

CONCORDIA

EQUITY, DIVERSITY AND INCLUSION ACTION PLAN

FOR THE CANADA RESEARCH CHAIRS PROGRAM



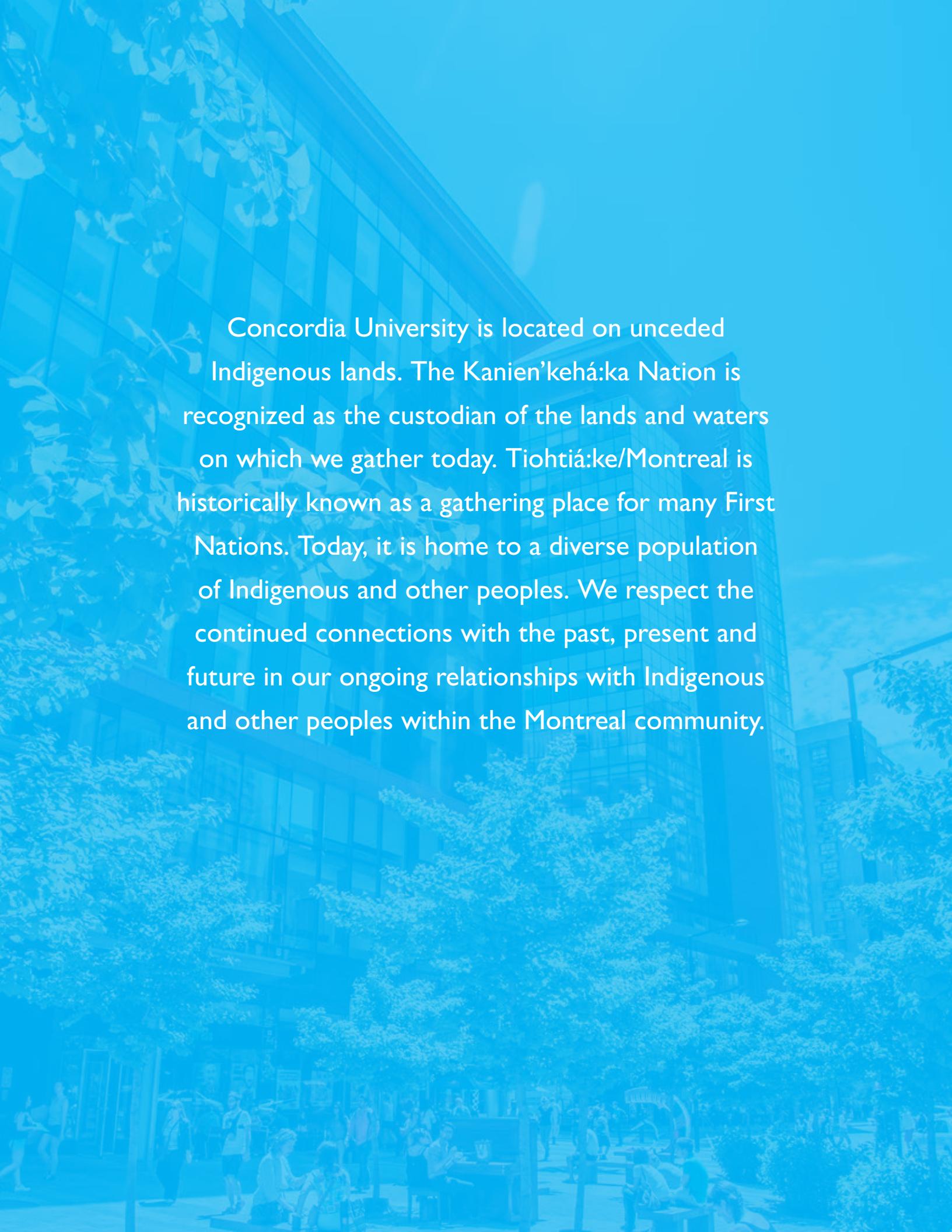
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This document was developed in response to the Government of Canada's Equity, Diversity and Inclusion Action Plan (2017) which stipulated that all institutions participating in the Canada Research Chairs (CRC) Program develop their own equity, diversity and inclusion (EDI) action plans, publish information and data about the management of their chair allocations on public accountability and transparency web pages; and meet institutional equity targets.





Concordia University is located on unceded Indigenous lands. The Kanien'kehá:ka Nation is recognized as the custodian of the lands and waters on which we gather today. Tiohtiá:ke/Montreal is historically known as a gathering place for many First Nations. Today, it is home to a diverse population of Indigenous and other peoples. We respect the continued connections with the past, present and future in our ongoing relationships with Indigenous and other peoples within the Montreal community.

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Executive Summary

At Concordia University, we recognize the importance of equity, diversity, and inclusion (EDI) in fostering excellence by improving learning, advancing research, inspiring creativity, and contributing to a healthy, productive working environment. As such, the University was proud to endorse the Dimensions Charter and to develop the following Equity, Diversity and Inclusion Action Plan. The Plan integrates EDI considerations across the University, and responds to requirements of the Canada Research Chairs Program (CRCP).

The development of this Action Plan has been a shared undertaking of the Offices of the Vice-President, Research and Graduate Studies (OVRGS), and the Provost and Vice-President, Academic (OPVPA). At Concordia, the OVRGS has oversight over processes related to Canada Research Chairs (CRC) while the OPVPA has oversight over processes related to faculty hiring, both of which are implicated in the University's CRC program and its EDI Action Plan.

The key Actions of our Plan respond to both short- and long-term goals, and were developed with the understanding that addressing the overarching imperatives of EDI cannot be limited to the recruitment and retention of CRCs but instead must be embraced as a broader, institutional commitment. Thus, while the main focus of the plan relates to the requirements of the CRCP, it includes a broader set of actions responding to a larger context involving all members of the Concordia University community.

The Actions of the Plan are embedded in, and emerge from, a thorough assessment of the University's employment system (Section 4.a), a comparative review of Chairholders' compensation and research funding (Section 4.b), and an environmental scan (Section 4.c).

The Actions (Section 5), which arise from and respond to actual or potential barriers to EDI as identified through the reviews, are organized according to the various stages of CRC recruitment, hiring, and retention.

These include: organizational planning and allocation of the Chairs (Actions 1-3); the search committee (Action 4); the hiring committee (Action 5), the interview (Action 6); hiring decisions (Actions 7-9); retention and promotion (Action 10); efforts to encourage self-identification (Action 11); and, the overall environment in which our CRCs – and all of our students, faculty, and staff – will have equal and ample opportunities to work and thrive (Actions 12-19).

A detailed review of our management of the CRC program is then provided (Section 6), followed by considerations related to the collection of equity and diversity data (Section 7), and to retention, inclusivity, and resources at Concordia (Section 8).

We strongly believe that this Action Plan will advance and further embed the significant work and recent progress the University, as a community, has made (see Section 1), ever mindful that more work remains to be done. Similar to Concordia's Indigenous Directions Action Plan,

and in concert with it, this Plan is envisioned as a “tool to enable all Concordians to move the University towards a more equitable and inclusive future”.

1. Background and Context

Institutional context

Background

Equity and inclusion are core to Concordia University's institutional character. Both of its founding institutions were values-led; Sir George Williams University was created as an offshoot of the YMCA to offer adult education classes to the working class and Loyola College was a Jesuit college. Until the abolition of McGill University's quotas after the Second World War, the University offered Montreal's substantial Jewish population the best prospect for English-language post-secondary education. The University also has a long tradition of serving newcomers and mature students.

Today, Concordia University is proud to have one of the most diverse university communities in Canada—and the most diverse university community in Québec—both in terms of population and impact. With faculty, staff, and students from over 150 countries, the University plays a special role in the Québec higher education system. Fewer than half of its more than fifty thousand students speak English as a first language and more than a quarter have a mother tongue that is neither French nor English. Moreover, and unique amongst the province's Anglophone institutions, Francophone Québécois make up approximately a quarter of its student population. Times Higher Ed recently ranked Concordia University amongst the two hundred most international universities in the world, and it is among the top three most diverse Canadian universities in terms of the international diversity of our student population.

Concordia University is thus distinctively bi-focal, with deep roots in the broad diversity of our local community, combined with a consciously global outlook. The greater share of our EDI initiatives to date have been driven by the representational needs of our remarkably diverse and engaged student population.

Staffing

Concordia benefits from the most extensive EDI staffing of any post-secondary institution in Québec. In total, over a dozen staff members across the University devote all or part of their time to EDI. This includes leadership at the most senior level, with a Vice-Provost and two Special Advisors to the Provost spearheading EDI-related initiatives. It also includes, as a result of the expansion of the EDI mandate of the OPVPA in 2017, two dedicated EDI staff members tasked specifically to address EDI issues affecting the professorial corps (including one devoted exclusively to faculty hiring initiatives). Beyond the OPVPA, EDI staffing extends to two units in the Secretariat, including the Office of Rights and Responsibilities; and Human Resources. A stand-by response team for specific student cases includes the Access Centre for Students with Disabilities, the Sexual Assault Resource Centre, the Office of the Dean of Students, the Student Success Centre, and the Aboriginal Students Resource Centre (see Graphic on page 7).

This core group, supported by a broader team, has developed a host of initiatives driving EDI considerations, which now extend across the University. Of particular note are the numerous EDI training opportunities currently offered to community members (see Appendix 2), ongoing community consultation processes on the establishment of a formal EDI structure, and extensive collaboration with collective bargaining groups. Indeed, as a result of reciprocal support and advocacy, all three of the University's academic personnel unions and associations have formed their own EDI committees, and are working with senior leadership at Concordia to embed EDI concerns in upcoming collective bargaining exercises (as well as collaborating on joint EDI initiatives, such as inclusive learning and compensation equity).

Current EDI Landscape

Indigeneity and decolonization

Concordia's efforts to engage, recruit, and improve relations with Indigenous students began decades ago, notably with the establishment in 1992 of what is today the Aboriginal Student Resource Centre. An annual Native Awareness Week was launched in October 1993, the same year the Native Access to Engineering Program (NAEP) was created in partnership with l'Ordre des ingénieurs du Québec. The establishment of the First Peoples Studies Program was another important milestone in 2002.

In the years since then, and particularly following the recommendations of the Truth and Reconciliation Commission in 2015, Concordia has made a public commitment to take "concrete steps towards the decolonization and Indigenization" of the University, with the aim to "co-construct a new shared future based on responsibility, reciprocity, and respect".

The creation of the Indigenous Directions Leadership Group (IDLG) in 2016, and the resulting *Indigenous Directions Action Plan* (IDAP – see Appendix 3) in 2019, form the cornerstone of the University's Indigenous-led approach to decolonization and Indigenization. The IDLG is well resourced and operates autonomously, reporting directly to the Provost through the Senior Director, Indigenous Directions; the Special Advisor to the Provost on Advancing Indigenous Knowledges, and the incoming Special Advisor to the Provost on Indigenous Spaces and Donor Engagement.

While much remains to be done, high level commitment and coordination of efforts have been crucial for the successful recruitment and retention of top-calibre Indigenous scholars at Concordia, and the increasing appeal of Concordia for Indigenous undergraduate and graduate level students.

