Over 700 members completed the training by the end of December 2022.	Completed
Corresponding action 2	Equity committees across campus facilitated education-focused initiatives to initiate cultural shifts and increase buy-ins from their members. Some CRCs are part of their unit's equity committee. They also actively participate in the Academic Advisory Committee for Equity and Diversity (AACED), jointly led by VPAC and EQHR.	In progress
Corresponding action 3	The EDI Research Officer added a few steps in the CRC hiring process to increase interactions with CRC hiring committees, so the equity-based hiring practices were being implemented in a consistent way.	Completed
Corresponding action 4	In collaboration among Human Resources, VPAC and EQHR, a number of EDI oriented sessions were offered to researchers and other campus members, including "Power, Privilege and Accountability," "Supporting and Evaluating Community Engaged Scholarship," "Indigenous Leadership Perspectives," and "Cultural Intelligence for Academic Leaders."	Completed
Corresponding action 5		Not yet started
Corresponding action 6		Not yet started

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

During this reporting period, only one CRC search took place, which was a preferential hire. All committee members completed the online training and met with the EDI Research Officer to review core components of EDI of the preferential hiring practices.

Outcomes and Impacts made during the reporting period:

As noted in the previous section, the first round of advertisement for the search was not successful in attracting qualified candidates from diverse backgrounds. However, with further consultations with the EDI Research Officer to strengthen the job advertisement effort, the committee was able to receive a number of qualified applications from diverse members for the second round.

Challenges encountered during the reporting period:

We did not encounter any major challenges in Training and Education during this reporting period.

Next Steps (indicate specific dates/timelines):

In preparation for multiple new CRC searches for the next reporting period (Dec 2022 – Dec 2023), the EDI Research Officer was working to develop an additional training on preferential & limited hiring processes in collaboration with EQHR. The session is to be offered in Fall 2023 and Spring 2024.   A large scale complementary online course "Valuing and Evaluating Indigenous Academic Work" –developed collaboratively with Indigenous faculty and staff and co-sponsored by VPAC and VP Indigenous is due to launch in 2024. The project began during the reporting period.

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:

12500

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

The stipend was used for the EDI Research officer salary, one of her major responsibilities is to work on the Training and Education initiatives.

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)

Indicate in the table below any leveraged cash or in-kind contributions provided by the institution

Leveraged cash or in-kind contributions from your institution (if applicable):

	Amount $	Source / Type (cash or in-kind)
1	10443	cash

Key Objective 3

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

MESSAGING & COMMUNICATION: • Share that UVic's CRC Equity, Diversity and Inclusion Action Plan is available with key governance groups (e.g.: UVic Deans' Council, Research Advisory Committee and Council of Centre Directors) as well as with Department Chairs and School Directors. • Share messages about the values underlying the Action Plan with internal and external audiences

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

The institution's complex mix of decentralized and centralized EDI initiatives creates problems when tracking how the communications strategies are performing and how far the messages are reaching.

Corresponding actions undertaken/to be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1	For communications with senior leaders, the director of Strategic Research Initiatives worked closely with VPRI to ensure the relevant information is communicated to the right individuals in a timely manner.	In progress
Corresponding action 2	For communications with other campus units, the EDI Research Officer continued to work with the key stakeholders including EQHR through group/individual meetings.	In progress
Corresponding action 3	An annual summary of CRC related EDI activities was presented to the UVic Board of Governors.	Completed
Corresponding action 4	The VPRI team continues to ensure its website content on the CRC program remains current as required by the CRC Public Accountability standards.	Completed
Corresponding action 5	VPRI's Research Profile team streamlined research related communication processes including new CRC announcements and recognitions.	Completed
Corresponding action 6		Not yet started

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

Multiple presentations took place with institutional leaders and departments throughout the reporting period.

Outcomes and Impacts made during the reporting period:

Through conversations and meetings, researchers and department leads expressed positive recognition and understanding of the CRC program's effort to advance EDI.

Challenges encountered during the reporting period:

Properly tagging CRCs in all of our communications continued to be a challenge as many stakeholders were not aware of the UVic's commitment to the CRC Communication Guidelines. VPRI's Research Profile team was informed and worked with the University Communications teams.

