

EQUITY, DIVERSITY AND INCLUSION ACTION PLAN RECOMMENDATIONS FOR YORK UNIVERSITY'S CANADA RESEARCH CHAIR PROGRAM

Prepared by the York University Committee on Equity, Diversity
and Inclusion

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PREFACE

Responding to major equity, diversity and inclusion challenges within the federal Canada Research Chairs (CRC) program, the CRC Secretariat in Ottawa mandated in Spring 2017 that all institutions with an allocation of five or more Chairs develop their own Equity, Diversity and Inclusion Action Plan (CRC EDI Plan). The purpose of the CRC EDI Plan was to describe how the institution sustains the participation of individuals from the federally mandated four designated groups (FDGs) – women, Aboriginal Peoples, persons with disabilities and visible minorities¹ – within their allocation of Chairs. Moreover, in cases where universities were not meeting FDG targets, universities were to outline actions and objectives to achieve their equity targets within 18-24 months.

To develop its CRC EDI Plan, the York University Committee on Equity, Diversity and Inclusion for Faculty Recruitment (CRC EDI Committee) was struck, chaired by Dr. Rebecca Pillai Riddell, a Professor and York Research Chair in Pain and Mental Health. A pan-university committee was selected to ensure representation from the FDGs, current CRC Chairholders, faculty and staff members with expertise in equity/diversity/inclusion, and University staff administrators with responsibility for implementing the CRC program (see Appendix A). The Executive Co-Sponsors of the Committee were Professor Lisa Philipps, interim Vice-President Academic and Provost, and Dr. Robert Haché, Vice-President Research & Innovation (VPRI). Executive sponsors provided financial and personnel resources to support the initiative and offered high-level oversight. In addition, as it was the unanimous opinion of the CRC EDI Committee that the unconscious bias training suggested by the CRC Secretariat to meet the program requirements was not suitable for our university context, a second parallel committee was also struck (see Appendix B) with the mandate to build a 'Made for York' unconscious bias workshop that would be used not only for the CRC program, but for all hires across the university.

York's CRC EDI Plan and the new Unconscious Bias Training Workshop that enhanced our existing Affirmative Action training was only possible through a large, dedicated collaboration of over 80 York faculty and staff members who enthusiastically engaged in the many different committee meetings, interviews, review of Plan drafts, workshop pilots, and feedback consultation meetings between June 1 and December 14, 2017. An important outgrowth of this process was the creation of a more integrated and collaborative network of equity champions that live in all corners of our university. This mobilization bolsters our resolve that we will meet our targets laid out in our CRC EDI Plan – targets that aim to exceed those set by the CRC Secretariat.

As required, on December 15, 2017 York's CRC EDI Plan was submitted to the CRC Secretariat for review and approval. Upon revision following receipt of feedback from the CRC Secretariat, York's CRC EDI Plan will be subject to the following governance processes:

- Consultation with the York University Faculty Association;
- Consultation with the Academic Policy, Planning and Research Committee (the lead working committee of York University's Senate); and
- Approval by the Board of Governors (anticipated spring 2018).

Once approved, the components of the Plan will be monitored by the Office of the VPRI. The VPRI team will work with Faculties and hiring units to ensure that the points of the Plan are enacted, reviewed regularly and adapted appropriately based on the impact on the measurable equity/diversity targets contained within the Plan.

¹ These are categories defined by federal legislation. Whenever appropriate, we will opt to use the more inclusive terms of racialized scholars (visible minorities) and Indigenous scholars (Aboriginal).

ABOUT YORK UNIVERSITY

York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek (a-nish-na-bek) Nation, the Haudenosaunee (ho-dee-no-sho-nee) Confederacy, the Huron-Wendat, and the Métis. It is now home to many Indigenous Peoples. We acknowledge the current treaty holders, the Mississaugas of the New Credit First Nation. This territory is subject to the Dish With One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

Since its inception in 1959, York University has been a university characterized by consistent growth and innovation. Starting with borrowed space for 76 students, York has continuously grown to its current size of over 52,000 undergraduate and graduate students. York has over 1,400 full-time faculty members and librarians across two major campuses in Toronto (Keele Campus and Glendon Campus), two downtown locations (Osgoode Law and Schulich Business), and two international satellite campuses (Costa Rica, India). In 2018, it will break ground on its newest major campus in Markham. Strengthened by the constant influx of diverse citizenry amongst its student body and faculty/staff complements, York draws its strength in part from being situated in the centre of the Greater Toronto Area. York University is committed to open-minded and engaged scholarship that reflects excellence and innovation. Enshrined in its *University Academic Plan 2015-2020*² is the core value of upholding social justice and equity. In 2018, York will renew its Strategic Research Plan, the conceptual framework under which Canada Research Chairs are hired. Informed by the pan-university exercise undertaken for this Plan, York will forge a new research plan that will continue to prioritize exceptional, creative pursuits that work towards forging a just and sustainable world. Consultations throughout the university this Fall make it clear that an Indigenous research strategy and understanding of non-traditional research outputs will factor importantly in our new plan.

For many decades, York University has had an established Affirmative Action program which is central to our tenure-track hiring processes and enshrined in our collective agreements. Our current hiring procedures explicitly challenge our community to achieve standards of equity for women and racialized scholars that exceed current recommendations by the Canada Research Chairs Secretariat, with priority also given to Persons with Disabilities and Indigenous scholars.

² <http://secretariat.info.yorku.ca/files/UAP-2015-2016-Final.pdf>

YORK UNIVERSITY'S CRC EDI PLAN STRUCTURE

The CRC Secretariat requirements denote four major institutional action plan components:

- Equity, diversity and inclusion objectives and measurement strategies that will enable swift progress towards meeting targets.
- A description of how York manages its CRC allocations.
- An explanation of how York collects its equity and diversity data.
- An accounting of how York encourages retention and inclusivity.