Disability

The Access Centre for Students with Disabilities (ACSD) offers services to more than two thousand students per year, and provides a wide variety of accommodations. The University has particularly well-established student service expertise in the fields of physical, psychosocial, and mental disability. A two-year (physical) accessibility audit of the entire University by the ACSD, at the behest of Facilities Management, has recently been completed, data from which is in the process of being analysed in order to develop functional strategies for improved physical accessibility at Concordia.

One major shortcoming of existing arrangements is that no equivalent service exists for non-student members of the community. Anecdotal evidence from recent hiring experiences suggests that the hiring and onboarding of faculty members with disabilities would benefit from a more coordinated approach by a dedicated cross-functional (i.e., academic sector, human resources, facilities management, etc.) team or network. Reticence of faculty members and faculty applicants to self-disclose invisible disabilities also remains an obstacle, particularly given the collegial hiring process.

Access for persons with a disability is a burgeoning research focus at Concordia. This research expertise is a valuable resource to draw upon in our efforts to achieve an accessible university. For example, Concordia has, since 2014, been home to the Critical Disability Studies Working Group (CDSWG), the first working group of its kind in Québec.

Gender

Similar to most post-secondary institutions within Canada (and beyond), Concordia faces challenges with the full inclusion and equal remuneration of female faculty members. We have experienced difficulties in collecting adequate and accurate data to measure this. However, a number of related initiatives are underway. For example, a faculty-wide quantitative compensation equity analysis, jointly conducted by the OPVPA and the Concordia University (full-time) Faculty Association (CUFA) (ongoing since 2018, completion 2021), will measure the extent of the underrepresentation of women faculty (especially within the senior ranks of the professorial corps), the equitability of their compensation with respect to male faculty, and the extent to which female colleagues (particularly those from other equity seeking groups) carry a disproportional administrative load. Despite the current absence of the accurate quantitative data to support our assessment, we fully recognize that the University has a gender problem and we are committed to addressing it.

An important strategy has been to promote women to senior academic leadership positions at Concordia. This currently includes: Interim Provost, Interim Deputy Provost, all three Vice-Provosts, two of four Faculty Deans, the Dean of Graduate Studies, the University Librarian, the Associate Vice-President, Lifelong Learning, and one of two Associate Vice-Presidents of Research. Two of the three special advisors to the Provost are also women. Furthermore, special attention is paid to intersectionality in senior leadership. Of the senior academic leadership positions listed above, 13 of the 17 positions are occupied by women. Five of those women belong to at least one of the other equity-

seeking groups. In September 2019, Concordia's John Molson School of Business became the first business school to receive Parity Certification from [Women in Governance](#), a not-for-profit organization that supports women in their leadership development, career advancement and access to board seats across Canada.

Systematic efforts are also being made to promote women in engineering. The University is proud to be the first engineering faculty in Canada named after a woman, Gina Cody—herself a member of a visible minority and a first generation Canadian. The creation of the Gina Cody School of Engineering and Computer Science (GCS) has helped consolidate and launch a broad series of initiatives aimed at promoting women in engineering. These include the creation of a number of research chairs and hiring opportunities aimed at women.

Visible minorities

The University lacks data on the representation of visible minorities within its faculty and staff. Human Resources compiles statistics on the percentage of its faculty and staff that belong to the five provincially designated groups (women, persons with a disability, Indigenous peoples, visible minorities, and ethnic minorities), in order to comply with Québec's *Loi sur l'accès à l'égalité en emploi dans des organismes publics*. However, the data do not reflect community members' actual self-identification.¹ Our immediate focus is, therefore, to establish a robust data-gathering system to address this. We are also aware that while the University has significant levels of representation from visible minorities among its full-time faculty overall, this diversity is very uneven across the University, with tremendous diversity in some areas and virtually none in others. Furthermore

this unevenness often correlates with a lack of diversity in terms of the other designated groups.

In order to assess these discrepancies and promote diversity at all levels of the institution, Concordia, via its OPVPA, is the first among its provincial peers to conduct an equity census of its faculty that will break down the category of visible minority, and invite members to self-identify by race and ethnicity (using the Canadian census categories of race and ethnicity) (See Appendix 4). By doing so, the University hopes to assess the representation (or lack thereof) of visible minorities by academic discipline and department—laying the groundwork for the explicit invocation of Article 12.01e of the CUFA Collective Agreement to promote greater representation in faculty hiring:

If the data on academic availability indicate that a designated group is under-represented in a given disciplinary sector in the University, then, all things being equal, candidates from that designated group shall be given priority in that disciplinary sector

LGBTQ+

Finally, although not a designated group, Concordia is committed to the inclusion of sexual orientation and gender identity in its EDI initiatives. One survey of faculty applicants already includes a question asking whether they self-identify as a member of the LGBTQ+ community, and our forthcoming equity census includes two distinct questions on sexual orientation and non-binary gender identity, respectively.

CRC External Allocation Policy

It is important to note that Concordia University reserves the entirety of its CRC allocations for

recruitment purposes, in accordance with the Policy on Research Chairs (see Appendix 5, Article 8), with significant implications for the handling of CRCP EDI requirements.

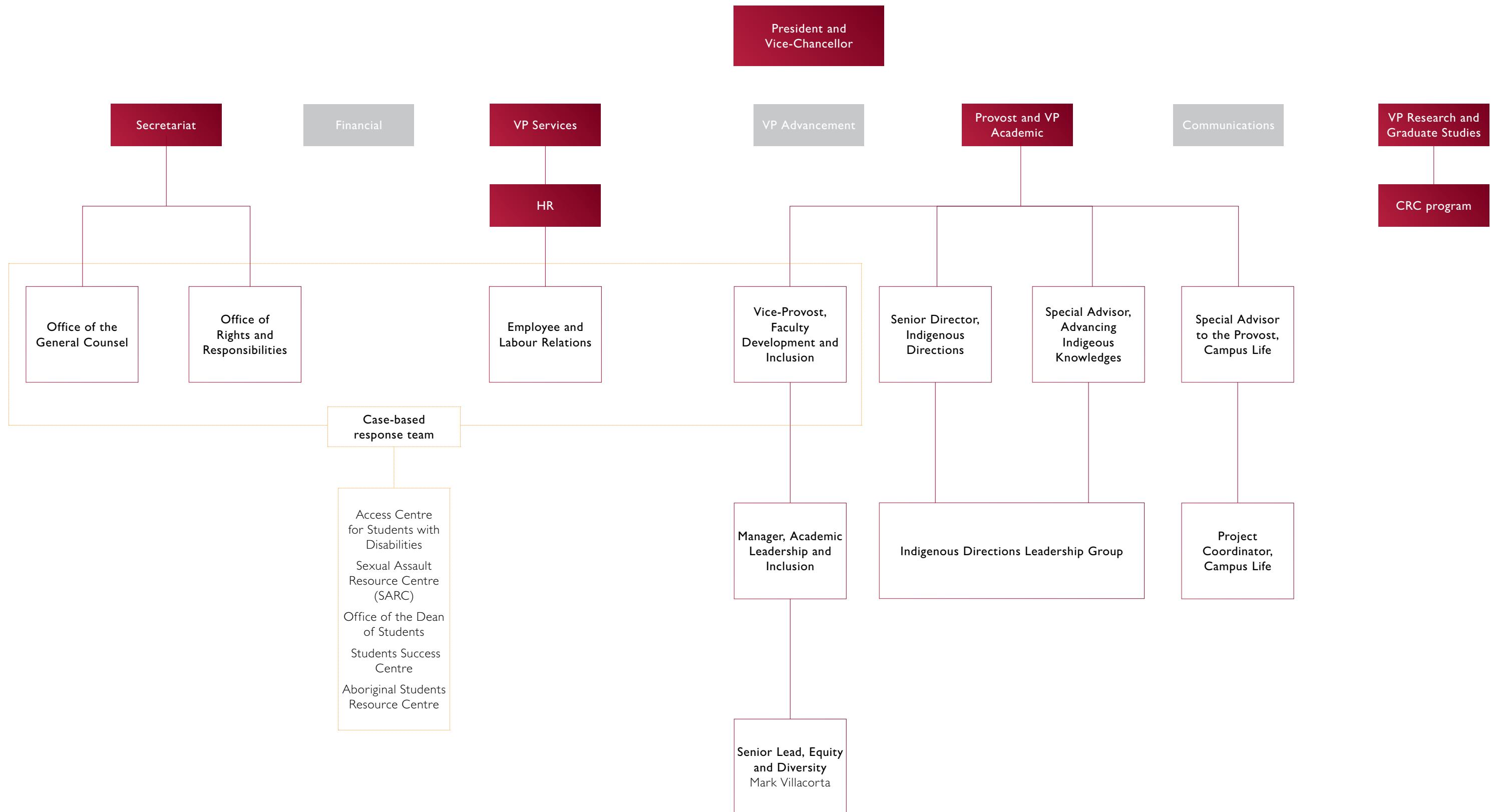
At Concordia, every new CRC allocation is a new faculty recruitment, and thus while there is room for formal interventions on EDI grounds in the organizational planning and allocation stage (i.e., via the use of flex moves and the modification of letter of intention requirements), once a CRC is allocated there is limited scope for interventions in the selection process by EDI staff and/or senior academic leadership. As a recruitment, filling the CRC allocation follows the normal collegial hiring process set out in Article 12.08 of the [CUFA Collective Agreement](#) (see Graphic on page 15).

Systematic interventions to manage the EDI implications of the CRC program have been introduced since 2017 (i.e. the first Action Plan) involving collaboration between the OPVPA and OVPRGS (see Section 4.a, below) and now extend to regular faculty hiring. Mandatory training developed for CRC hiring committees is now compulsory for all faculty members participating in full-time faculty hiring. Guidelines and policies developed for the CRC hiring process are now applied to all full-time (including limited term) faculty hiring committees. As a result, EDI initiatives are becoming embedded in the University's wider hiring processes—with slow, but palpable, and steady results.

The University's management of the current crop of eight CRC allocations² is illustrative of recent changes instituted for these allocations, and their impact on current recruitment processes (see Graphic on page 15 and Appendix 1).

¹ Although Human Resources periodically administers a survey to new and current employees, the response rate currently stands at 33%. Furthermore, in accordance with the law, some of the data (including, especially, the data on visible minorities) is supplemented by identification by the employer (versus by the employees via a self-identification process).

EDI Organizational Structure (September 2019)



2. Self-assessment Team

Concordia University benefits from the most robust EDI staffing network of any Québec-based university. In addition to dedicated staff in the OPVPA (i.e., staff and academic leaders whose portfolios directly address EDI issues) over a dozen individuals across the University devote a portion of their time to EDI issues—or are called upon to do so as needed by dedicated staff. The result is a coordinated team of staff and academic leaders that can inform and contribute to EDI initiatives such as this one. This structure is particularly useful in two crucial ways. Firstly, it spans many units across the University—allowing for broad impact and insight. Secondly, it is comprised of individuals immersed in and familiar with the detailed administrative processes of the University. As such, their participation allows for both highly strategic and concrete insight, enabling the coordinated design of practical initiatives with greatest impact on the lived experience of faculty and staff from underrepresented groups.

As for the University's administration of the CRC program, the allocation, recruitment and nomination processes are the joint responsibility of the OVPRGS and OPVPA. Each respective unit administers different stages of the process—with both units collaborating on strategic directives impacting the management of the CRC program.

