



## INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION ACTION PLAN: PROGRESS REPORT

**Institution:** The University of Winnipeg

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### Instructions

Filling out all four sections of this report is mandatory. Institutions must email a PDF of this completed report and, if applicable, a revised copy of the institution's equity, diversity and inclusion action plan by December 15, 2018, to [edi-edi@chairs-chaire.gc.ca](mailto:edi-edi@chairs-chaire.gc.ca). If an institution chooses to revise its action plan in anticipation of the assessment process, it must post an updated version of the plan on its [public accountability web page](#).

### Equity, Diversity and Inclusion Recognition

Each year, the Tri-agency Institutional Programs Secretariat recognizes an institution with exemplary recruitment, nomination and/or appointment practices that promote equity and diversity. Indicate below whether your institution would like to be considered for the program's recognition. The evaluation process for the recognition will be based on the committee's assessment of this progress report and the institution's corresponding action plan.

Yes:  No:

### PART A: Equity and Diversity Targets and Gaps

A.1) Provide the current targets and gaps for your institution in the table below (using the [target-setting tool](#)).

Designated group	Target (percentage)	Target (actual number)	Representation (actual number)	Gap(actual number)
Women	35%	3	Withheld	Withheld
Indigenous peoples	1%	0	Withheld	Withheld
Persons with disabilities	4%	0	Withheld	Withheld
Visible minorities	15%	1	Withheld	Withheld

Number of currently active chairs: 6

Number of empty chairs: 2

Number of chairs currently under peer review: 2



A.2) Provide any contextual details, such as empty chairs for which recruitment processes have started (limit 200 words):

In October 2018 we submitted applications to CRC for our final two open Chairs. These applications will address the current gap in chairholders who identify as a member of a visible minority, along with increasing our number of chairholders who identify in other designated groups

### **PART B: Results of the institution's Employment Systems Review, Comparative Review and Environmental Scan**

In developing their action plans, institutions were required to develop objectives that were S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely), and include a measurement strategy for monitoring, reporting on progress, and course correcting if necessary, based on: 1) an employment systems review; 2) a comparative review; and 3) an environmental scan (see Appendix A for the requirements that the program stipulated to develop the action plans).

B.1) Outline the key findings of the employment systems review that was undertaken when drafting the action plan limit 250 words:

Following the changes undertaken with respect to ensure our CRC recruitment process aligned with CRC EDI goals as of January 2018, we looked to our faculty and administrative recruitment processes as a starting point for our employment systems review. The key preliminary finding of the review was that we had steps to take to support EDI within our existing faculty collective agreement. Steps to be taken in that regard are outlined below. We also determined that additional improvements could be taken with respect to academic administrator hires to align with EDI principles.

The steps outlined below reflects a broad institutional goal to increase equity, diversity and inclusion in all our faculty and academic administrator recruitment. Steps that have been taken to date include:

- updated our employment equity statement on all position postings. It should be noted that while not one of the four designated groups, University of Winnipeg has included LGBTQS2 as a group that we encourage applications from and is supportive of our commitment to Equity, Diversity and Inclusion.
- added new language in our Applicant Tracking System to encourage applicants to make a



voluntary declaration, including explaining why we are asking them to make the declaration.

- ensuring that academic administrator (Dean/Associate Dean, etc) recruitment processes follow a very similar process to CRC recruitment. These positions will be filled using the same/similar recruitment framework as CRC's and includes:
  - establishing advisory committee with a view in mind to encouraging members of designated groups to participate; using best practices in recruitment, similar to those outlined in the Canada Excellence Research Chairs "Recruitment Best Practices" guide; have the applications flow through the University's applicant tracking system, which provides for a voluntary equity disclosure, and ensure that the Committee is educated with respect to recruitment practices, equity, diversity and inclusion and unconscious bias. In addition, the HRDO/Human Resources supports the Provost and the Committee, sits on the Committee as the Equity Officer, and ensures that the above process is followed.

In terms of overall faculty recruitment, working with the UWFA labour management sub-committee on Employment Equity, we are taking the following steps commencing with faculty hires in 2018/19:

- provide training to Deans and department personnel committees on effective recruitment practices;
- ensure advertising of position is placed in appropriate publications and with other academic on-line groups to ensure equity groups are aware of opportunities;
- have all applications flow through the University's applicant tracking system to begin the process of gathering equity data on applicants on a voluntary basis;
- determine how to enhance compliance with the existing collective agreement provisions that requires an Equity Officer be part of each selection process;
- request written documentation that provides the Dean, Provost and President with sufficient information and rationale to support the DPC recommendation, including equity considerations.
- In addition, a University of Winnipeg Accessibility Plan has been created, and work is being done to remove or reduce barriers in accordance with The Accessibility for Manitoban's Act.