Contributing to the content under each of these sections, the CRC Secretariat also lists four types of inquiry to inform the objective and measurement strategies. First, they request a review of York's current employment systems and recruitment practices. Second, a comparative resource review (salary, research time, research funding) of current Chairholders. Third, an environmental scan of York's workplace to examine how the institution is meeting its equity and inclusivity needs of its Chairholders. Finally, a summary of the institution's unique challenges based on its characteristics (e.g. linguistic, geographic, diversity within the student body, etc.).

In the interest of providing a more coherent narrative, and to better align with the extensive data gathering efforts for this project, York University's CRC EDI Plan will proceed in a slightly altered order, as follows:

- The first section describes York's institutional characteristics which, contrary to serving as an obstacle in meeting equity targets, entices our institution to exceed them.
- The following section presents data from the employment systems review, including details on the management of CRC allocations, the collection of equity and diversity data, and variances across resource allocation.
- The next section presents an environmental scan, which reports on the health of York's workplace vis-à-vis recruitment, hiring and retention/inclusivity, within the context of equity, diversity and inclusion.
- The final section presents the objectives and management strategies generated by the many contributors to this Plan from across the university.

1. YORK UNIVERSITY IN CONTEXT

The Canada Research Chair (CRC) Secretariat directed that objectives and measurement strategies be developed in a manner contextualized by the institution's unique challenges based on its characteristics. Most interestingly, an examination of York's linguistic, geographic and cultural context did not serve as a deterrent to achieving equity targets; rather, its central location within Canada's largest and most diverse city provides numerous advantages that inspire action to exceed those targets. The following sections detail York's contextual landscape, from the larger municipal environment through to Faculty-based complement demographics, and finally to an analysis of York's CRC equity targets using the calculation tool.

LINGUISTIC, ETHNO-CULTURAL AND ABILITY CONTEXT – TORONTO AND ONTARIO

Statistics Canada 2016 census data notes that the City of Toronto is home to approximately 2.7 million people (52% women), with 93% reporting the ability to speak English, 2.5% reporting the ability to speak French or English and French, and about 5% reporting the ability to speak neither official language.³ Four hundred and twenty-five people reported speaking Aboriginal languages, with the largest proportion speaking one of the Algonquin languages.⁴ It is important to acknowledge that many people of Indigenous heritage refuse to participate in formal census data, given how this information has been misused in the past. Thus, the data in this section likely represent an underestimation of true values. In terms of mother tongues outside the official languages, the largest linguistics groups were the Chinese languages (e.g. Cantonese, Mandarin, Min Nan), Italic-Romance Languages (e.g. Italian, Spanish, Portuguese) and Indo-Aryan languages (e.g. Gujarati, Bengali, Urdu).

When asked to report on ethnic origins, about 51% of Toronto was reported to be a visible minority, with the largest groups identifying as South Asians (e.g. Indian, Sri Lankan), East/Southeast Asian (e.g. Chinese, Filipino) and Black. Data regarding the municipal prevalence rates of persons with disabilities is challenging. Statistics Canada conducted a 2012 Canadian Survey of Disability,⁵ which provides a provincial context suggesting that 15.4% of Ontario adults have a disability because of a chronic condition or illness. Comparative analysis suggests that Ontarians have slightly higher prevalence rates than the rest of the country combined (about 1% higher) in both categories of disability described (chronic condition or illness, mental health, or addiction).

YORK UNIVERSITY'S FACULTY COMPLEMENT

Despite the rich and diverse pool described in the previous section, it is felt that when undertaking an assessment of York's academic complement, which are often drawn from schools outside the Greater Toronto Area and internationally (especially in the case of CRC candidates), the local context is not the appropriate comparator. Rather, a more appropriate assessment would be against national external availability statistics.⁶

In June 2017, York University's *2016 Annual Employment Equity Report* was released.⁷ This is a statistical summary of York's progress to achieve representation of the four designated groups (FDGs) – women, Aboriginal Peoples, persons with disabilities and visible minorities – broadly amongst its faculty and staff. However, the granularity was not appropriate for this report, so further statistics were provided by the report's author (Annette Boodram) that separated out academic members. It is important to note that, given the information provided to the

³ <http://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/details/page.cfm?Lang=E&Geo1=CSD&Code1=3520005&Geo2=PR&Code2=01&Data=Count&SearchText=toronto&SearchType=Begin&SearchPR=01&B1=All>; Note ethnic and language labels are that of Statistics Canada.

⁴ The term "Aboriginal" is used in the source Statistics Canada document.

⁵ <http://www.statcan.gc.ca/pub/89-654-x/89-654-x2015001-eng.htm>

⁶ Statistics Canada provides external availability figures. In essence, proportions of a designated group within a university can be compared to the proportion of designated group members who are externally available to perform that job. The external availability figure also considers the geographic area from which you would typically recruit for employees. Professors are typically recruited nationally.

⁷ http://hr.info.yorku.ca/files/2017/08/Employment_Equity_Statistical_Report_2016.pdf

CRC EDI committee, the external availability statistics provided to us from Employment and Social Development Canada (ESDC) in regards to women are not accurate in regards to Science and Engineering. It is a critical deficiency which both York (and all universities) and the CRC Secretariat must acknowledge. Despite our dialogue with Employment and Social Development Canada about this challenge, their statistics suggest an external availability of 43.3% for both disciplines for females. Using engineering as an example of the challenge, Engineering Canada reports that between 16 and 24% of Canadian doctoral engineering graduates are female.⁸ Moreover, NSERC provides data that suggest a major difference in female Science enrollees when comparing Life Sciences to the Mathematics and Physical Sciences doctoral programs (50% versus 30%, respectively).⁹

From the ESDC report, it was reported that 46.1% of York's faculty complement identify as women, compared with 44.7% external availability. Many of our Faculties, including our largest Faculty (Liberal Arts and Professional Studies) far exceed the external availability with internal representations of females between 51 and 68%. However, York's Business, Science and Engineering Faculties had internal representation percentages approximately 13%, 21% and 35% (respectively) less than external availability would otherwise predict. But again, these numbers must be contextualized by the much smaller pool of available doctoral graduates in certain disciplines.