Next Steps (indicate specific dates/timelines):

A project timeline to be developed to plan for the CRC EDI Action Plan revision, which would include a communication strategy with the current CRCs and other key stakeholders. - late 2023 and early 2024

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:

12500

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

The stipend was used for the EDI Research officer salary, one of her major responsibilities to work on the Messaging and Communication

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)

Indicate in the table below any leveraged cash or in-kind contributions provided by the institution

Leveraged cash or in-kind contributions from your institution (if applicable):

	Amount $	Source / Type (cash or in-kind)
1	10443	cash

Key Objective 4

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 4:

ACCOMMODATION: To support accommodation, including for CRC recruitment and retention in line with UVic Policy, procedures and the Collective Agreement • Provide advice, training and support for leaders and hiring committee members on the principles and UVic's processes to support accommodation. • Support all potential chair candidates requiring accommodation during recruitment process

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

While we had a designated unit to support job applicants with accommodation needs, the overall lack of understanding around accessibility and accommodation practices was noted within the campus community.

Corresponding actions undertaken/to be undertaken to address the barriers:

		Progress to date
Corresponding action 1	All CRC postings to include UVic's accommodation statement and how to request for support.	Completed
Corresponding action 2	A team of Work Life Consultants (support person for members with disabilities) with understanding of the academic context was available for all faculty requiring accommodation. The consultants worked closely with the Faculty Association's Membership Services Office Advisors to manage accommodation requests to find effective solutions to its members.	In progress
Corresponding action 3	As a point of contact to the chairholders, the Equity, Diversity and Inclusion Research Officer collaborated with the Work Life Consultant when researchers reached out for support to manage their accessibility-related concerns.	In progress
Corresponding action 4		Not yet started
Corresponding action 5		Not yet started
Corresponding action 6		Not yet started

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

The Work Life Consultants keep track of the qualitative and quantitative data around accommodations. The disaggregated information was reported out to management. All CRC recruitment and renewal processes during the reporting period embedded the existing accommodation practices and actively consulted with VPAC and EQHR.

Outcomes and Impacts made during the reporting period:

No major outcome/impact to be reported.

Challenges encountered during the reporting period:

There was no major challenges during the reporting period.

Next Steps (indicate specific dates/timelines):

In the fall of 2022, the provincial government mandated large organizations including UVic to establish accessibility committees, accessibility plans and public-feedback mechanisms by September 2023. The UVic CRC will need to review the accessibility plan and take an active step to incorporate the accessibility plan's core principles in the CRC EDI Action Plan. This work will be taking place in the fall 2023 and spring 2024.

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

No

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

Key Objective 5

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 5:

LEADERSHIP & ACCOUNTABILITY: To provide leadership on equity, diversity and inclusion • Promote and practice equity to ensure equity, diversity and inclusion are key considerations and key ingredients in the UVic culture

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

While leadership is making an effort to communicate the value of equity, diversity and inclusion on a number of occasions through social media and public presentations, campus members continue to experience persistent underrepresentation, systemic barriers and inequity including racism, transphobia, homophobia, ableism, and harassment and microaggression.

Corresponding actions undertaken/to be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1	UVic remains as one of the Scarborough Charter signatories endorsing the principles, actions and accountabilities outlined in the charter	Completed
Corresponding action 2	UVic began a review process of its discrimination and harassment policy, led by the executive director of EQHR	In progress
Corresponding action 3	UVic's Equity Action Plan (EAP) was launched and senior leaders identified their commitment to proceed with actions that were related to their leadership portfolio. The plan and leadership accountability became public on the EAP website.	Completed
Corresponding action 4	University leaders continued to offer institutional support to facilitate a number of public events including 5 Days of Action, Everyday Black Excellence and Orange Shirt Day.	In progress
Corresponding action 5	CRC EDI Experience Survey's key findings unveiled unique barriers and three priorities to enhance recruitment and retention of UVic CRCs	Completed
Corresponding action 6	The VPRI Research Profile team to design and facilitate the chairholder networking events, to offer an opportunity for the opportunity to build connections beyond their own departments.	In progress

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

The university recorded notable engagement from the campus community in the various EDI related events, especially from staff and faculty. Other initiatives and actions are highlighted in EQHR's Annual Reports (https://www.uvic.ca/equity/about/statistics/index.php)

Outcomes and Impacts made during the reporting period:

All of the above mentioned initiatives provided opportunities for multiple pan-institutional conversations and collaborations to address inequity at different levels within institution and with external communities.