B.2) Outline the key findings of the comparative review that was undertaken when drafting the action plan (limit 250 words):

A comparative review of UWinnipeg's five active chairholders was completed for the term April 1, 2017-March 31, 2018. With only a small number of active chairs during this time our comparative review was not as robust as we strived for and only quantitative data was pulled regarding salary, research space/infrastructure, academic rank, and years of service (at



UWinnipeg and total). Our review showed no imbalance in salary or institutional research support. Salaries were aligned with academic rank and our faculty collective agreement. Academic ranks were consistent with years of service. All active Chairholders during this time received CFI funding to support the creation of research centres/lab space to support their research programs.

A more robust review will be completed for the term April 1, 2019 – March 31, 2020 when we will have a full complement of active chairholders. The review will use both qualitative and quantitative research methods and ask for information related to teaching time reductions, mentorship activities, institutional supports, and committee activities. The review will once again pull data regarding salary, research space/infrastructure, academic rank, and years of service (at UWinnipeg and total).

Annual follow up sessions with Chairs are planned to discuss ongoing supports. This will form part of our go forward strategy which will include periodic consultations with active and past CRCs.

B.3) Outline the key findings of the environmental scan that was undertaken when drafting the action plan (limit 250 words):

A campus-wide Guarding Minds survey was conducted that gauged the overall health of the workforce including all full-time and part-time faculty and staff.

The results were positive overall, with employee engagement being an area of key strength, although some respectful workplace issues were identified and work is being done to address them such as updating the Respectful Working and Learning Environment Policy, and providing additional training regarding the Respectful Workplace and Employment Equity policies and practices.

Thus far only general workplace indicators have been collected so we are considering expanding this data collection. We will likely wait for the implementation of the Canadian Athena SWAN concept to avoid duplication of data collection and assessment.



B.4) Provide an overview of who was consulted in the drafting of the action plan. What form did the consultation/engagement with members of the four designated groups (i.e. women, persons with disabilities, Indigenous peoples and visible minorities) and other underrepresented faculty take? What equity diversity and inclusion (EDI) experts were consulted? Note: Do not to disclose any third party personal information (limit 250 words):

The Vice-President Human Resources, Human Rights and Diversity Officer, and the Program Officer, Research Development worked with the UWFA labour management sub-committee on Employment Equity in the drafting of the 2017 action plan, and the 2018 annual report. Members of the UWFA labour management sub-committee on Employment Equity who consisted of members of various equity groups, and current CRC Chairs, faculty members, and the Deans of the University's two largest faculties provided verbal and written feedback on the action plan and annual report.

The 2018 annual report was also reviewed by the active chairholders who provided verbal and written feedback, and members of the university's senior administration including all Faculty Deans, the Vice-President's (Academic, HR, Research and Innovation and Finance), Deputy Provost and AVP Student Services, AVP Indigenous Affairs and the Indigenous Academic Lead

**PART C: Objectives, Indicators and Actions**

Indicate what your institution's top six key EDI objectives are, as well as the corresponding indicators and actions (as indicated in the action plan). For each objective, outline what progress has been made, with reference to the indicators. Use the contextual information box to communicate any progress made to date for each objective.

<b>Key Objective 1:</b>
Complete an employment systems review
<b>Corresponding actions:</b>
As outlined above
<b>Indicator(s):</b>
Effective recruitment and selection practices training for Deans and Departmental Personnel Committees; implement robust faculty advertising strategy directed at enhancing access with designated groups; all applications from term and tenure stream positions comes through University's applicant tracking system; DPCs provide enhanced information with applicant recommendations
<b>Progress:</b>
Analysis of employment systems completed



<b>Next steps:</b>
Complete report with recommendations and actions by April 30, 2019
<b>Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):</b>
Early wins include switching over academic administrator hires to utilize the same/similar process as developed for the Canada Research Chairs; the update to our employment equity statement, the update to our request to applicants to voluntarily complete an equity declaration; the successful update to the Faculty Association Collective Agreement language to ensure the CRC recruitment process met CRC requirements. And agreement from the faculty association sub-committee on employment equity to proceed to implement changes to all faculty hiring.