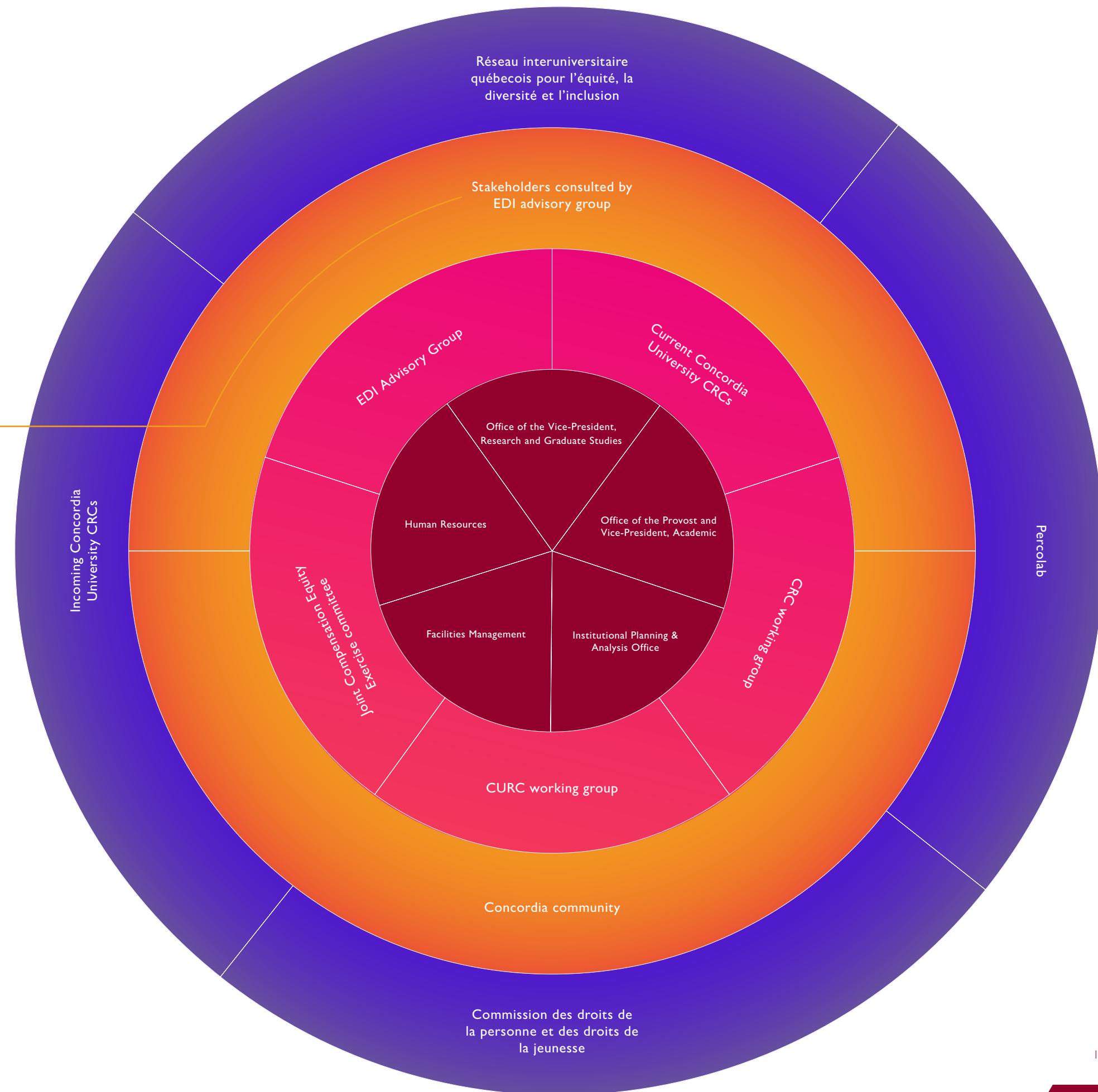
As such, in building its self-assessment team (see Graphic on page 9), the University relied principally on the OVPRGS and OPVPA. A core group of staff and academic leaders from these two units—representing four of the six equity-seeking groups in Concordia's equity census—comprised the selfassessment team. They were tasked with crafting this plan, by consulting and/or enlisting all relevant stakeholders across the University. Their work was informed by a host of collaborators and supported by administrative units such as the Institutional Planning Office and Human Resources. Finally, a series of consultations with internal and external stakeholders were conducted to design and implement the reviews that informed the plan.



INSTITUTIONAL SELF-ASSESSMENT TEAM (September 2019)

- CORE team
- Contributors
- Internal Stakeholders
- External Stakeholders

Campus Wellness & Support Services;
 Access Centre for Students with Disabilities;
 Centre for Teaching and Learning;
 International Students Office;
 Multi-faith and Spirituality Centre
 Sexual Assault Resource Centre
 Senior Director, Indigenous Directions
 Office of Rights and Responsibilities



3. Canada Research Chair Targets

Concordia University is currently meeting the CRC target for representation of visible minorities. We are 5% below the current target for representation of women. In keeping with the Privacy Act, which requires that numbers less than five be withheld, we cannot provide specific numbers for representation of persons with a disability or Indigenous peoples. A summary of our current status in relation to CRC program targets is provided in the table below:

Figure 1 - Canada Research Chairs from the DGs at Concordia as of September 27, 2019

27 Chairs currently occupied or nominated (8 Chairs currently vacant)			
Designated Group	CRC Program Target	Concordia Occupancy	Gap (# of Chairs)
Women	31%	7 (26%)	1
Visible Minorities	15%	6 (22%)	*No gap
Persons with a Disability	4%	*No gap	*No gap
Indigenous Peoples	1%	*No gap	*No gap

*Please note that cells with fewer than 5 responses cannot be reported for confidentiality.

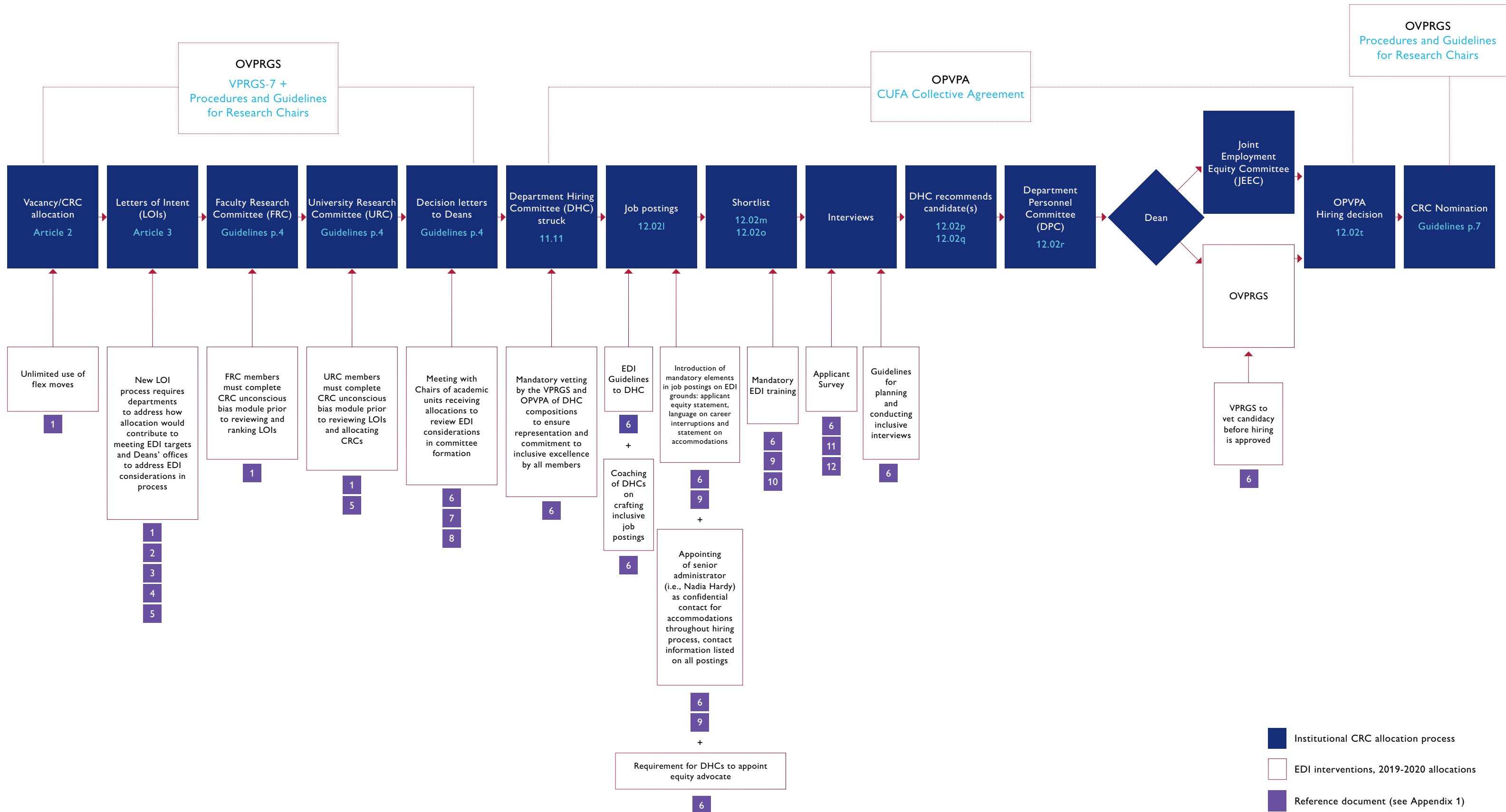
4. Reviews

4.a. Employment Systems Review

This Employment Systems Review was conducted by the OPVPA in close consultation with the self-assessment team. The choice of the OPVPA was motivated by its role as a nexus for academic personnel processes; it works in close collaboration with both the OVPRGS and Human Resources to manage the lifecycle of academic personnel (which includes full-time faculty, part-time faculty, and teaching assistants). The OPVPA is responsible for the negotiation of and compliance with the three collective agreements governing the employment of academic personnel at Concordia University. As such, it both drives and enforces policies impacting the recruitment of faculty members—and benefits from the most thorough perspective on the institution's recruitment and nomination processes from start to finish.