In respect of Indigenous scholars, York has representation figures that generally meets or exceeds external availabilities. Faculties that have double or more than double the external availability of 1.3% include the Faculties of Environmental Studies and Education.

Across the university, visible minorities (i.e. racialized scholars) statistics show that overall York has an internal representation of 19.8%, versus an external availability of 18.8%. Most Faculties met or exceeded external availability, with the exceptions of the School of Arts Media Performance and Design (6% below), the Faculty of Science (4% below), and Glendon Campus (7% below). Of note, Engineering exceeds racialized scholar targets by significant amounts (28.9% vs 19.1%). Despite an overall York representation that exceeded external availability, an important caveat to keep in mind is racial disaggregation. The CRC EDI committee noted that a priority on racialized scholars is important but also of great import is the potential lack of diversity *within* the category of racialized scholars. This is an important nuance to the lens taken by both universities and the CRC Secretariat to consider when equity and inclusion is being discussed.

Finally, the internal representation of persons with disabilities across the university is 5.1%, versus an external availability of 3.8%. All Faculties met or exceeded external availability rates. One Faculty (Environmental Studies) significantly exceeded targets (11.1% vs. 3.8% external availability).

Based on this data, York is exceeding external availability for FDGs from an institutional perspective. However, at the Faculty level (where there are implications for CRC hiring) shortcomings across all FDG categories exist.

YORK UNIVERSITY'S CANADA RESEARCH CHAIRS COMPLEMENT

As of December 15, 2017, York has an allocation of 36 Canada Research Chairs – 18 Tier 1 and 18 Tier 2. Of those, 24 are filled, 10 have been allocated to Faculties which are in the process of recruitment, and 2 have not yet been allocated to a Faculty. Of the filled 24 Canada Research Chairs, 14 are Tier 1 Chairs, and 10 are Tier 2 Chairs. Of these, 12 are SSHRC affiliated, 8 are NSERC affiliated, and 4 are CIHR affiliated. Within the context of the CRC's target-setting tool, York's current equity targets and corresponding results are listed in Table 1: CRC Equity Targets, Occupancy and Gaps).

⁸ <https://engineerscanada.ca/reports/canadian-engineers-for-tomorrow-2016>

⁹ http://www.nserc-crsng.gc.ca/doc/Reports-Rapports/Women_Science_Engineering_e.pdf; Figure 2.10

Table 1: CRC Equity Targets, Occupancy and Gaps

	Target (% of Chairs)	Target (# Chairs)	Occupancy (# Chairs)	Gap (# Chairs)
Women	35%	8	6	2
Visible minorities	15%	4	-	-
Persons with disabilities	4%	1	-	-
Aboriginal Peoples	1%	N/A	-	-

Note: Numbers lower than five were removed to protect the privacy of Chairholders, while numbers less than 0.5 are denoted N/A.

Following on its motto, *Tentanda Via* or “The Way Must be Tried”, and recognizing its foundational commitment to social justice and equity, as well as its optimal location in the country in terms of diversity, York undertakes within this Plan a goal to meet or exceed the mandated CRC equity targets. Following guidelines from our collective agreements (40% female and 20% visible minority) and the CRC Secretariat targets:

- At least 35% women across all Faculties, striving towards 40%.
- At least 15% visible minorities across all Faculties, striving towards 20%.
- At least 4% persons with disabilities across all Faculties (already higher than external availability).
- At least 1% Aboriginal Peoples across all Faculties, striving towards 1.3%.

To help realize these stretch targets, York will implement innovative new strategies – many of which were informed during the data-gathering phase of this initiative – to enhance equity training of hiring committees, improve processes for the recruitment and onboarding of FDG faculty members, and strengthen initiatives around CRC inclusion and retention.

COLLECTION AND PROTECTION OF EQUITY AND DIVERSITY DATA

Language included in every job advertisement encourages applicants to self-identify within the FDG categories. In addition, upon receipt of their application, all applicants are sent a copy of the York University Self-Identification Form (see Appendix C), and applicants shortlisted for interview are again encouraged to self-identify during a meeting with the Affirmative Action Representative (the tenured faculty member, designed to monitor the entire hiring process from the vantage point of collective agreements’ Affirmative Action sections), which takes place during the site visit.

Upon completion, these forms are submitted directly by candidates to the hiring committee. Following this, the self-identified category/categories of every applicant is tracked in a formal chart template by the Affirmative Action Representative. All submitted self-identification forms, and the corresponding tracking chart, are included as part of the hiring package that is forwarded to the Dean for approval. In addition, information from the self-identification form is captured in a report generated by the hiring committee’s Affirmative Action Representative. This report also presents the rationale as to how the proposed hire complies with York’s Affirmative Action processes and advances the unit’s Affirmative Action targets.¹⁰ It was noted during the preparation of this Plan that there was no

¹⁰ Hiring committees are required to meet Affirmative Action targets based on their hiring unit’s progress as determined by an algorithm within the York University Faculty Association (YUFA) and Osgoode Hall Faculty Association (OHFA) Collective Agreements. This is articulated in every hiring units’ Affirmative Action Plan. This AA Plan compares the current hiring unit’s complement against targets that call for at least 40% women and 20% visible minority representation. When those targets are met, units are required to then increase representation of Aboriginal people and persons with disabilities.

consistent format for the Affirmative Action Representative's report, although its contents are prescribed in training.