<b>Key Objective 2:</b>
Complete a comparative review of institutional support provided to chairholders in the 2017-18 fiscal year
<b>Corresponding actions:</b>
Review salary and benefits, research space, protected research time, mentorship, committee workload, etc for active chairholders
<b>Indicator(s):</b>
Consistent and equitable institutional supports for chairholders
<b>Progress:</b>
Completed quantitative report, established framework for monitoring annual progress
<b>Next steps:</b>
Complete full review (quantitative and qualitative) for the 2019-2020 fiscal year when we have a full complement of active chairholders
<b>Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):</b>
N/A

<b>Key Objective 3:</b>
Gauge health of UWinnipeg's workplace environment
<b>Corresponding actions:</b>
Administered the Guardian Minds Survey in late 2017
<b>Indicator(s):</b>
Survey results
<b>Progress:</b>
Analysis of institutional results
<b>Next steps:</b>
Determine if variables can be extracted to support ongoing EDI work by March 31, 2019
<b>Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):</b>
It is the view of the Committee that Guarding Minds may not provide sufficient information to



enable us to completely assess the University's working environment - further study is likely required. We also believe the Athena Swan process may provide an opportunity to undertake this additional work.

<b>Key Objective 4:</b>
Ensure existing policies, agreements, and plans that may influences UWinnipeg's CRC program are written and implemented in a manner that is supportive of EDI
<b>Corresponding actions:</b>
Amend UWFA Collective Agreement on CRC nomination committee, complete inventory of policies, agreements and plans, review UWinnipeg's CRC/CFI Strategic Research Plan
<b>Indicator(s):</b>
Consistent and equitable language in all policies, agreements and plan; an updated CRC/CFI strategic research plan
<b>Progress:</b>
UWFA Collective Agreement was amended in January 2018, report on policies, agreements and plans was completed with action items noted
<b>Next steps:</b>
Update CRC/CFI strategic plan in 2019
<b>Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):</b>
N/A

<b>Key Objective 5:</b>
Roll out a formal mentorship program for faculty from our designated groups
<b>Corresponding actions:</b>
Determine process for examining the potential of a formal mentorship plan and implement as approved, or identify other initiatives to support providing a more inclusive working environment
<b>Indicator(s):</b>
A productive program which supports an inclusive working environment for faculty
<b>Progress:</b>
N/A
<b>Next steps:</b>
Complete analysis by spring 2019
<b>Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):</b>
N/A



<b>Key Objective 6:</b>
Enhance training for all university faculty and staff on unconscious bias and the importance of EDI in the workplace
<b>Corresponding actions:</b>
Provide resources for faculty and staff including online modules and in-person training
<b>Indicator(s):</b>
Development of a clear process for training and support; development of benchmark for training levels and track annual progress
<b>Progress:</b>
N/A
<b>Next steps:</b>
Developing and implementing the training including a variety of modules that will include unconscious bias, equity, diversity and inclusion
<b>Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):</b>
N/A

#### **PART D: Challenges and Opportunities**

Other than what has been outlined in the section above, outline any challenges and opportunities/successes, as well as best practices that have been discovered to date in developing and implementing the institutional equity, diversity and inclusion action plan (limit: 500 words):

N/A





## Appendix A - Institutional Equity, Diversity, Inclusion Action Plan Requirements

To remain eligible for the program, all institutions with five or more chair allocations must develop and implement an equity, diversity and inclusion action plan. This plan must guide their efforts for sustaining the participation of and/or addressing the underrepresentation of individuals (based on the [institution's equity gaps](#)) from the four designated groups (FDGs)—women, Indigenous peoples, persons with disabilities and visible minorities—among their chair allocations. Institutions are expected to develop the plan in collaboration with individuals from each of the FDGs, chairholders, faculty and administrators responsible for implementing the program at the institution.

It is important to note that institutions can only address their gaps once chair positions become available (i.e., when their current chairholders' terms end). However, it is expected that institutions will manage their chair allocations carefully in order to meet their equity and diversity targets, which includes choosing not to renew Tier 2 or Tier 1 chairholders as necessary. Institutions must have action plans posted on their websites as of December 15, 2017. They must also email a copy of their action plan by email to the program at [edi-edi@chairs-chaieres.gc.ca](mailto:edi-edi@chairs-chaieres.gc.ca). If an institution fails to meet these requirements by the deadlines stipulated, **the program will withhold peer review and payments for nominations submitted to the fall 2017 intake cycle, and to future cycles as necessary, until the requirements are fulfilled.**

Institutions must inform the Tri-agency Institutional Programs Secretariat when they revise or update their action plans by emailing [edi-edi@chairs-chaieres.gc.ca](mailto:edi-edi@chairs-chaieres.gc.ca).

On December 15, 2018, institutions will be required to report to the program using the [Equity, Diversity and Inclusion Progress Report](#), and publicly on their [public accountability and transparency web pages](#), on the progress made in implementing their action plans and meeting their objectives.