STAGES	POLICY/ COLLECTIVE AGREEMENT ARTICLE (where applicable)	APPENDIX	OVERVIEW/ DESCRIPTION	BARRIERS	ACTION # (Section 5)
Organizational allocation and planning	Procedures and Guidelines for Research Chairs	Appendix 6	When a CRC becomes available, either through a vacancy or a new allocation, the OVPRGS issues an open call to the academic community for letters of intent (LOIs). Letters of intent are reviewed by their respective Faculty Research Committees (FRCs), who forward a selection to the VPRGS for consideration.	Since the process requires advocacy on behalf of the departments, it is susceptible to bias. Faculty members from designated groups may be less likely to advocate for their research areas—which may additionally be regarded as less of a priority for the University research community.	1
	Procedures and Guidelines for Research Chairs	Appendix 6	The University Research Committee (URC) reviews LOIs and allocates available CRCs.	As with all research chairs, the stated criteria for allocation of available CRCs are research excellence and fit with the University's Strategic Research Plan. As such, the allocation of chairs is susceptible to systemic bias in resourcing, and advocacy bias in the application pool.	3
	Collective Agreement between Concordia University and the Concordia University Faculty Association (CUFA) article 12		The allocation of a CRC to a department pursuant to the submission of an LOI gives rise to the creation of a hiring license, which then follows the recruitment process of a regular tenure-track hire per article 12 of the CUFA Collective Agreement.	The exclusive use of the hiring process for the allocation of CRCs makes the process particularly susceptible to systemic bias and limits the potential interventions by senior administrator and dedicated staff on EDI grounds.	3
Job postings	CUFA article 12.02F	Appendix 1	The CUFA Collective Agreement mandates posting in "appropriate journals and newspapers", including the CAUT Bulletin, but is otherwise silent on the language and distribution of postings. Until recently, job postings were largely drafted by Department Chairs prior to the formation of the DHC, limiting opportunities for the DHC to craft inclusive ads and dedicated EDI staff to have input on inclusivity. Since 2019, all full-time faculty postings must be approved by the OPVPA and include mandatory EDI language about career interruptions, accommodations and self-identification.	Although a substantial amount of time and effort is invested in training, hiring committees have access to limited budgets—and no dedicated administrative support—to engage in active recruitment efforts.	No more actions to be taken, see Memo re: 2019- 2020 tenuretrack hire allocations: Advertisement templates, position tracking and equity, diversity and inclusion aspects

STAGES	POLICY/ COLLECTIVE AGREEMENT ARTICLE (where applicable)	APPENDIX (where applicable)	OVERVIEW/ DESCRIPTION	BARRIERS	ACTION # (Section 5)
Search for candidates	CUFA articles 12.02M and 12.02O		DHCs benefit from a great deal of discretion over the recruitment process, with input solicited from departmental colleagues on shortlisted candidates. The wide distribution of job postings, which is necessary to ensure the building of a wide and diverse pool, is largely left to departmental colleagues.	Some departments and units have insufficient budgets to advertise within discipline-specific publications; active recruitment efforts (if not undertaken by colleagues) fall on overburdened departmental administrative staff.	4
Hiring committee	CUFA articles 11.11 and 12.02R		Since the spring of 2018, all DHC members involved in CRC recruitment initiatives have taken a ninety-minute mandatory EDI training session. In the fall of 2019, this mandatory training requirement was extended to all full-time faculty recruitment initiatives. In the current CRC recruitment cycle, the OPVPA required Department Chairs to submit the composition of each CRC DHC for prior approval, in order to ensure both representation (without overburden) of underrepresented groups but also openness to EDI goals. The EDI measures implemented thus far ensure that the program's recruitment and nomination requirements are respected, but they do not ensure exposure at all levels of decision-making. Namely, beyond the DHC to the DPCs, Deans' offices, etc.	Uneven levels of awareness and commitment to EDI across the university.	5
Interview	Concordia Canada Research Chair Hiring Guidelines (March 2019)	Appendix 1	DHCs receive training on designing and conducting inclusive interviews. All job postings indicate a dedicated senior administrator (the Vice-Provost, Faculty Development and Inclusion), to intervene on candidates' behalf—in confidence—to ensure accessibility and inclusivity by providing accommodations. DHCs are encouraged during mandatory EDI training, and by their respective equity advocates throughout recruitment initiatives, to ensure recruitment processes are by design inclusive (for example, by submitting candidates to various evaluative methods and paying attention to scheduling and transport) so as to relieve candidates from the need to request accommodations. Emphasis is also placed on ensuring that all candidates—not just those requiring accommodations—are subjected to the same process in order to ensure equitable evaluations.	The formality, inflexibility and adversarial nature of conventional interview processes can discourage participation from certain candidates.	6
Hiring decisions	CUFA articles 11.02 and 12.02T)		DHCs must produce a reasoned report. As of the current CRC recruitment cycle, all CRC DHCs are accompanied by an equity advocate appointed by the Dean or the OPVPA.	The primacy granted to collegial decision-making in the recruitment process means there is little room for formal interventions on EDI grounds prior to the formulation of a hiring recommendation, when doing so might be more formative. This makes interventions on EDI grounds (i.e., the rejection, by the Dean or OPVPA) more drastic—and makes them far more costly in terms of delays and lost candidates—risking resentment and adversity between colleagues and senior administration.	7
Retention and promotion	CUFA articles 11.06 and 38		Dean's offices may petition the Salary Review Committee (SARC) for the granting of an individual supplement on retention grounds. Since the process requires advocacy on behalf of faculty members and Deans, it is susceptible to bias.	Faculty members from DGs may not be in a position to entertain competing offers, and may be less likely to formulate retention arguments to their Chairs and Deans.	10
Self-identification	Memo re: 2019- 2020 tenuretrack hire allocations: Advertisement templates, position tracking and equity, diversity and inclusion aspects	Appendix 1	All applicants for full-time faculty positions—including potential CRCs—are invited to complete a survey to self-identify as one of the five provincially designated groups or as members of the LGBTQ+ community. In the 2019-2020 academic cycle, the University is conducting an equity census of all current faculty members. The equity census will invite faculty members to identify the nature of their disability and provide racial and ethnic ancestry information. With its equity census, which has been reviewed by the Commission des droits de la personne, the University will become the first post-secondary institution in Québec to break down equity-seeking groups in order to address the issue of inter-group representation.	Québec labour law has limited the use of data obtained through applicant surveys, restricting their use to an assessment of the diversity of the pool.	11



4.b. Comparative Review

The OVPRGS undertook a preliminary comparative analysis of compensation and research support for the University's 26 current CRCs in 2017, and repeated the exercise in 2019 with confirmation of salary grid placement and course remission credits from the Faculty Resource Information System, gathered by IT data experts from the OPVPA and the OVPRGS. In addition to compensation and course remissions, the 2019 analysis included CFI funding and professional development allowances, and was supplemented by interview data (see Section 4.c. below) from a majority representative sample of CRCs concerning administrative release and access to grant and research support. Information was correlated to available self-identification data to determine whether CRCs belonging to the four designated groups face barriers in terms of institutional support. Both the 2017 and the 2019 analysis yielded the same general results. Comparative analysis of salary support was also informed by the ongoing work of the Joint Compensation Equity Exercise Committee (JCEEC), a joint University-Faculty Association (CUFA) initiative to determine whether a gender-based discrepancy exists in the compensation of the University's full-time faculty corps. Preliminary findings of the JCEEC suggest that the University is protected from the large variances that some of its peers have found, due to the existence of a salary grid, which limits the discretionary components of compensation and, therefore, potential inequities. The existence of the Salary Review Committee (SARC), which automatically reviews and approves discretionary recruitment and retention supplements, respectively, also provides a safeguard against marked inequities in compensation.

Infrastructure/research support: Concordia provides one three-credit course remission per year for each CRC, without distinction, through the CRC program. The amount of research support through the CRC program funding is also identical for all CRC Tier 2s (\$45K per year) and for all CRC Tier 1s (\$90K per year), as stipulated in the *Procedures*. Chairholders also hold uniformly calculated CRC-associated salary stipends, depending on Tier and Faculty affiliation. Allocations for CFI-JELF are generally standardized for CRCs; normally, a Tier 2 receives a \$100K JELF contribution and a Tier

1 receives a \$140K JELF contribution. In some cases, due to justified, specific infrastructure requirements of a proposed CRC program, additional contributions were offered; of the current CRC-affiliated JELFs, three of the four awards that were substantially higher than the standard amounts all went to CRCs who are members of at least one of the DGs. These increased allocations were not a result of a targeting policy, but indicate an environment at Concordia in which receiving CFI-JELF allocations appears not to be a current challenge for CRCs who are members of the DGs.

Additional support (cash or in-kind) for research costs, equipment or laboratory renovation, salary supplements, and additional protected time for research is dealt with on a case-by-case basis through the hiring process.

This involves the Faculty Administration (Deans and Associate Deans), the heads of academic and (if applicable) research units where the appointments will be held, as well as the OPVPA and the OVPRGS. This process is potentially susceptible to impacts of systemic bias, and of the documented trend of statistically greater reticence of DG than non-DG candidates to "self-promote" during negotiations. For current CRCs, start-up funding above the standardized amount was not common, but when granted, in most, but not all, cases it was granted to men. These exceptions were associated with higher costs of research in certain fields, but it is nevertheless the case that there were almost no women CRCs in departments that grant larger than usual start-ups. Release time from teaching, professional development allocations, and availability of grant support from the OVPRGS appear to be identical for all current CRCs. All CRCs interviewed reported being released from all or most administrative duties with the exception of hiring committees.

Compensation: Upon identification of the preferred candidate, the collective agreement between CUFA and the University specifies a **standardized salary structure** that determines the salary offer for the appointment. The salary structure has three components:

- The step in the standardized salary grid upon which candidates are placed based on their education and

years of teaching experience (CUFA Appendix 4; Article 39.2, 39.04-08, 40): non-discretionary.

- A standardized market supplement for certain specific departments (CUFA Appendix 3): non-discretionary.
- Individual supplements (CUFA Article 39.01, 39.09, 38.03-04): discretionary, but must be approved by the Salary Review Committee (SARC).

Within each Faculty, agency and Tier, there are too few CRCs to generate statistically significant results about compensation with respect to DGs, given that Concordia currently has only 26 Chairs (8 Tier 1 Chairs and 18 Tier 2 Chairs) divided between the three agencies and spread over four Faculties. Our reviews were, therefore, based on a collation of intra-Tier, inter- and intra-Faculty, and inter- and intra-departmental comparisons; and examined salary at hire (and step on the salary grid at which CRCs started). This review showed that, while there are variations among same-Tier Chairholders' salaries between Faculties, in general there is only a narrow range of variation among same-Tier CRCs within each Faculty; and that salary grid appointment was entirely consistent for all CRCs. *Intra-Faculty* variation appears to have no correlation to being a member of a DG. *Inter-Faculty* variation, however – as also Tier 1: Tier 2 and senior professor: junior professor – is very much correlated to compensation imbalances with respect to gender (though not at all to visible minority status): Concordia's male CRCs earn more, on average, than Concordia's female CRCs, by a wide margin.

While compensation and research-funding components related to the OVPRGS are all standardized, and the current review shows no significant intra-Faculty compensation discrepancies between CRCs by DG, each Faculty conducts its own negotiations for discretionary stipends and additional internal research funding, which is a potential barrier to compensation equity. Conversely, these negotiations for discretionary stipends and additional research funding are also key to safeguarding equal opportunity for DG CRCs through tailored support, where required.

Summary of barriers identified in comparative review (Action numbers refer to Section 5, below):

- Negotiations for discretionary stipends may be impacted by unconscious bias as well as reticence to "self-promote" (i.e. assertively negotiate) on the part of members of DGs (see Action 8)
- While University policies appear to have supported pay equity for Chairholders within Departments and Faculties, disparities between Faculties are in some cases substantial, with women underrepresented in those Faculties that offer higher compensation (through market and/or individual supplements). As a result the overall mean and median salary of female Chairholders is significantly lower than that of male Chairholders (see Action 9)

4.c. Environmental Scan

The following environmental scan is the result of two parallel analyses carried out to gauge the level of satisfaction with Concordia's workplace environment specifically for Concordia's current CRCs, and for the broader university community.