Challenges encountered during the reporting period:

Campus members, especially researchers and those with supervising authority, experience a challenge in juggling competing priorities, resulted in missing some of the sessions/conversations.

Next Steps (indicate specific dates/timelines):

Senior leaders were expected to communicate with the campus community on their approach to pursue their leading activities in the Equity Action Plan. Each leader was asked to set their own timeline as well as the communication strategy.   A draft revision proposal to the discrimination and harassment policy was set to be shared with the campus community during the next reporting period to collect feedback from the campus community. The final version of the new policy is scheduled to be presented to the UVic Board of Directors in 2024.

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 6

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 6:

CONSULTING & PARTICIPATING: To consult and engage on employment equity • Coordinate meetings of the UVic Employment Equity Plan (EEP) Implementation Steering Committee to review progress on the EEP and suggest new developments to enhance the plan's work. *This point needs to be updated as the university now has the Equity Action Plan to replace the Employment Equity Plan. • Engage with the campus community on new and ongoing equity, diversity and inclusion initiatives

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

While much has been done to promote the EDI principles, the engagement level of the campus community varied throughout the reporting period. Higher engagement from the equity deserving groups was noted while participation of the dominant identity holders in higher positions was sporadic.

Corresponding actions undertaken/to be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1	Strategic partnerships across campus were built and maintained to build and implement the newly launched Equity Action Plan. The Equity Action Plan was designed to go beyond the previous Employment Equity Plan and to address institutional priorities to advance equity, diversity and inclusion	In progress
Corresponding action 2	The Equity Action Plan took intentional steps to continuously share their progress with the campus community in a transparent way. For example, the diverse member representation was shared on the Equity Action Plan website. Similarly, progress reports from the action plan development process were posted on the website to highlight key findings from community consultation activities.	Completed
Corresponding action 3	An institutional committee was formed to develop an accessibility plan and public-feedback mechanisms as required under the new Accessible British Columbia Regulation.	In progress
Corresponding action 4	Different communication strategies were implemented to increase participation from a wider campus population in EDI related events/training.	In progress
Corresponding action 5		Not yet started
Corresponding action 6		Not yet started

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

Larger engagement from staff and faculty in training sessions and seminars during the 5 Days of Action week, encouraged and supported by their supervisors/leaders across campus. Instructors also inserted the training session as part of their course curriculum and students had the opportunity to participate in the EDI-related dialogue.

Outcomes and Impacts made during the reporting period:

A dedicated website for the institutional Equity Action Plan launched in the spring of 2022 and the community consultation progress reports were shared through the website to highlight the summary of collected data (qualitative and quantitative) at different development stages. The EAP progress was widely communicated by the university senior leaders at various public events to increase engagement from the campus community.

Challenges encountered during the reporting period:

Collecting genuine feedback from marginalized groups was a challenge as they often did not feel safe in sharing their lived experiences with dominant identity holders. To mitigate this challenge, mindful steps were embedded to facilitate group consultation meetings. For example, to minimize a power influence from faculty/staff on students, the committee assigned a paid-student committee member to moderate the student consultation meetings while another committee member (usually staff) recorded the conversation and assisted the student member.

Next Steps (indicate specific dates/timelines):

With the launch of the Equity Action Plan, the university was moving forward to implement specific actions to pursue the EAP universal goals. Each senior leader takes the lead on actions that were most relevant to their portfolio. The implementation was scheduled to take place throughout 2023.

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:

12500

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

The stipend was used for the EDI Research officer salary, one of her major responsibilities to work on the Consulting and Participating.