Upon the Dean's approval, the file is transferred to the Joint Implementation Committee on Affirmative Action (JCAA) for careful examination of the Affirmative Action practices. The file is also sent to the Office of the Vice-President Academic & Provost, for review and approval by both the Provost and the President. Upon approval by the President, the Dean is authorized to make an offer to the recommended candidate.

Data sent to the Office of the Vice-President Academic & Provost are stored in locked cabinets. Both the hiring committee, hiring Faculty, and the Provost's office have an obligation to retain or destroy all hiring documents as per York's internal records management policies.¹¹

¹¹ <https://crs.apps06.yorku.ca/record/267>

2. REVIEW OF YORK UNIVERSITY'S CURRENT EMPLOYMENT SYSTEMS

The following sections provide an overview of institutional policies and practices related to CRC allocation, equity data collection, resource allocation, and retention and inclusivity, based upon a review of the following documents:

- CRC Secretariat's *Equity, Diversity and Inclusion: Best Practices for Recruitment, Hiring and Retention*
- Office of the Vice-President Academic & Provost's *Academic Appointment Process Document*
- *Osgoode Hall Faculty Association Collective Agreement (1 July 2015 – 30 June 2018)*
- York University's 2016 *Annual Employment Equity Statistical Report*
- *York University Faculty Association Collective Agreement (1 May 2015 – 30 April 2018)*
- York University's *Procedure for Dealing with Complaints of Harassment or Discrimination*

Note that website links to the above can be found in Appendix D. As well, the University Secretariat provided a confidential legal factum on relevant provincial, federal and university governance policies for this exercise. Additional contributions were made by staff within the Divisions of the Vice-President Research & Innovation, Vice-President Finance and Administration, and Vice-President Academic & Provost.

MANAGEMENT OF CANADA RESEARCH CHAIR ALLOCATIONS

A detailed accounting of the policies and processes governing York's allocation of Canada Research Chairs can be found in our existing policy which is included in Appendix E. The following points further clarify aspects of the recruitment, hiring, and renewal process:

- To ensure that all Canada Research Chairs are treated equally during negotiations, the Office of the Vice-President Research & Innovation standardized central support packages in 2012 (i.e. salary stipends, teaching release, minor research grants) for Tier 1 and Tier 2 Chairs. Faculty-based support is discretionary and not centrally regulated. Successful candidates are invited to contact their faculty association to seek assistance in negotiating their potential contract.
- All Canada Research Chair job advertisements include language encouraging applicants to explain within their applications the potential impact that career interruptions have made on their record of achievement (see Appendix F). The exact mechanisms by which a hiring committee evaluates career interruptions are not specific, but as referenced in our Affirmative Action guidelines, explicit attention is drawn to the risk of bias.
- All academic hiring committees have had a mandatory Affirmative Action Representative and formal training since the late 1980's. However, the Affirmative Action (AA) training has not included components around unconscious bias. Given the CRC Secretariat mandate that all CRC hiring committees need unconscious bias training, and recognizing that the training provided by the CRC Secretariat is not sufficient, a team of faculty and staff members formed the Committee to Enhance Affirmative Action Training at York, and worked with an external consultant (Tana Turner, Turner Consulting) in Summer and Fall 2017 to develop a new unconscious bias and equity/inclusivity training workshop tailored to the academic hiring process.
- This enhanced training module was incorporated into the existing Affirmative Action training framework and is now a part of our mandatory AA training (as of September 2017) for all members of CRC-related hiring committees, and for all Affirmative Action Representatives on all other academic hiring committees.
- In 2012, the Office of the Vice-President Research & Innovation and Provost-Vice President Academic gave notice of a new university practice to normally limit Tier 1 CRCs to two terms by 2016. Therefore, following this federal mandate prescribed by the CRC Secretariat, Tier 1 Chairs cannot be renewed for a third term except in rare exceptional circumstances. In these cases, York may consider putting forward third-term nominations. York will only consider pursuing this rare exception to the renewal limit if

York is meeting its equity and diversity targets for all four designated groups (or in cases where renewing a Tier 1 Chair for a third term contributes to meeting or sustaining these targets).

COMPARISON OF RESOURCE ALLOCATION TO CANADA RESEARCH CHAIRS

A review of resources allocated to York's current Canada Research Chairs was undertaken to ascertain whether disparities exist because of affiliation with FDG categories. Six areas of resource were considered: VPRI allocations of CRC stipends and CRC minor research grants, teaching loads, base salary (as of May 1, 2017), Faculty-based top ups, and Faculty-based start up funds.

Several comparisons were attempted and discussed; however, the CRC EDI Action Plan Committee deemed that at least five overarching qualifiers must be taken into account. These include: the tier of the chair, the discipline of the chair (e.g. STEM vs Liberal Arts vs. Professional Programs), the number of years post-PhD, the VPRI/Provost policies and practices in place during hiring period, and the FDG status (FDG vs. non-FDG). Due to the limited number of Chairholders and the presence of extreme outliers in both the FDG and non-FDG groups, there were never enough individuals in categories to allow for meaningful summary statistics. Instead, a narrative approach was selected for the resource comparison.

In general, central resources (i.e. teaching load, CRC stipend, CRC minor research grant) were found to be equally distributed with minimal variability, as they were subject to standardized and transparent allocation policies developed by the Office of the Vice-President Research & Innovation. In contrast, Faculty-based resources (i.e. start-up funding and additional Faculty funding) revealed the most significant variations. While the exact interpretation of these differences can only be evaluated on a case-by-case basis, the pursuit of a degree of standardization in Faculty-based allocations among CRCs in similar situations will be suggested as a recommendation.