In order to assess the workplace environment affecting CRCs within the institution, a series of consultations with the current chairs was conducted. All 26 current CRCs received a written survey (Appendix 7) and, following or in lieu of its completion, an invitation to participate in a one-hour interview (questions listed in Appendix 8) conducted by a member of the self-assessment team or a third party consultant (at the discretion of the Chairholder). This exercise resulted in the participation of 23 of the 26 CRCs, for a response rate of 88%. A summary of the survey and interview—which was based, with permission, on the York University CRC Individual Interview Guide—responses, is presented in Appendix 9, while key points are summarized below. For purposes of guarding the confidentiality of interview participants, particularly given the small number of Chairholders in question, no information about specific departments has been included.

In parallel, the self-assessment team worked with the Advisory Group on EDI on a climate assessment of the broader University community. This advisory process was

designed in two phases. The first, which involved a broad consultative process with a number of internal and external stakeholders, took place during the winter 2019 semester. After conducting a comprehensive review of the various models of administrative structures and resourcing of EDI initiatives throughout North American universities, a series of community-wide consultations were launched to assess the preoccupations and objectives of University community members. A creative consultant, Percolab, designed a series of consultative activities—which were carried out during the semester. Additionally, more than thirty-nine stakeholder groups were canvassed.

The Advisory Group reviewed and summarized the feedback obtained from seventeen stakeholder groups, four open forums, a series of structured interviews, and ethnographic listening activities. The Advisory Group's report is included as Appendix 10, while a summary of key findings is presented below.

Chairholder Surveys and Interviews – Key Points
Overall, there is a high level of satisfaction among Chairholders with the CRC-related funding that supports reduced teaching loads and substantial research activities, including opportunities for research networking and collaboration. CRCs are also generally satisfied with the collegial and supportive environment provided at the University, although female respondents reported being somewhat less satisfied. One area of strong consensus was around the need for improved mentorship practices, particularly at the Tier 2 level. In general, while most DG and non-DG Chairholders reported feeling well-supported and included by their departments, there was also mention of frustration with what sometimes seems like the opacity of broader University practices with respect to EDI. Some Chairholders (more women than men) reported impacts of ethics protocol wait-times on their research. Recommendations from Chairholders (both DG and non-DG) on improving search and retention processes included being more proactive in encouraging and seeking out applications from members of the DGs and allocating future chairs to departments that have demonstrated their commitment to inclusive excellence with well-established diversity practices and

a record of success in diverse hiring. It was noted in this respect that faculty members of some departments more than others put EDI principles into practice in their own research practices, but that the fruits of these practices – including Indigenous and community-based research – may be undervalued or marginalized. A much fuller summary of all Chairholder responses may be found in Appendix 9.

Report of the Advisory Group on Equity, Diversity and Inclusion – Key Findings

The Advisory Group on EDI, in collaboration with stakeholders, identified five priority areas to include in the scan conducted in Phase 1 of their work: 1) Policies and Processes; 2) Hiring; 3) Training and Education; 4) Leadership and University Responsibility; and 5) Campus Culture. The findings of the Advisory Group are extremely broad-ranging, and will serve as the groundwork of a separate, University-wide EDI Action Plan during Phase 2 of the Group's mandate (September 2019-May 2020). The Advisory Group's Phase 1 report is presented in Appendix 10. Highlights of EDI progress at Concordia from the Advisory Group's scan include: the value and importance given to diversity on campus; strong representation of women in senior leadership roles at the University; and increased emphasis on encouraging diversity of faculty resulting in research labs also emphasizing collaborative and diverse environments. The scan also showed that present levels of diversity among faculty members do not match the diversity of the student population, and there is insufficient representation among faculty members of women, visible minorities, persons with disabilities, and Indigenous peoples. Insufficient representation of Indigenous students was also noted. Finally a need for Concordia to increase its focus on accessibility and accommodation of persons with a disability among faculty and staff was strongly noted.

Quantitative Demographic Metrics

There is a significant deficit of quantitative data available on overall faculty diversity, which limits our current capacity to identify all members of DGs within the

faculty as a whole. Although Human Resources (HR) has been collecting diversity data on staff members, including faculty, via the employee web portal since 2010 (and by other means before that), data collection is limited to narrow criteria and depends on the voluntary participation of employees. Of 940 current full-time faculty, the overwhelming majority (over 66%) either did not participate in the equity survey or specifically declined to respond to questions relating to self-identification as one of the DGs; this reluctance to self-identify represents a barrier to Concordia's EDI efforts.

Summary of barriers identified in environmental scan (Action numbers refer to Section 5, below):

- Allocation of CRCs susceptible to bias of exclusive research excellence (Action 2)
- Challenges of sub-optimal working environment related to institutional-level processes (See Action 12)
- Limited comprehension by CRCs of how to integrate EDI in their research programs (See Action 13)
- Mentorship is lacking, unstructured, and suboptimal for CRCs (See Action 14)
- Insufficient faculty representation and inclusion of women, visible minorities, and persons with a disability (See Action 10)
- Insufficient representation and inclusion of Indigenous scholars (See Action 15)
- Insufficient representation and inclusion of Indigenous graduate students (See Action 16)³
- Marginalization of Indigenous-led and community-based research, and need for greater engagement of Indigenous peoples and Indigenous communities more broadly (See Action 17)
- Process of research ethics protocols seems to disproportionately delay or divert research in fields in which DG representation is typically higher than non-DG representation (See Action 18)
- Limited access and accommodation of the needs of disabled faculty and staff members (See Action 19)

5. Actions and Timelines

The following Actions and Timelines have been developed in response to the barriers listed above. Each action responds to an objective identified as necessary to overcoming or preventing a specific barrier. In most cases, multiple offices are or will be implicated in bringing an Action to fruition; we provide here the Office/s that is/are ultimately responsible for each individual Action.

Acronyms:

CDSWG: Critical Disabilities Studies Working Group

FRC: Faculty Research Committee

JEEC: Joint Employment Equity Committee

OCE: Office of Community Engagement

OPVPA: Office of the Provost and Vice-president, Academic

OVPRGS: Office of the Vice-president, Research and Graduate Studies

OVPS: Office of the Vice-president, Services

SARC: Salary Review Committee

Special Advisor AIK: Special Advisor to the Provost on Advancing Indigenous Knowledges

URC: University Research Committee

While assessing potential actions that could be taken in order to meet the CRC Program's targets, the University considered limiting applications for certain positions to underrepresented groups. However, after thoroughly verifying the legality of such action, which includes verification with the Commission des droits de la personne et des droits de la jeunesse (Québec's Human Rights Commission), the University was advised that such restrictions contained in postings for any position would not comply with provincial human rights legislation. In light of the foregoing, the University believes that the actions put forth in the present Action Plan employ the best practices, strategies and tools at the University's disposal taking into account the legal framework to which it must comply.

³ In keeping with the Truth and Reconciliation Commission's Calls to Action, and in particular its call "to close identified [Indigenous] educational achievement gaps within one generation" (10.1), we have placed special emphasis on Indigenous representation, research, and inclusion.

#	Stage	Barrier	Objectives	Actions	Indicators	Timeline	Responsible	#	Stage	Barrier	Objectives	Actions	Indicators	Timeline	Responsible
1	Organizational allocation and planning (University-wide, impacts CRCs)	Since the process of CRC allocation requires advocacy on behalf of the departments, it is susceptible to bias. Faculty members from designated groups may be less likely to advocate for their research areas—which may additionally be regarded as less of a priority for the University research community.	- To collect robust, accurate demographic data regarding representation of DGs, as well as people of minority sexual orientation and gender identity, for current faculty members of Concordia and faculty applicant pools. This data provides the basis for Article 12.01e of the CUFA Collection Agreement to potentially be invoked (Section 1) - To attain capacity for intersectional comparative data analysis, and to begin upstream allocation process based on underrepresentation within certain disciplines. Data on the distribution of faculty members from underrepresented groups within disciplines and research areas can be used to guide strategic planning and increase the likelihood of equitable hiring	- New demographic surveys for all current faculty and faculty applicants have been designed and will be launched - Intersectional comparative data analysis will be conducted annually	- Availability of accurate data on the representation of DGs and other groups - Capacity to conduct intersectional comparative data analysis on an ongoing interannual basis	- Surveys to be launched Fall 2019, with an expected rolling duration of approximately one year - Annual reporting of trends	OPVPA	6	Interview (University-wide, impacts CRCs)	The formality, inflexibility and adversarial nature of conventional interview processes can discourage participation from certain candidates.	- To facilitate a welcoming interview process that is sensitive to the unique challenges of candidates from diverse backgrounds and make appropriate accommodations for them	- More work is needed to make the process more accessible to persons with invisible disabilities - Avail of survey data to determine the percentage of faculty members and faculty applicants who identify as persons with invisible disabilities - Gather testimonies about their experience with academic recruitment processes and put forward recommendations to support a more positive interview experience	- Increase in number of DGs who accept offers of hire	Assessment to be conducted at the end of the 2019-2020 recruitment cycle	OPVPA
2	Organizational allocation and planning (CRC-specific)	Allocation of CRCs susceptible to bias of exclusive research excellence.	- To ensure that parameters and criteria of inclusive excellence are applied from the earliest stages of planning and allocation	- OVRPGS will evaluate other universities' approaches to reconfiguring evaluation of research excellence - OVRPGS will develop a document of guiding principles for configuring new parameters and criteria of research excellence, for use by Departments - Individual Departments will, in consultation with the OVRPGS, and EDI team in the OPVPA, produce parameters and criteria tailored to their specific fields	- Evaluation of external approaches - Guiding document of principles - Departmental elaborations of "inclusive excellence", by every Department at Concordia - Recognition and promotion of nonconventional research accomplishments	- Evaluation of external approaches: March 2020 - Guiding document of principles: June 2020 - Departmental elaboration of "inclusive excellence": 2020-21 academic year	OVRPGS, OPVPA, Faculties, and Departments	7	Hiring Decisions (University-wide, impacts CRCs)	The primacy granted to collegial decision-making in the recruitment process means there is little room for formal interventions on EDI grounds prior to the formulation of a hiring recommendation, when doing so might be more formative. This makes interventions on EDI grounds (i.e., the rejection, by the Dean or OPVPA) more drastic—and makes them far more costly in terms of delays and lost candidates—risking resentment and adversity between colleagues and senior administration.	- To sensitize hiring committees to the importance of EDI at earlier stage in hiring discussions and decisions	- In collaboration with CUFA, the University is investigating an expanded role for the JEC. Rather than a committee of three faculty members who would review hiring decisions at the end of the process, a larger committee of specially-trained faculty members would be cross-appointed to serve as observing equity champions throughout the entire DHC process	-Letter of agreement signed between CUFA and the University	Letter signed during 2021 collective agreement negotiations	OPVPA; CUFA
3	Organizational allocation and planning (CRC-specific)	As with all research chairs, the stated criteria for allocation of available CRCs are research excellence and fit with the University's Strategic Research Plan. As such, the allocation of chairs is susceptible to systemic bias in the resourcing and advocacy bias in the application pool.	- To ensure that EDI considerations are fully applied from the earliest stages of CRC planning and allocation	- Mandatory training for FRC and URC members involved in CRC allocations, and a greater emphasis on EDI in the assessment of LOIs - Use data on the representation of DGs within disciplines and research areas, to guide strategic planning and increase the likelihood of equitable hiring	- All FRC and URC members trained in EDI considerations - Increased representation of DGs in CRC allocations	Mandatory EDI and unconscious bias implemented for 2020 CRC recruitments, April 2020	OPVPA	8	Hiring Decisions (University-wide, impacts CRCs)	Negotiations for discretionary stipends may be impacted by unconscious bias as well as reticence to "self-promote" (i.e. assertively negotiate) on the part of members of underrepresented groups.	- To raise awareness of the importance of compensation equity and identify areas to monitor in this respect	- Guidelines are currently being reviewed and revised by the Salary Review Committee (SARC) to ensure that all discretionary stipends, for all full-time faculty, are allocated according to equity principles	-SARC guidelines to be drafted and ratified as amendment to CUFA Agreement	Amendment ratification – Fall 2021	OPVPA; Concordia University Faculty Association
4	Search Committee (CRC-specific)	Some departments and units have insufficient budgets to advertise within disciplinespecific publications; active recruitment efforts (if not undertaken by colleagues) fall on overburdened departmental administrative staff.	- To implement and normalize active recruitment efforts for diverse and equitable hiring.	- After the 2019-2020 recruitment cycle, conduct an assessment of the impact of the use of active recruitment efforts on the size and diversity of applicant pools (using applicant survey data) to determine efficacy - Assess the creation of discretionary recruitment funds to supplement regular recruitment funding as a means of increasing diversity of applicant pool	- An increase in the diversity and equitability of the applicant pool	Assessment to be conducted at the end of the 2019-2020 CRC recruitment cycle	OVRPGS, OPVPA	9	Hiring Decisions (University-wide, impacts CRCs)	While University policies appear to have supported pay equity for Chairholders within Departments and Faculties, disparities between Faculties are in some cases substantial, with women underrepresented in those Faculties that offer higher compensation (through market and/or individual supplements). As a result the overall mean and median salary of female Chairholders is significantly lower than that of male Chairholders.	- To obtain detailed knowledge of the extent of compensation disparities; and track and maintain compensation equity for all full-time faculty	- A joint university-CUFA committee is conducting a gender-based compensation equity analysis for Concordia faculty as a whole	- Comprehensive data on compensation equity supporting greater pay equity across all Chairholders	General findings are anticipated Fall 2020, with comprehensive results by Fall 2021.	OPVPA; Concordia University Faculty Association
5	Hiring Committee (CRC-specific)	Uneven levels of awareness and commitment to EDI across the university.	- To sensitize hiring committees to the importance of unconscious bias, EDI, and inclusive excellence	- Expand mandatory EDI and unconscious bias training requirements to DPCs - Develop and embed EDI training resources in the onboarding of new faculty members and offer standing (i.e., not committee-specific) EDI training sessions to ensure broad exposure to concepts and avoid over-dependence on EDI staff.	- Number of faculty members who attend EDI and unconscious bias training workshops	January 2020, and continuing	OPVPA	10	Retention and Promotion (CRC-specific)	Faculty members from DGs may not be in a position to entertain competing offers, and may be less likely to formulate retention arguments to their Chairs and Deans	- To solicit feedback from CRCs on their overall experience as a CRC, including their input on EDI considerations - To provide opportunity for CRCs who consider leaving before the end of their term to alert Senior Administration to factors contributing to their decision to stay/leave	- Conduct exit interviews at the end of each CRC's term - Exit interviews for all CRCs who have completed their terms	December 2020 (next anticipated CRC second term conclusion) and continuing	OVPRGS	