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)

Indicate in the table below any leveraged cash or in-kind contributions provided by the institution

Leveraged cash or in-kind contributions from your institution (if applicable):

	Amount $	Source / Type (cash or in-kind)
1	10443	cash

PART B: Challenges and Opportunities

Challenges

Other than what has been outlined in the section above, outline any challenges regarding the implementation of the EDI action plan. 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? (limit: 5100 characters):

Discrimination and harassment are widely present in the campus community. During the reporting period, EQHR managed approximately 150 cases related to the Discrimination and Harassment policy, 25% of cases were from faculty. It is worth noting that there was a significant increase in the number of complaints that revolved around gender and race (from the EQHR annual report 2021 - 2022). The pandemic made a significant impact on the institution's student enrolment numbers, resulted in dramatic budget cuts all across campus. Although the budget cuts did not directly impact the implementation of the CRC EDI action plan, the engagement from researchers was somewhat limited as they had to shift their priorities. As another challenge, some EDI initiatives were implemented to make an impact on the entire community of researchers, beyond the Canada Research Chairs. A concern was raised around creating CRC-specific events as they may have been seen as elitism, favouring the best researchers while not adequately supporting those researchers in need. We found it a delicate challenge to determine what is an appropriate amount of support only for CRCs. VPRI also recognized that the current CRC EDI Action Plan needed an upgrade to align with the UVic Equity Action Plan. However, with limited resources and time, we are yet to reach a definitive timeline to revise the plan while we are facing the need to support CFREF and CERC EDI Action Plan development in 2024.

Opportunities

Other than what has been outlined in the section above, outline any opportunities or successes regarding the implementation of the EDI action plan, as well as best practices that have been discovered to date. (limit: 5100 characters):

When VPRI conducted the UVic CRC EDI experience survey and held several focus groups discussions, voices of underrepresented groups and their lived experiences were captured. Such key findings include the equity deserving groups' lower sense of safety and belonging and a gender-based disparity around workload assignment (i.e. more service work for self-identified women). In December 2021, the survey's key findings and recommendations were presented to the chairholders and they were asked to identify top 3 priorities. VPRI is aiming to take actionable steps to implement the identified priorities in 2022/23. VPRI had successfully applied for and secured the Association of Commonwealth Universities' Gender Grants in early 2022. With this grant and investment from the university's Strategic Framework Impact Fund, the VPRI team moved forward to plan gender diversity workshops for researchers to build their capacity to create a sense of building in their research environment. The sessions were to take place in spring 2023. A number of academic units formed a unit-based equity committee to work towards transforming the unit to become a safe, respectful and inclusive working and learning environment. CRC chairholders are actively engaged in their equity committees either by taking a formal role of faculty representation or attending EDI webinars and virtual discussions. (example: School of Earth and Ocean Sciences EDI Committee) In the spring of 2022, an internal selection process was conducted for the Robbins-Ollivier Award for Excellence in Equity. Equitable steps were intentionally embedded in the process and the selection committee received several keen applications from diverse disciplines and nominated one of the proposals to the Robbins-Ollivier program. The committee was satisfied by its commitment to the equitable process and recommended the same steps to be taken for the next round.

PART C: 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.
- If you did not receive an EDI stipend during the reporting year, please leave this section blank.

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

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

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 individuals, Indigenous Peoples, persons with disabilities, women, 2SLGBTQIA+ 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)

In 2021, the CRCs were invited to share their feedback in an EDI experience survey. A series of recommendations were developed through follow-up focus group discussions. These recommendations prioritized the need for networking, orientation and mentorship for CRCs. Based on the recommendations, VPRI facilitated a chairholder networking series in 2022 - 2023 to provide the chairholders with an opportunity to facilitate genuine interactions among the researchers and VPRI leaders. As part of the series, EQHR, UVic President and Vice-President Academic Provost were invited as guest speakers to present on institutional topics such as the Equity Action Plan. In the fall of 2022, EQHR launched UVic's inaugural Equity Action Plan. Comprised of various intersecting identities, the plan identified five universal goals, based on a series of community consultations to identify existing barriers on campus. Each of the plan's goals proposed multiple actions to achieve equity and a sense of belonging. Additionally, the plan offers the reflection and action guides for UVic students, employees, educators, researchers and campus leaders, and campus members' engagement is being tracked and shared widely through the plan's webpage.