RETENTION AND INCLUSION PRACTICES

Once hired, several individuals and Centres within the university provide critical support for York's Affirmative Action processes, while advancing retention and inclusion for the institution's entire professoriate:

- **Carl James** (Professor, Jean Augustine Research Chair in Education, Community & Diaspora, Affirmative Action, Equity and Inclusivity Officer). An ex-officio, non-voting member of the Joint Implementation Committee on Affirmative Action, he works with the employer-employee committee to discuss issues of equity, including approvals of all hiring committee Affirmative Action Reports. He serves as a resource for faculty members who have equity, diversity and inclusion concerns, and supports the delivery of Affirmative Action training to the York Academic community.
- **Claudia McPherson** (Affirmative Action, Immigration & Relocation Officer, Faculty Relations). As the ex-officio, non-voting member Affirmative Action Coordinator for the Joint Implementation Committee on Affirmative Action, she helps support and manage the employer-employee committee on issues of equity, including approvals of all hiring committee Affirmative Action Plans and Reports. She not only serves as a resource for faculty members who have equity, diversity and inclusion concerns, but she supports the delivery of Affirmative Action training to the York Academic community, and serves as the primary support person helping prospective, newly appointed and renewing faculty members (including Canada Research Chairs), visiting academics, staff and their families navigate the logistics of immigration, relocation and re-settlement from another province/territory or country.
- **Annette Boodram** (Diversity & Inclusion Consultant, Human Resources). In addition to leading workshops for faculty and staff on Affirmative Action and Equity procedures, Annette co-ordinates data gathering surveys and analyses to better understand our current equity context in both academic and non-academic contexts. Annette uses this data to provide reports to the university on its current complement of equity-seeking groups for both academic and non-academic groups.
- **Michael F. Charles** (Executive Director, Centre for Human Rights, Equity and Inclusion). The Centre for Human Rights, Equity and Inclusion provides two critical areas related to retention and inclusion of professors, staff, and students. In terms of our academic complement, the first is case resolution

services, where it responds to concerns and complaints under provincial human rights legislation and related York policies and procedures, including but not limited to questions of discrimination on the ground of age, race, citizenship, creed, disability (including mental health and addictions), family status, marital status, gender identity/expression, sex, and sexual orientation. It also plays an important role in supporting the work of the Sexual Violence Response Office, by processing matters under the Sexual Violence Policy. In its work, the Centre strives to be the campus resource in providing accessible, impartial and non-adversarial solutions to uphold the human rights of those that work and study on campus. Second, the Centre provides important advocacy and training to advance equity, diversity, respect and inclusivity on campus, working to champion diversity and inclusion in partnership with units across the institution.

One other retention practice is marketability adjustments, whereupon Canada Research Chairs (and other faculty members) are eligible to draw upon a university fund to adjust salaries to reflect external marketability. This provision is included within the collective agreements.

3. ENVIRONMENTAL SCAN

As part of an environmental scan to ascertain how York's policies and practices impact the workplace health of the CRC program, interviews were conducted with 11 CRC Chairholders (6 FDG and 5 non-FDG, across both tiers; see Appendix G) and with 22 Faculty-based leaders who hired them (e.g. Deans, Associate Deans, Department Chairs, Research Unit Directors; see Appendix H). While formal self-identification forms were not administered to the Faculty-based leaders, it was estimated that 9 out of the 22 interviewed Faculty-based Leaders (41%) were a member of an FDG.

All Chairholders were interviewed individually in confidence by Dr. Pillai Riddell. Interviews of Faculty-based leaders were conducted by Dr. Pillai Riddell and six members of the York University Committee on Equity, Diversity and Inclusion for Faculty Recruitment – Dr. Wilburn Hayden, Dr. Christina Hoicka, Dr. Carl James, Dr. Deborah McGregor, Dr. James Smith, and Dr. Leah Vosko. These Faculty-based leader interviews were conducted either individually or in a group based format, with some Faculties also choosing to submit additional comments electronically. Both sets of interviews made use of Structured Interview Guides, developed specifically for this purpose (see Appendices I and J).

A variety of experiences emerged from the interviews, and many similar responses were given between FDG and non-FDG respondents. Only one notable difference arose between FDG and non-FDG interviews: most of the non-FDG Chairholders reported having an individual from within York reach out to encourage them to apply for the CRC. However, none of the non-FDG Chairholders reported hearing about the CRC position from someone at York. They were most often electronically forwarded a job ad from a colleague who was not at York.

A summary of the interview responses is presented below collapsed over FDG and non-FDG, with minor exception. Many comments provide insight to perspectives regarding both CRC hiring and hiring more broadly.

CRC Chairholder Comments on York's Recruitment and Hiring Processes

Positive/Neutral Perspectives:

- All Chairholders reported feeling welcomed during the interview process, with departmental colleagues' warm and welcoming manner acting as a big draw.
- All Chairholders benefitted from the Office of the Vice-President Research & Innovation's support throughout the development of their CRC nomination, and several Chairholders described similar administrative support from their Faculty.
- Almost everyone described receiving support on budgets and the writing of institutional pieces for their nomination, although more senior Chairs reported early challenges in the process due to the infancy of the CRC program.
- There was significant variability in the hiring process among all Chairholders. While all candidates gave a job talk, there was great variability in regards to social aspects of the hiring process (e.g. dinners), the formality of the interview process, the length of the interview process, and interactions with graduate students.