#	Stage	Barrier	Objectives	Actions	Indicators	Timeline	Responsible
11	Self-identification (CRC-specific)	- Insufficient faculty representation and inclusion of women, visible minorities, persons with disabilities, and Indigenous peoples - Québec labour law has limited the use of data obtained through applicant survey, limiting its application to an assessment of the diversity of the pool	- To identify ways to facilitate self-disclosure of DGs within the applicant pool - To obtain robust demographic information about the full spectrum of diversity within the faculty, and the extent of underrepresentation of DGs and LGBTQ2+	- In the 2020-2021 application cycle, applicants will be able to self-disclose to hiring committees by way of an applicant survey - Working with the Commission des droits de la personne et le Réseau interuniversitaire québécois pour l'équité, la diversité et l'inclusion (RIQEDI) to obtain a sector-specific dispensation to facilitate self-disclosure and an exemption for the use of self-identification data in faculty recruitment - Equity census (see Section 4.a "Self-identification", above)	- An increase in the self-disclosure of DGs among CRC applicants - Maximal number of participants in equity census	Implemented for the 2020-2021 application cycle Equity census: Winter 2020	OPVPA
12	Environment (CRC-specific)	Challenges of sub-optimal working environment related to institutional-level processes	-To create equitable, inclusive, and productive working conditions for CRCs	Annual survey for all current CRCs, with an invitation for an in-person interview with OVPRGS staff	-Annual surveys and interviews identifying particular obstacles/barriers experienced by CRCs	April 20 –June 30, 2020, and annually (aligned with annual CRC reports)	OVPRGS
13	Environment (CRC-specific)	Limited comprehension by CRCs of how to integrate EDI in their research program	- To ensure that researchers fully understand how EDI considerations should be integrated in their research programs	- Train CRCs and their respective teams in EDI - Mandate EDI reporting for CRC research programs	- Integration of EDI considerations into research program - EDI considerations addressed in CRC research reporting	Ongoing	OPVPA and OVPRGS
14	Environment (CRC-specific)	Mentorship is lacking, unstructured, and suboptimal for CRCs	- To ensure that mentorship is available and responsive to the unique experiences and needs of CRCs, and particularly members of DGs	- Formalize mentorship arrangements for incoming CRCs; upon hire of a new CRC, the OVPRGS will convene a meeting with the CRC, the department Chair, and the Faculty Associate Dean, Research, to clarify expectations, processes, timelines, resources, and mentoring arrangements -In collaboration with the CRC, one or more mentors will be assigned to the CRC – from the pool of active 2nd term CRCs from the same Tier, former CRCs, other Concordia Research Chairs, and tenured departmental faculty	- The assignment of one or more mentors to each CRC with opportunities (through the annual surveys) for reporting on the effectiveness of the mentorships	Formal implementation to coincide with next CRC hires, April 2020,	OVPRGS (in collaboration with Faculties and Departments)
15	Environment (University-wide, impacts CRCs)	Insufficient representation and inclusion of Indigenous Peoples and communities within the university (in addition to the CRC program)	-To take concrete steps towards decolonizing and Indigenizing the university, including recalibrating and transforming the University's internal and external relationships with Indigenous Peoples and communities	- Implement Concordia's 38-point Indigenous Directions Action Plan (IDAP) including enriching the University's capacity and support for Indigenous-led and community-based research	Multiple actions, including: - The establishment of an Indigenous Research Centre - Public recognition and documentation of the research efforts of Indigenous faculty and students using the University's communications platforms	Spring 2019- Spring 2022	OPVPA and OVPRGS
16	Environment (University-wide, impacts CRCs) From IDAP Recommended Action 6.2	Insufficient representation and inclusion of Indigenous graduate students	-To recruit, engage and hire exceptional Indigenous graduate students to work on innovative Indigenous research	- Create a 5-year fund (\$300,000 in 2018-19; \$500,000 in 2019-20) for attractive entrance scholarship for prospective Indigenous graduate students - Various actions tied to IDAP that would enhance the inclusion of Indigenous graduate students	- Increased number of Indigenous graduate students - Increased inclusion of Indigenous graduate students as reflected in their higher retention	January 2019, and ongoing	Special Advisor to the Provost on Advancing Indigenous Knowledges (AIK); OPVPA; OVPRGS; Library; Faculty Deans
17	Environment (University-wide, impacts CRCs) From IDAP Recommended Action 6.4	Marginalization of Indigenous-led and community-based research and need for greater engagement of Indigenous peoples and Indigenous communities more broadly	- To support Indigenous faculty and graduate students to undertake meaningful research in partnership with Indigenous communities - To create strategic plans that engage Indigenous students in Indigenous-led research projects that respect and benefit Indigenous communities	- Create a pool of matching funds that enable faculty members to involve Indigenous students in meaningful research opportunities - Develop new ways to engage students in innovative Indigenous-led research.	- Increased number of Indigenous-led and community-based research projects - Indigenous-led and community-based research funded and celebrated	Spring 2019, and ongoing	OVPRGS; School of Graduate Studies; Departments and Faculties; Special Advisor AIK, OCE

#	Stage	Barrier	Objectives	Actions	Indicators	Timeline	Responsible
18	Environment (University-wide, impacts CRCs)	Approval process for research ethics seems to disproportionately delay or impact research in fields (e.g. health sciences) with higher DG representation (see Appendix 11)	- To expedite ethics approval while preserving the rigor and thoroughness of review process	- Research development advisors to communicate with researchers about requirements, peak periods, and wait times for ethics approvals - Refresher training sessions to be conducted by the Ethics Unit within OVPRGS to clarify ethics requirements - Mandatory completion by all researchers of the TCPS Online Tutorial as a requirement prior to a first ethics submission currently under consideration - Build robust demographic knowledge about researchers requiring ethics protocols	- Reduction in number of unnecessary assessments - Reduction in review period and wait times for protocol approvals - Training sessions: January 2020, and annually thereafter	Communications improvement: November 2019, and continuing	OVPRGS
19	Environment (University-wide, impacts CRCs)	Limited access and accommodation of the needs of disabled faculty and staff members	- To embed accessibility considerations in University processes, and facilitate communication between faculty/staff with disabilities and University administration - Involve federal granting agencies, and other federal and provincial government stakeholders, in investing in the financial costs of accessibility and accommodation - Attain specific, thorough knowledge of extent and priority of accessibility challenges	- Establish an accessibility contact for faculty and staff. - Form an inter-university forum for potential negotiations with provincial and federal governments to financially support the substantial investment required to make Concordia - and universities in general - genuinely accessible. Also with Tri-council to include accessibility-related funds attached to – but over and above – all current research funding opportunities offered through NSERC, CIHR, and SSHRC. CDSWG will take a lead role. - Concordia physical accessibility audit: phase 2	- Accessibility Officer: October 31, 2019 - Building by building analysis of accessibility challenges - Priority ranking of accessibility projects	Accessibility Officer: October 31, 2019 - Working Group: January 2020-June 2020	OVPRGS, OPVPA, and OVPS

6. Management of Canada Research Chair Positions

6.a.i. Recruitment Policies and Procedures

Since Concordia uses its CRC allocations exclusively to recruit new faculty members, internal candidates are not eligible to be nominated for a CRC. The allocation process, which normally begins with the University having (or anticipating having) one or more vacant CRC positions within the next 12 to 24 months is as follows:

- A call for letters of intent (LOIs) is issued by the VPRGS to all Deans for distribution to the heads of academic units, and to University-recognized research units.
- The call (see example in Appendix 1) describes the CRC program, lists which chair allocations are vacant, and details the LOI adjudication process, required documents and deadlines to submit to the University Research Committee (URC). The call refers to the appropriate University policies, procedures, and collective agreements, emphasizes the importance of Concordia's strategic plan and of the CRC-EDI Action Plan, and specifically states the importance and necessity of addressing equity for, and diverse candidature of, the four DGs (women, persons with a disability, Indigenous Peoples, and visible minorities).
- Further to the call, interested academic and research units then submit LOIs to their Faculty Research Committee (FRC), which then reviews and selects which of these letters should be forwarded to the URC.
- The URC then reviews these LOIs and decides on the allocation(s) within the University.