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.uvic.ca/vpacademic/faculty/training/index.php
https://www.uvic.ca/research-services/index.php
https://www.uvic.ca/news/topics/2022+hums-research-goes-global+media-release
https://www.uvic.ca/research-innovation/strategic-initiatives/aspiration-2030/index.php#ipn-research-community
https://www.uvic.ca/about-uvic/equity-action.php
https://www.uvic.ca/equity-action-plan/better-data/index.php

EDI to Research Climate 1. UVic is committed to offer multiple EDI training sessions to the faculty and beyond. In collaboration with the Faculty Association, VPAC and VPRI, EQHR is developing a four-stage model to support equity in faculty decision for recruitment, review, promotion and tenure. During the reporting period, over 700 members completed the Stage 1: Increasing Equity in Decision Process course, being utilized as the guiding principles to the faculty recruitment activities. 2. The EDI Research Officer partnered with the colleagues in the Office of Research Services and developed a seminar "EDI in grant application" and facilitated the session on multiple occasions. The recording of the seminar was posted on the VPRI password-protected website. In addition, the officer continued to offer consultation to support researchers in preparing their applications for the federal funding programs such as the New Frontiers in Research Fund, Canada Excellence Research Chair, and Canada Foundation for Innovation's Innovation Fund. 3. As part of the post-award support, the officer also worked closely with researchers with grants/funding to ensure that the EDI principles were embedded throughout their research initiatives. During the reporting period, the officer worked closely with the recipients of the Social Sciences and Humanities Research Council (SSHRC) partnership grants in implementing their proposed EDI practices. 4. As articulated in the Aspiration 2030: A Research & Creative Works Strategy, the EDI principles are embedded in many aspects of UVic's research strategic initiatives. Most notably, UVic identifies "research community" as one of the five aspirations and aims to implement various actions including "(to) create dedicated support programs for early career researchers, post-doctoral fellows and individuals from equity-deserving groups" and "(to) embed equity, diversity and inclusion (EDI) in research processes and activities to overcome systemic barriers and build and support a diverse research community." The university will continue to track actions that are related to these areas and will be reported back to the community on a bi-annual basis. Campus Climate 5. As noted earlier, an institutional initiative to develop UVic's first equity action plan had begun in the spring of 2021 to ideate tangible actions to advance equity, diversity and inclusion on campus. Extensive community consultation meetings and surveys were implemented in spring 2022 to collect diverse lived experiences of systemic barriers at the university, based on which, the committee identified five universal goals to address inequity. 6. Through partnership with EQHR, VPRI, VPAC and HR, UVic is seeking to reimage its equity data collection and reporting structure, which includes a broader approach to consider intersectional and disaggregated data as well as the use of qualitative data collection through focus groups and qualitative surveys. The Better Data Project started and was scheduled to launch in the fall of 2023. 7. UVic continues to enhance access to washroom facilities on campus as articulated by the Universal Washroom guidelines, which was developed in fall 2019 by the Inclusive Washroom Advisory Group. Facilities Management and EQHR continue to collaborate in the application of the guidelines in different buildings on campus. ttps://www.uvic.ca/equity/education/washrooms/index.php 8. As noted in the earlier sections, UVic established an accessibility committee to develop an accessibility plan and launch public feedback mechanism by September 2023 as mandated by the provincial government. The committee was scheduled to conduct a series of consultation meetings with various units on campus. https://www.uvic.ca/info/accessibility/index.php

Hyperlink 1:

https://www.uvic.ca/vpacademic/faculty/training/index.php

Hyperlink 2:

https://www.uvic.ca/research-services/index.php

Hyperlink 3:

https://www.uvic.ca/news/topics/2022+hums-research-goes-global+media-release

Hyperlink 4:

https://www.uvic.ca/research-innovation/strategic-initiatives/aspiration-2030/index.php#ipn-research-community

Hyperlink 5:

https://www.uvic.ca/about-uvic/equity-action.php

Hyperlink 6:

https://www.uvic.ca/equity-action-plan/better-data/index.php

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