Perceived Challenges:

- Many Chairholders found the CRC nomination process very stressful. They typically were not assigned formal faculty mentors by their Department/Faculty/University for the application process, and some Faculties were described as not having any formal colleague support and review by professors. Those that did not find the process stressful explicitly had an assigned faculty mentor and/or colleagues in the field who reviewed their nominations, either internal or external to the University.
- Some Chairholders also reported that the lack of accommodation for the "two-body" problem is a greater challenge at the Tier 2 level for women than for men, given the challenges of finding secure jobs in academia. They noted women of childbearing age feel more hesitant to commit to a move and uproot a spouse with no job when they are contemplating a significant pay reduction due to a

future maternity leave. Moreover, they felt that neither York nor the CRC Secretariat had honed proper procedures to ensure fair and consistent consideration of career interruptions.

- Both FDG and non-FDG Chairholders consistently reported that they found the concept of self-identification challenging. When asked why an individual would not want to self-identify, the overwhelming response was the perception that they would be “cheating” by self-identifying. That is, Chairholders wanted to earn their elite position on merit, and believed self-identifying could preclude this.
- Finally, there were reports that York is not truly international in its focus when trying to recruit researchers. When recruiting internationally, little training is offered to hiring committees to help understand foreign transcripts or CVs. Moreover, once hired, many challenges of re-settlement to a new country (relocating family, enrolling in school, purchasing a house, etc.) are not supported beyond the immigration documentation and basic settlement processes (which itself was reported to be strong).

Faculty-based Leader Comments on York’s CRC Recruitment and Hiring Processes

The Applicant Pool:

- Several Faculty-based leaders suggested that there is an insufficient number of FDG candidates available in the pool. It was reported that this is particularly significant for Tier 1 applicants, owing to historical inequities. To address this, it was suggested that a professional recruiter be retained to build an international search pool of diverse candidates, as there will be many universities with similar diversity objectives.

Affirmative Action:

- Faculty-based leaders have observed resistance to self-identification, echoing the feedback received from Chairholders, based on fundamental misinterpretations of how employment equity (i.e. Affirmative Action) policies are implemented at York despite explanations to the contrary. No “best practice” strategies were offered by the Faculty-based leaders, but there was a recognition that stronger action is required to address and prevent these misinterpretations. Moreover, Faculty-based leaders seemed receptive to the concept of unconscious bias training to improve and enhance York’s Affirmative Action initiative.

Peer Review:

- Several Faculty-based leaders highlighted concerns that the peer review process overseen by the CRC Secretariat in Ottawa to adjudicate nominations might not fully acknowledge non-traditional research outputs as markers of excellence, and that this might disproportionately impact FDG nominees who follow less traditional research trajectories (e.g. for those that undertake community engagement with Indigenous populations) or who have slower research productivity trajectories but high innovation/excellence (e.g. candidates who are taking maternity leaves, have recently immigrated). These concerns were based on the recent unsuccessful nominations of FDG candidates from York.

Improving Communication About Research Areas:

- Most Faculties expressed some degree of need regarding increasing collaboration and communication between the different stakeholders involved in defining a position (e.g. faculty members, department chairs, Deans, Vice-President Research & Innovation and Vice-President Academic and Provost). It was suggested that improving communication would help York work towards positions that are grounded in the Strategic Research Plan, and help hiring units capitalize

on areas that may have diverse hiring pools within fields (potentially including broader conceptualizations of the position).

CRC Chairholder Comments on York's Retention and Inclusivity Processes

Informal Supports:

- There appears to be no consistent strategy to support the retention of Chairholders or new faculty members more broadly, or to facilitate a feeling of community across and within the institution. Some Chairholders referenced Faculty-based mentorship programs, but most have not undertaken any formal engagement. However, many Chairholders acknowledged the supportive colleagues and Faculty-based leaders from whom they have received, or could receive, support if required.

Feedback:

- One Chairholder noted that they believed York academics may be less inclined to celebrate success than other institutions. It was suggested that feedback on progress be offered every year, to help communicate that the University is aware of accomplishments and to demonstrate pride in such pursuits.

Resourcing Challenges:

- A notable proportion of Chairholders reported feeling misled by their hiring units, as promises of research support (e.g. graduate assistantships, teaching load, laboratory space) were withdrawn or reduced upon their arrival at York. Chairholders did not feel equipped to address these challenges in an appropriate manner.

Lack of Ability to Stay Engaged while Away:

- Some Chairholders noted that their research programs routinely take them away from campus (e.g. to hospitals, northern communities, foreign countries) and/or require extensive travel. The ability to stay in touch with their department and the university during such times through technological means (e.g. Departmental Meetings via Adobe Connect) was suggested as a way to foster their connection to their department and support service contributions.

Disempowerment and Tokenism

- A few FDG Chairholders reported dealing with “patronizing attitudes” or “benevolent racism” – whereby colleagues would provide help that was not sought, assuming the Chairholder could not do it for themselves.
- Due to the lack of FDG scholars in a unit or even at the University, the role of being a diversity member on committees can fall on a small group of people. Moreover, a number of Chairholders reported “token” inclusion, whereby they felt they were asked for their opinion because of their FDG status, but that their opinions were not taken into account.

Parental Leaves:

- Regardless of FDG status, a number of Chairholders reported the general challenges of taking parental leaves when serving as principal investigator on a program of research, given its expectations of high productivity. However, some Chairholders reported being “invited” (i.e. they felt they were compelled) by leaders to participate in or submit new grant applications while away on leave, compounding additional pressure on an already stressful time.

Faculty-based Leader Comments on York's Retention and Inclusivity Processes

- Several Faculty-based leaders noted that Faculties assign mentors to their new faculty members, but all noted that the relationship is largely left to the faculty members' discretion. A few Faculties reported the absence of a formal mentoring program, with mentoring instead being provided in an "ad hoc" manner. One Faculty-based leader recounted circulating an informal email to the rest of the Faculty about the arrival of a new Chairholder. No one reported knowledge of programs run by the University or the Faculty that was targeted at retention and inclusion of FDGs whether CRC or not.