Given that new CRCs are always new hires at Concordia, the general hiring procedures for faculty appointments, governed by CUFA, apply as well (CUFA 12.08.g.), including:

[T]he Parties agree to encourage an increase in the proportion of members of under-represented designated groups as defined in the relevant legislation,

to improve their employment status, and to ensure their full participation in the University community. The Parties therefore endorse the principle of equity in employment and agree to cooperate in the identification and removal of all barriers to the recruitment, selection, hiring, retention, and promotion of these designated groups... (CUFA 12.01.c.)

6.a.ii. Safeguards for Open and Transparent Recruitment Practices

Recent initiatives include the development of the *Equity, Diversity and Inclusion Action Plan for faculty hiring, retention and development* begun in September 2018, and finalized in July 2019 (see Appendix 12). The Plan's objectives include: implementing evidence-based EDI best practices for the recruitment and retention of faculty and academic administrators; developing, implementing, and regularly adapting surveys for Concordia's professorial corps and pool of applicants to faculty positions about their membership from underrepresented groups with the aim of establishing minimum representation targets for all groups within the professorial corps, and timelines to meet them; and raising awareness within the university community of the importance of diversity and inclusion for the success of our mission and of the role that all community members have in supporting it.

This University-wide plan is supplemented by the specifically CRC-focused *Concordia Canada Research Chair Hiring Guidelines*, finalized in March 2019 (see Appendix 1).

In all calls for CRC LOIs since 2018, the OVPRGS has encouraged units submitting LOIs to consider how a pool of qualified candidates, including the DGs, will be attracted. Further, in the most recent call, there was an increased emphasis on the importance of active recruitment of DGs, including a mandatory meeting of hiring committees with OVPRGS and OPVPA staff to fully understand the relevant CRC guidelines, and to receive EDI and unconscious bias training. As noted above, EDI and unconscious bias training is mandatory for all members of CRC hiring committees (since 2018), and for all full-time faculty hiring committees at

Concordia (since 2019). Scrupulous record-keeping of the entire recruitment process, beginning with the call for LOIs, is also mandatory for CRC hiring, and includes records of the flexible but objective hiring criteria, members of the hiring committee, EDI training, job posting, equity advisor reviews, strategies used to attract a diverse pool of candidates, applicant data collection efforts, assessments of merit, and decisions. With the new *CRC Hiring Guidelines* (March 2019), the OPVPA and the OVPRGS have mandated that these records be kept by departments involved in a clear and systematic fashion, and available to be communicated to the CRC Secretariat within 48 hours of receiving a request for information.

6.b. Management of Allocations

Concordia University's allocation of Canada Research Chairs is managed by the OVPRGS. The internal allocation process is governed by the University Senate-approved [Policy on Research Chairs](#) (VPRGS-7) and its related [Procedures and Guidelines for Research Chairs](#). The allocation process also involves the OPVPA, the URC, the FRCs of Concordia's four Faculties and their Deans and Associate Deans, Research, and the heads of all academic and research units within the University.

6.c. and 6.d. Process for Allocating Chairs to Department/Faculty and Using the Corridor of Flexibility

For the most recent CRC allocation exercise (six new Chairs and one vacant), the OVPRGS implemented a novel approach to the call for LOIs. Having been granted unlimited flex moves by the CRCP for these Chairs, it was decided to leave the call open to all Tri-Agency areas, and first evaluate the LOIs submitted before using the flex moves to adjust the available allocations to the most promising, EDI-designed, LOIs. This allowed us to achieve a more ambitious goal than we might have otherwise, potentially overcoming a significant barrier with respect to equity and fields of research: more than simply meeting or exceeding DG targets for CRC, Concordia is on track to do so while at the same time establishing CRCs in STEM fields, with research programs specifically designed to attract a highly diverse

pool of applicants. Concordia used those flex-moves to also have all vacant chairs be Tier 2, in order to ensure that we were accessing the considerably more diverse recent-PhD applicant pools. In the context of Québec legislation, which does not permit targeted hiring to the exclusion of non-designated groups (institutions may make significant and targeted inclusionary, but no exclusionary, efforts – see Section 5, above), accessing and attracting these more diverse pools seemed vital to the challenge of meeting the short-term targets for DGs set by the CRC, in both a fruitful and a legal manner.

6.e. Renewal Criteria

The *Policy on Research Chairs* and its related *Procedures* describe the process for review of CRCs, which includes annual reports, a mid-term review and a renewal evaluation. The criteria used for the renewal evaluation of Tier 1 and Tier 2 Chairs are provided to incoming CRCs when they are hired (the grids may be found in Appendix 13). The relevant FRC (or a subset of the committee) conducts the review, and the process involves the Chairholder submitting a report of activities along with a presentation to the Committee (including a Q&A). The FRC then meets in camera to assess the Chairholder's dossier and to make a recommendation (to renew or not to renew) to the URC. The URC will then review the recommendation and dossier, incorporating in its review the elements relevant to the overall University context and the *Equity, Diversity and Inclusion Action Plan* to make its decision on whether to allow the application for renewal of the chair to the CRC Program. Should the URC not authorize the renewal of a Chair, the position would revert to the pool and be subject to a new allocation process as described above. The same practice has also been applied when a CRC renewal application submitted to the CRC program was not awarded, although this is not currently specified in the *Policy* and related *Procedures*.

6.f. Advancement Criteria

Because Concordia always uses its CRC allocations to recruit new faculty members, and not for internal promotion, a Tier 2 CRC cannot be advanced to Tier 1.

6.g. Criteria for Phase-outs

Concordia has only lost Chairs three times through re-allocation exercises. However, in all three instances, there was a vacant/unused Chair that could be targeted without having to phase out an existing Chairholder, so these re-allocation decisions were easily made. The OVPRGS is addressing Concordia's current lack of a Policy-defined plan for re-allocation without a vacancy during its revision of the *Policy on Research Chairs* and the related *Procedures*. The proposed criteria for phase-out in the new policy (subject to further review, and approval by Senate) are:

- Availability of an unallocated Chair allocation;
- Possibility to use “flex moves” as defined by the CRC Program Secretariat;
- Chairholder term and proximity of term end date;
- Impact on research activity, in alignment with the Concordia Strategic Research Plan;
- Impact on Concordia’s CRC EDI targets; and
- Economic impact on Department, Faculty and University.

As a first layer of review, and in consultation with the CRC Secretariat, the URC would review its current CRC allocation to determine if:

1) With priority, there is an unallocated vacant chair allocation available to designate as the allocation to return. The use of “flex moves” as defined by the CRCP Secretariat may be considered by the URC to designate a vacant chair of the same Tier but from a different agency, or to group/split vacant chairs to meet the requirements of the CRC re-allocation process.

2) Should no vacant chair be available for designation as the allocation to return, to identify an active chair of the same Agency and Tier that is nearing its end date, and which could be supported by the phase out process through which partial CRC funding is available. If applicable, the use of ‘flex moves’ may be considered, as above.

Should the first two options not be feasible, the URC

would review current active chairs and make a decision to end a chair term early. Relevant FRCs would be asked to review the current list of active chairs and recommend to the URC which chair(s) should be phased out as per the CRC program request. The URC would use the same criteria it uses to renew CRCs to make its decision, but would also consider the impact on Concordia’s CRC EDI targets.

6.h. Process for Determining Level of Support Provided to Chairholders

See Sections 4.a. “Employment Systems Review” and 4.b. “Comparative Review”, above.

6.i. Safeguards to Ensure Members of FDGs Are Not Disadvantaged in Negotiations re: Level of Support

See Section 4.b. “Comparative Review”, above.

6.j. and 6.k. Ensuring Career Leaves Do Not Disadvantage Applicants to Chair Positions and Training and Development Activities

As of September 2018, the CRC Secretariat instituted comprehensive new institutional requirements for recruiting and nominating Canada Research Chairs (www.chairs-chaires.gc.ca/program-programme/equity-equite/recruitment-recrutement-eng.aspx).

Concordia’s Vice President, Research and Graduate Studies, is responsible for ensuring compliance with these requirements; and Concordia’s CRC Hiring Guidelines mandate that departments involved in CRC recruitment efforts must describe (and keep careful record of) the measures used to ensure that individuals who experienced career interruptions, or who required accommodation during the hiring and nomination process, were not disadvantaged during that process.

The Senior Lead, Equity and Diversity, from the OPVPA, organizes and provides EDI and unconscious bias training, and is available as a resource person for committees. In addition, CUFA mandates that every hiring dossier be reviewed by the Joint Employment Equity Committee (JEEC, CUFA Article 11.15), whose purpose is to ensure that fair hiring practices are observed with respect to members of designated groups.

Additional best practices have been incorporated into the training sessions presented by the Senior Lead, Equity and Diversity, and at the end of each hiring cycle, representatives of the OVPRGS and the OPVPA, and representatives from the hiring committees who are also members of the DGs, will debrief and prepare revised sets of best practices for use in the next hiring cycle.

Some examples of practices that have been implemented in the allocation cycle currently under way include:

- A toolkit provided by the OPVPA for committees to reference for guidance in: creating job descriptions that accurately identify the necessary skills, abilities, experience, and qualities of candidates; how to evaluate applications that include nontraditional components (with a list of contacts on Concordia’s EDI team, as well as in the Office of Research, who can provide further advice); Concordia’s equity and diversity targets and gaps, EDI commitment, and action plan; and formulating provisions to ensure the decision-making process is fair and 100% transparent.
- Substantial communication between departmental committees creating LOIs and the EDI team, and substantial assistance provided for the former by the latter (see Appendix 1)
- The opportunity for potential candidates to submit a full career or extended CV in cases where they have had career interruptions.
- A hiring committee budget that supports the travel costs of potential DG candidates (particularly Indigenous candidates) so that they can attend an interview at Concordia and experience and evaluate the University’s environment.
- Provisions during search processes for anyone requesting accommodation, clearly advertised both in job ads and invitations for interviews.
- Opportunities for each candidate to meet with diverse members of the Concordia community. This includes but is not limited to a diversity of representation on each CRC position’s departmental hiring committee (CUFA 11.01; Concordia CRC – Hiring Guidelines, pp. 4-5).

7. Collection of Equity and Diversity Data

7.a.i. Collecting and Protecting Self-identification Data from Applicants

CRC applicants are invited to complete a self-identification survey in which they may identify as a member of one or more DGs. In the interest of broadening self-identification categories and information and permitting intersectional analysis, the OPVPA has added an opportunity to self-identify as a person of minority sexual orientation or gender identity (see Appendix 1). Survey responses remain confidential, and no identifying information about candidates is shared with the hiring committees (applicants are invited to self-identify directly with the hiring committee should they so desire). The complete data set is accessible to a single individual from the University’s Instructional and Information Technology Services (IITS). This individual removes all personally identifiable information from the data set, including any and all nominal information and the email address used to complete the survey. Only aggregate data is available for statistical analyses.