The action plan must include, at a minimum, the following components:

### 1) Equity, Diversity and Inclusion Objectives and Measurement Strategies

- impactful equity, diversity and inclusion objectives, indicators, and actions that will enable swift progress towards:
  - addressing disadvantages currently experienced by individuals of the FDGs; and
  - meeting the institution's equity targets and goals by December 2019—aggressive objectives must be set using this timeline based on the number of chair allocations that are (or will become) available in the institution within the next 18 to 24 months (the 18 months starts as of December 15, 2017, when the action plan is implemented).
- objectives should be S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely), and include a measurement strategy for monitoring, reporting on progress, and course correcting if necessary, based on:
  - an employment systems review to identify the extent to which the institution's current recruitment practices are open and transparent; barriers or practices that could be having an adverse effect on the employment of individuals from the FDGs; and corrective measures that will be taken to address systematic inequities (an example of corrective measures that could be taken by institutions in Ontario is provided on the [Ontario Human Rights Commission website](#));



- a comparative review—by gender, designated group, and field of research—of the level of institutional support (e.g., protected time for research, salary and benefits, additional research funds, office space, mentoring, administrative support, equipment, etc.) provided to all current chairholders, including measures to address systemic inequities;
  - an environmental scan to gauge the health of the institution's current workplace environment and the impact that this may be having (either positive or negative) on the institution's ability to meet its equity, diversity, and inclusion objectives, and measures that will be taken to address any issues raised; and
  - the institution's unique challenges based on its characteristics (e.g., size, language requirements, geographic location, etc.) in meeting its equity targets, and how these will be managed and mitigated.
- institutions will be required to report to the program and publicly on the progress made in meeting their objectives on a yearly basis.

## 2) Management of Canada Research Chair Allocations

Provide a description of:

- the institution's policies and processes for recruiting Canada Research chairholders, and all safeguards that are in place to ensure that these practices are open and transparent;
- how the institution manages its allocation of chairs and who is involved in these decisions (e.g., committee(s), vice-president level administrators, deans / department heads);
- the institution's decision-making process for determining in which faculty, department, research area to allocate its chair positions, and who approves these decisions;
- the decision-making process for how the institution chooses to use the [corridor of flexibility](#) in managing its allocation of chairs, and who approves these decisions;
- the decision-making process and criteria for determining whether Tier 2 and Tier 1 chairholders will be submitted for renewal and who is involved in these decisions;
- the process and criteria for deciding whether to advance individuals from a Tier 2 chair to a Tier 1 chair, and who is involved in these decisions;
- the process and criteria for deciding which chairholder(s) will be phased-out in the case where the institution loses a chair due to the [re-allocation process](#), and who is involved in these decisions;
- the decision-making process for determining what level of support is provided to chairholders (e.g., protected time for research, salary and benefits, additional research funds, office space, mentoring, administrative support, equipment, etc.), and who within the institution is involved in these decisions;
- safeguards taken to ensure that individuals from the FDGs are not disadvantaged in negotiations related to the level of institutional support provided to them (e.g., protected time for research, salary and benefits, additional research funds, office space, mentoring, administrative support, equipment, etc.);
- measures to ensure that individuals from the FDGs are not disadvantaged when applying to a chair position in cases where they have career gaps due to parental or health related leaves or for the care and nurturing of family members; and
- training and development activities related to unconscious bias, equity, diversity and inclusion for administrators and faculty involved in the recruitment and nomination processes for chair positions (acknowledging that research has shown unconscious bias



can have adverse, unintended and negative impacts on the overall success/career of individuals, especially those from the FDGs).

### **3) Collection of Equity and Diversity Data**

Provide a description of:

- the institution's processes and strategies for collecting and protecting data on the FDGs(both applicants to chair positions and successful candidates);
- the institution's strategies for encouraging individuals to self-identify as a member of the FDGs; and
- an example of the institution's self-identification form as an appendix.

### **4) Retention and Inclusivity**

Provide a description of:

- how the institution provides a supportive and inclusive workplace for all chairholders(including those from the FDGs) and how this is monitored (e.g., survey of chairholders, monitoring why chairholders leave the institution);
- the procedures, policies and supports in place that enable the retention of individuals from the FDGs;
- the process by which the institution manages complaints from its chairholders/faculty related to equity within the program;
- the contact information of an individual or individuals at the institution responsible for addressing any equity concerns/complaints regarding the management of the institution's chair allocations; and
- a mechanism for how concerns/complaints are monitored and addressed, and reported to senior management.