Other Sources of Information for the Objectives, Indicators, and Actions

In addition to the interviews and reference documents summarized above, the following individuals were members of the CRC EDI Committee and helped provide critical input (in individual meetings and e-correspondences outside our formal committee meetings) on our objectives, indicators and actions below:

- Annette Boodram, Diversity and Inclusion Consultant, Talent Acquisition and Development, Human Resources
- Debbi Collett, Academic Resource Coordinator, Office of the Vice-President Academic & Provost
- Claudia McPherson, Affirmative Action Immigration and Relocation Officer, Department of Faculty Relations
- Dr. Mark Roseman, Director, Strategic and Institutional Research Initiatives, Office of Research Services

Moreover, the following processes were also undertaken to help inform our objectives, indicators, and actions:

- A confidential legal factum prepared from the University Secretary and General Counsel (Maureen Armstrong) on relevant institutional policies, provincial legislation and federal legislation.
- All CRC's and York Research Chairs were invited to read the penultimate draft of this Plan and provide feedback to inform the final draft (see Appendix K). A total of 21 research chairs participated.
- Members of the Joint Committee on Affirmative Action and the Joint Committee on the Administration of the Agreement (employer-employee committees relating to collective agreement) were invited to read the penultimate draft of this Plan and provide feedback to inform the final draft in a consultation meeting (see Appendix L). A total of 18 members of the various committees participated.
- A Review of the CRC Secretariat's *Equity, Diversity and Inclusion: Best Practices for Recruitment, Hiring and Retention* document.

4. RECOMMENDED OBJECTIVES, INDICATORS AND ACTIONS

<p>Objective 1: Improve Training in Unconscious Bias Across the University</p> <p>Building on York’s research leadership in racialized and marginalized populations scholarship, aim to design and pilot a tailored unconscious bias workshop (among other improvements) to enhance equity, diversity and inclusivity hiring practices for Canada Research Chairs and all academic hiring practices across the university.</p>	
<p>Potential Indicator</p>	<p>A training workshop that integrates smoothly into the existing Affirmative Action program, that can be used to train hiring committees appropriately and efficiently in the concept of unconscious bias training for Fall 2018.</p> <p>(Pilot Design – Fall 2017 [see Appendix M for primary materials; Final Version – Fall 2018])</p>
<p>Actions and Target Dates</p>	<p><input checked="" type="checkbox"/> August 2017: Led by Rebecca Pillai Riddell, Carl James, Claudia McPherson and Annette Boodram, a pan-university committee was struck to build an unconscious bias and best-practices training workshop to enhance current Affirmative Action (AA) training. The module is structured as a “train the trainer” program, where AA representatives learn in the workshop and then share key unconscious bias content within their departments. Mandatory for all members of CRC hiring committee and AA reps to undertake the training; optional for non-CRC hiring committee members.</p> <p><input checked="" type="checkbox"/> September-October 2017: Create workshop materials, including slide deck, handbooks, new script to explain AA program to all shortlisted candidates, new AA report template with more extensive explanation of unconscious bias training for all members of hiring committee.</p> <p><input checked="" type="checkbox"/> October 24-26, 2017: Launch iterative pilot phase of new unconscious bias workshop (three sets of workshop delivery and workshop modification based on feedback from faculty participants on current hiring committees).</p> <p><input type="checkbox"/> November 2017 to March 2018: Present revised pilot workshop, while soliciting ongoing feedback to inform revisions and improvements.</p> <p><input type="checkbox"/> June 2018: Gather feedback from the participants who received training from an AA representative. Finalize workshop and “train the trainer” procedures.</p>

<p>Objective 2: Enhance existing collaboration between hiring units, Faculties, Office of the Vice-President Research & Innovation and the Office of the Vice-President Academic & Provost to improve recruitment and hiring procedures.</p>	
<p>Potential Indicator</p>	<p>The creation of revised written CRC hiring procedures developed through collaborative discussion between hiring units.</p>
<p>Actions and Target Dates</p>	<p>☐ January 2018 – July 2018:</p> <p>Have the Office of the Provost and VP Academic, with the support of the Office of the VPRI, review and revise institutional processes for hiring CRCs (and other faculty members) with relevant stakeholders (e.g. YUFA, Osgoode Hall Faculty Association, Faculty-based leaders). Specific items for consideration include:</p> <ul style="list-style-type: none"> • Addition to York’s Self-Identification Form to include the York University Statement of Commitment to Equity, Diversity and Inclusion in Faculty Recruitment and Retention (See Appendix C for Self-Identification Form with draft cover sheet). • Considering differential hiring packages that acknowledge the lower resources of candidates from the Global South and East when moving to Toronto. • Improving how hiring units can communicate more effectively with Deans to defining potential areas of interest for CRC allocations. • Work with Faculty Associations to create a Memorandum of Understanding that allows for the CRC program to be defined as a “hiring unit for Equity purposes”, to ensure that high caliber candidates not only meet AA targets for their hiring unit, but also the broader CRC program at York (i.e. key CRC hiring targets for the next 24-months are women and persons with disability or intersectional FDG candidates). • To reduce ambiguity and discretion in the hiring process, encourage units to develop standardized interview schedules, limit informal pieces of the process that tend to be variable between candidates, and avoid dinners and lunches as evaluative (e.g. meet with two members who are not on hiring committee to provide information about the unit or university at lunch). • Require the hiring committee to submit a list of advertising outlets for the CRC ad at the outset, for input from the Offices of the VPRI and/or Provost to ensure that specialized outlets for the four designated groups are represented on the list at the <i>beginning</i> of the search process. • Mandating a personal contact outreach process for all CRC hires (e.g. hiring committees would document a personal outreach to female or persons with disabilities candidates [or current CRC gaps], via email, in person or by phone.) at the <i>beginning</i> of the search process. • Asking CRC hiring committees to create shortlists that strive towards at least 60% women, with strong encouragement to search for excellent intersectional candidates – particularly female identifying as a person with a disability (or current CRC gaps). • Affirmative Action Tracking Table (mandatory under York’s Affirmative Action program) for all applicants to a CRC position submitted at time of shortlisting to the Office of the Provost <i>at the beginning of the search process</i>. Thus, with the support of the Office of the Vice-President Research & Innovation, CRC hiring committees will be kept up to date with