7.a.ii. Collecting and Protecting Self-identification Data from Chairholders

The OVPRGS has conducted a Chairholder survey, encouraging DG Chairholders to self-identify, and will protect the survey responses as strictly confidential. The surveys are sent and stored on a secure server, to which only the OVPRGS team working on the Action Plan have access. Interviews were conducted in confidence, and transcriptions are stored on the same secure server. All personnel with access to the responses and interview transcriptions have an obligation to respect confidentiality by virtue of their employment relationship with the University.

Following a six-month retention period, all records of the survey responses and interview transcriptions will be destroyed.

7.b. Encouraging Individuals to Self-identify

The OPVPA currently runs an applicant survey as a matter of course for all full-time faculty positions. In the winter 2020 semester, an equity census of all full-time faculty members will be conducted. In order to combat the low response rate that habitually plagues these initiatives, we will conduct this equity census using a paper survey. The survey will be conducted in person, with an OPVPA EDI representative present, by visiting each of the department councils of the University. As such, professionals will be on hand to answer any and all questions—and address any concerns—related to participation in the survey. Once completed, paper surveys will be placed in sealed envelopes and run through a Scantron machine. The data will be anonymized, with a censusspecific unique identifier used instead of identification numbers or other identifiable information.

It is hoped that this paper-based, in-person, approach—although much more labour intensive than an online equity census—will encourage participation and yield a response rate that supports statistical significance.

7.c. Example of Concordia's Self-identification Form

See Appendix 1.

8. Retention, Inclusivity and Resources

8.a.i. Providing a Supportive and Inclusive Workplace

See Background and Context (Section 1, above) and Procedures, Policies, and Supports (Section 8.b, below) for extensive discussion of initiatives in place and development to provide a supportive and inclusive workplace for all Chairholders, with specific focus on supports for and inclusion of members of designated groups.

In addition to these, as Concordia faculty members, all Chairholders receive a competitive compensation and

benefits package covering health insurance, pension, and retirement benefits, paid parental leave, and savings programs. In the last ten years, no Chairholder has resigned their post before their CRC term(s) ended, nor, with the exception of those who retired, resigned from Concordia after their term as Chairholder was completed.

8.a.ii. Monitoring Support and Inclusivity

Concordia's efforts to obtain data on the climate of equity and diversity in the University as a whole (see Section 4, above) are directed toward monitoring the barriers to inclusivity existing (or that might emerge) in the overall institutional climate. Likewise, Concordia's EDI Advisory Group has regularly – and in multiple, creative, and open-ended ways – solicited the broadest possible consultation from students, staff, and faculty (including CRCs), with respect to the levels, kinds, and variations of inclusivity experienced by individuals within the community and subcommunities at Concordia. As an ongoing monitoring strategy, the OVPRGS's Chairholder survey and interview process undertaken for this Action Plan will be repeated annually.

All Chairholders' annual reports to the CRCP are also reviewed by the OVPRGS, and carefully monitored for both positive and negative experiences identified by Chairholders with respect to their lived experience of inclusion or exclusion within their environments. The Administrator, Strategic and Institutional Programs and Infrastructure in the OVPRGS oversees all post-hire CRC arrangements, meets personally with each incoming Chairholder, and is available to help Chairholders resolve any challenges they might face during their transitions into their terms.

Both the Office of Rights and Responsibilities and the EDI Team in the OPVPA also receive, monitor, and respond to issues surrounding inclusivity and support that are raised by any member of the Concordia community, including CRCs. Each of these offices is mandated to investigate concerns in this respect, to coordinate appropriate and targeted responses, and to flag more general issues and trends of concern for broader actions.

8.b. Retention of Individuals from the Four DGs: Procedures, Policies and Supports

- Tenure criteria must be clearly articulated and applied by each Department Tenure Committee (DTC), and the University Appeals Board (UAB) may be petitioned to hear an appeal of a tenure decision (CUFA Article 21). The UAB is composed of members from each Faculty as well as the Library (Article 11).
- Several types of leave are available to faculty members, including compassionate leave (Article 33); maternity leave, paternity leave, and parental leave (Article 35); and unpaid salary leave (Article 32).
- Reduced-time appointments for up to two years (up to three times) are available to all tenured faculty members (Article 25), with no tenure interruption entailed (Article 18). Compassionate reduced-time appointments (Article 33) and parental reduced-time appointments (which extend maternity/paternity leave for up to 30 months – Article 35) are available to all faculty members, with or without tenure. The collective agreement guarantees the entitlement to return to work on a full-time basis following reduced-time appointments.
- Tenure candidates may request a deferral, for a variety of reasons, of mandatory tenure review (“tenure clock-stopping”). In the case of a request to defer tenure review based on maternity, paternity, or parental leave, or on compassionate leave over 45 days, the deferral request is automatically granted (Article 18).
- Spousal appointments are directly addressed in the collective agreement (Article 12)
- Concordia has two subsidized daycare facilities available for very young children of faculty, staff, and students, and offers free shuttle bus service (adapted for persons with disabilities) between its two campuses for faculty, staff, and students, and children travelling with them.
- Spouses and children of eligible faculty and staff receive tuition waivers for Concordia credit courses.
- Subject to a satisfactory review of first-term activities and continued eligibility, all Chairholders may apply for renewal of either a Tier 1 or a Tier 2 CRC during the penultimate year of their first term (see Section 6.e. of this Plan).
- The Concordia University Research Chairs program is available to internal candidates, including CRCs who have reached their limit for renewals or who are phased out, and is a mechanism that helps retain excellent researchers.
- In September 2019, EDI and unconscious bias training was conducted for research administrators working in the OVPRGS/Office of Research as part of ongoing efforts to ensure that researchers are informed and supported in their efforts to address EDI within their research programs.

8.c. Managing Complaints from Chairholders/Faculty Related to Equity

Each step in the process of recruitment and hiring of CRCs is monitored and approved by the OVPRGS, with careful attention to review of EDI fulfillment before proceeding. Specific equity complaints, both during recruitment and post-hire, may be directed to the Vice-Provost, Faculty Development and Inclusion (see Section 8.d. and 8.e.ii., below). Because responsibility for CRC recruitment and hiring is shared between the OVPRGS and the OPVPA at Concordia, managing specific complaints involves both offices.

Additionally, CUFA mandates a standing Joint Employment Equity Committee, whose purpose is “to ensure that fair hiring practices are observed with respect to members of designated groups, including women, visible minorities, persons with disabilities and Indigenous persons” (CUFA Article 11.02.a). CUFA also mandates a Joint Grievance Committee (JGC) for the purpose of addressing and redressing equity complaints from full-time faculty members (CUFA Articles 11.03 and 22). The JGC specifically hears grievances including, but not limited to, “reappointment, tenure, promotion, and denial of career development increment or step increase [...] if the subject matter of the dispute concerns academic freedom (Article 6) or discrimination (Article 7)” (CUFA Article 22.b.i.).

8.d. Senior Personnel Responsible for Addressing Equity Concerns and Complaints: Contact Information

Vice-Provost, Faculty Development and Inclusion:
Dr. Nadia Hardy
Office of the Provost and Vice-President, Academic
Tel: 514-848-2424, ext. 4323
Fax: 514-848-8766
Email: vpfdi@concordia.ca
1455 De Maisonneuve Blvd. W.
Montreal, Quebec, Canada
H3G 1M8

Manager, Academic Leadership and Inclusion:
Téo L. Blackburn
Office of the Provost and Vice-President, Academic
Tel: 514-848-2424, ext. 7704
Fax: 514-848-8766
Email: manager.ali@concordia.ca
1455 De Maisonneuve Blvd. W.
Montreal, Quebec, Canada
H3G 1M8

8.e.i. Monitoring and Addressing Concerns and Complaints

There is more than one avenue available to Chairholders/faculty who may wish to lodge an equity-related complaint. Two primary options are the University's [Office of Rights and Responsibilities](#), which administers the Code of Rights and Responsibilities, or the Ombuds Office, which is mandated to assist in informal resolutions of concerns and complaints related to the application of all University policies, rules, and procedures. The [Code of Rights and Responsibilities](#) is Concordia's policy on behaviour, and provides a mechanism for members (faculty, staff, and students) to file complaints related to discrimination and/or harassment based on the grounds specified in the Québec Charter of Human Rights and Freedoms (race, religion, gender identity, etc.). It also specifies the procedures for resolving these complaints (e.g. Section IX). The [Ombuds Office](#) conducts independent and objective inquiries into complaints that have already exhausted the usual avenues for grievance and

appeals. Following the inquiry, the Ombudsperson will recommend solutions to help resolve concerns and complaints as well as recommend improvements to university policies, rules, and procedures that are unclear or unfair.

In addition, all CRCs file annual reports, which are reviewed by the OVPRGS and sent to the CRCP. Any EDI concerns or complaints raised by a Chairholder in these reports are addressed and monitored by the OVPRGS, with the involvement of specific Faculties and departments, and/or the OPVPA, according to the requirements of the particular concern or complaint. See also Section 8.e.ii., below.

8.e.ii. Reporting Concerns and Complaints to Senior Management

In addition to the offices noted above (Section 8.e.i.), all equity, diversity, and inclusion concerns and requests for guidance and/or counseling can be brought to or reported to Concordia's Manager, Academic Leadership and Inclusion; and any equity, diversity and inclusion complaints may be reported to the Vice-Provost, Faculty Development and Inclusion (see Section 8.d., above).

Conclusion

We believe that, as a forward-thinking, next-generation university it is our responsibility to not simply meet the prescribed CRC targets but to exceed them wherever possible. Critical to the success of such a commitment is to not only move forward on the actions identified in this CRCfocused EDI Action Plan but to continue to work towards making diversity and inclusion a defining aspect of the overall Concordia culture. We believe we are making great strides in this direction, including appointing personnel specifically dedicated to EDI, forming an Advisory Committee on EDI, supporting the development of an Indigenous Directions Action Plan, and by including EDI training on appointments at both the Faculty and the Senior Administrative personnel level (among other initiatives outlined in this plan). Continued success will require a concerted effort at all levels of the University from faculty to staff to senior administration. Further, these interventions cannot be limited but, rather, must be seen as an institutional imperative in all aspects of the academic life cycle from hiring of new faculty and staff, and attracting and training of highly qualified personnel, to knowledge mobilization, knowledge transfer, and community partnerships and outreach wherever and whenever applicable.

LIST OF APPENDICES

1. 2019-2020 CRC Allocation Recruitment Chronology
 - Timeline
 - Call for LOIs for CRC Nominations, Memos, Meeting Notes
 - Concordia CRC EDI Hiring Guidelines, 2019
 - Tools for Equity in CRC Recruitment Workshop Slides
 - CRC Applicant Equity Survey
2. EDI and Unconscious Bias Training Programs
3. Indigenous Directions Action Plan
4. Equity Census, 2020
5. Policy on Research Chairs (VPRGS-7)
6. Procedures and Guidelines for Research Chairs
7. Chairholder Survey Questions
8. Chairholder Interview Guide
9. Chairholder Survey and Interview Response Summary
10. Advisory Group on Equity, Diversity and Inclusion Report, 2019
11. Research Ethics Gender Demographics, 2019
12. EDI Action Plan for faculty hiring, retention and development
13. Criteria for CRC Renewals