	<p>other current CRC hiring committees progress. Allows for confirmation of how many FDGs were shortlisted across the university for CRCs and allows other hiring units to know how other Faculties are doing with FDG recruitment.</p> <ul style="list-style-type: none"> • Development of standardized Faculty/University-wide process asking candidates to report career interruptions, and to determine <i>how</i> such interruptions will be accounted for when ranking at the shortlisting and hiring phases. • Ensuring that a CRC hiring package sent to the Joint Implementation Committee on Affirmative Action committee is also provided to the Strategic and Institutional Research Initiatives (SIRI) Unit within the Office of Research Services, to provide sufficient time for SIRI to work with the nominee and to find an experienced <i>faculty</i> mentor in the field to help support the CRC nomination to the CRC Secretariat (e.g. provide conceptual advice on the file, conduct internal review). • Audit how are we safeguarding CRC data collection at the Departmental and Faculty level, both electronically and in hardcopy. • To help standardize Faculty-based support to CRCs from similar disciplines (e.g. basic sciences and engineering hires versus social science, humanities/liberal arts/hires versus professional hires [law, business]), develop feasible guidelines or comparators for all Faculty-based resource allocations for a CRC, being mindful of FDG status and normal variation in infrastructure requirements within and between fields • Explore the value of a university-based position dedicated to augmenting professional searches (i.e. an internal headhunter) for Faculties that are extremely below both CRC targets and external availability targets for FDG due to low pool availability. • Discussion with relevant stakeholders toward the collection of LGBT2Q data collection, to advance equity practice in academic hires. In addition, move university towards more specificity of racial and ethnic identification and intersectionality (i.e. candidates who identify with more than one of the FDG) to help disaggregate other potential layers of bias. • Support presidential efforts through an advisory committee to create an executive division (e.g. Office of the Vice-President Equity) to lead and support equity, diversity, and inclusion across the university, as per CRC Secretariat recommended best practice.
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<p>Objective 3: Develop accountable strategies that enhance/maximize research, emotional and social resources for our Chairholders, with targeted focus on the unique needs of FDG candidates. Continue to build a context where diversity is celebrated and inclusion prioritized.</p>	
<p>Potential Indicator</p>	<p>The creation, implementation and preliminary evaluation of a CRC support program that focuses on concerns generated in this exercise, with formal pre- and post-intervention measures.</p>
<p>Actions with Target Dates</p>	<p>Working with Chairholders and equity partners across the university to create programs for faculty, with dedicated marketing to FDG CRCs. Potential aspects of the program could include:</p> <p><input type="checkbox"/> January 2018 – December 2018:</p> <ul style="list-style-type: none"> • Establishing an exclusive Chairholder listserv to facilitate cross-faculty support and communication amongst research chairs. • Working with the Office of the Provost to create a Welcome Package and Resource Counselling for newly immigrated CRCs (and other new immigrant or out of province academic hires). Provide advising sessions to newly immigrated hires on topics such as house-buying, understanding the Ontario education system (for parents), the Ontario medical system, learning about maternity/paternity leaves, supports for diversity and inclusion concerns. • Implementing a formal mentorship program, whereby senior Chairholders will provide advice during the development of CRC nominations. (July 2018) • Invite CRCs for one-on-one CRC strategy meeting with leaders in the Office of the Vice-President Research & Innovation to provide advice and acknowledgement of the year's activities. • Working with Faculties to develop and implement meetings online (e.g. through Adobe Connect) to allow for better participation of researchers that are off campus frequently. • Increasing awareness and skill building of all members within the University to foster a welcoming and inclusive environment by encouraging the attendance of all faculty members at enhanced AA training workshops. • Implementing, through the Office of the Vice-President Research & Innovation, an annual CRC meeting for bi-directional communication of accolades and challenges related to individuals involved with the CRC program. • Develop a skill-building workshop series targeted at all junior or new CRC Chairholders that build on the expertise of senior CRCs and other senior researchers. Topics could include Powerful Speaking for Scientists, Building a Research Lab at York, How to Optimize Researcher-Student Relationships, Applying for Tri-Council or CFI Funding. • Publicizing efforts from REI (Centre for Human Rights, Equity and Inclusion) on their current programs such as "Understanding Unconscious Bias and Cultural Competency in Graduate Supervision" (see http://rights.info.yorku.ca/redipd). • Conducting exit interviews with Chairholders leaving the university, to inform improvements in York's retention and inclusivity practices. • Advancing efforts to position York University as a designated Top 100 family friendly employer and Top 100 Diversity Employer. • Revisit York's current policy precluding internal nominees for a CRC to consider internal hires for CRC nomination in the Fall to support target acquisition by December 2019. • Develop transparency around how York will interpret the CRC's policy that limits third-term Tier 1 renewals except in "rare exceptional circumstances", and only then for "institutions meeting their equity and diversity targets for all four designated groups, or in cases where renewing a Tier 1 Chair for a third term contributes to meeting or sustaining these targets."