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. Tiohtià: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.
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 (OVPRGS), and the Provost and Vice-President, Academic (OPVPA). At Concordia, the OVPRGS has oversight over processes related to the 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.

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 Quebec. 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 the 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, as well as the recently-completed, 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. Retention 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 professional 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 assessments, 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 17 positions are occupied by women. Five of those senior academic leadership positions listed above, 13 of the 20 full-time faculty positions at 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 professional 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 assessments, we fully recognize that the University has a gender problem and we are committed to addressing it.

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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 (GCES) 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 Quebec’s Loi sur l’accès à l’égalité en emploi dans les organismes publics. However, the data do not reflect community members’ actual self-identification. 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., 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 4.4, 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 allocations° is illustrative of recent changes instituted for these allocations, and their impact on current recruitment processes (see Graphic on page 15 and Appendix 1).
EDI Organizational Structure (September 2019)

President and Vice-Chancellor

VP Advancement

Provost and VP Academic

Communications

VP Research and Graduate Studies

CRC program

Secretariat

Financial

VP Services

HR

Office of the General Counsel

Office of Rights and Responsibilities

Employee and Labour Relations

Vice-Provost, Faculty Development and Inclusion

Senior Director, Indigenous Directions

Special Advisor, Advancing Indigenous Knowledges

Special Advisor to the Provost, Campus Life

Case-based response team

Access Centre for Students with Disabilities

Sexual Assault Resource Centre (SARC)

Office of the Dean of Students

Students Success Centre

Aboriginal Students Resource Centre

Manager, Academic Leadership and Inclusion

Indigenous Directions Leadership Group

Senior Lead, Equity and Diversity
Mark Villacorta

Project Coordinator, Campus Life
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 self-assessment 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

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4. Reviews

4.a. Employment Systems Review

This Employment Systems Review was conducted by the OVPRGS in close consultation with the self-assessment team. The choice of the OVPRGS was motivated by its role as a nexus for academic personnel processes; it works in close collaboration with both the OVPAGS and Human Resources to manage the lifecycle of academic personnel (which includes full-time faculty, part-time faculty, and teaching assistants). The OVPRGS 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.

<table>
<thead>
<tr>
<th>STAGES</th>
<th>POLICY/ COLLECTIVE AGREEMENT ARTICLES (where applicable)</th>
<th>APPENDIX (where applicable)</th>
<th>OVERVIEW/ DESCRIPTION</th>
<th>BARRIERS</th>
<th>ACTION # (Section 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational strategy and planning</td>
<td>Policies and Guidelines—For Research Chairs Appendix 6</td>
<td>When a CRC becomes available, either through a vacancy or a new allocation, the OVPRGS issues a request for a position to the relevant college or the faculty of interest (FCs). The OVPRGS then conducts a search for candidates along with the OVPRGS and Professional Research Committees (PRCs) who forward a selection to the PRGs for formal evaluation. Since the process requires advocacy on behalf of the department, it is susceptible to bias. Faculty members from designated groups may be two times less likely to be shortlisted for the position than their white counterparts, even if they are equally qualified. In addition, it is also placed on ensuring that all candidates—not just those requiring accommodations—are subject to the same process in order to meet equitable evaluation.</td>
<td>1.</td>
<td>Search for candidates: OVPRGS (Article 13 and 13.0D) Reviews (Article 13.0T) (Section 5) Some departments and units have insufficient budgets to advertise within discipline-specific publications, active recruitment efforts (if not undertaken by colleagues) fall on overburdened and administrative staff.</td>
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<tr>
<td>Collective Agreement—between Concordia University and the Concordia University Faculty Association (CUFA) Appendix 6</td>
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<td>Job postings</td>
<td>OVPRGS—Article 12.02T</td>
<td>A list of pending advertisements or pre-junior is included in the hiring process of a regular tenure-track job in the Article 12.02T.</td>
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4.b. Promotion and Tenure Review

The OVPRGS is responsible for the nomination and evaluation of CRC candidates. It’s envisaged that the OVPRGS committee will review the dossier of the CRC candidate and forward it to the Dean for approval. The Dean then presents the dossier to the Dean’s Council for approval. The Dean, in turn, presents the dossier to the University Council for approval. Since the process requires advocacy on behalf of the faculty members and Deans, it is susceptible to bias. Faculty members from designated groups may be two times less likely to be shortlisted for the position than their white counterparts, even if they are equally qualified. In addition, it is also placed on ensuring that all candidates—not just those requiring accommodations—are subject to the same process in order to meet equitable evaluation. | 1. | Search for candidates: OVPRGS (Article 13 and 13.0D) Reviews (Article 13.0T) (Section 5) Some departments and units have insufficient budgets to advertise within discipline-specific publications, active recruitment efforts (if not undertaken by colleagues) fall on overburdened and administrative staff. |

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4.c. Equity Census

The Concordia University Faculty Association (CUFA) has conducted an equity census to identify the gaps in representation of equity-seeking groups in the academic community. In the 2019-2020 academic cycle, the University is looking to achieve parity in representation of equity-seeking groups or as members of the LGBTQ+ community. Since the process requires advocacy on behalf of the faculty members and Deans, it is susceptible to bias. Faculty members from designated groups may be two times less likely to be shortlisted for the position than their white counterparts, even if they are equally qualified. In addition, it is also placed on ensuring that all candidates—not just those requiring accommodations—are subject to the same process in order to meet equitable evaluation. | 1. | Search for candidates: OVPRGS (Article 13 and 13.0D) Reviews (Article 13.0T) (Section 5) Some departments and units have insufficient budgets to advertise within discipline-specific publications, active recruitment efforts (if not undertaken by colleagues) fall on overburdened and administrative staff. |

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**Vacancy/CRC allocation**

**Letters of Intent (LOIs)** Article 2

**Faculty Research Committee (FRC) Guidelines p.4**

**University Research Committee (URC) Guidelines p.4**

**Decision letters to Deans** Article 3

**Department Hiring Committee (DHC) guidance**

**Job postings** 11.11

**Shortlist** 12.02m

**Interviews** 12.02n

**DHC recommends candidate(s)** 12.02o

**Department Personnel Committee (DPC)** 12.02p

**OPVPA**

**CRC Nomination Guidelines p.7**

**University Research Committee (URC) Guidelines p.4**

**Decision letters to Deans**

**Letters of Intent (LOIs)** Article 2

**Family Research Committee (FRC) Guidelines p.4**

**Institutional CRC allocation process**

**EDI interventions, 2019-2020 allocations**

**Reference document (see Appendix 1)**

**Joint Employment Equity Committee (JEEC)**

**OPVPA CUFA Collective Agreement**

**OPVPA Hiring decision 12.02s**

**OVPRGS Procedures and Guidelines for Research Chairs**

**OVPRGS Procedures and Guidelines for Research Chairs**

**OVPRGS**

**OPVPA Procedures and Guidelines for Research Chairs**

**OPVPA**

**CUFA Collective Agreement**

**OVPRGS Procedures and Guidelines for Research Chairs**

**OVPRGS**

**Unlimited use of flex moves**

**New LOI process requires departments to address how allocation would contribute to meeting EDI targets and Deans’ offices to address EDI considerations in process**

**FRC members must complete CRC unconscious bias module prior to reviewing and ranking LOIs**

**URC members must complete CRC unconscious bias module prior to reviewing LOIs and allocating CRCs**

**Meeting with Chairs of academic units receiving allocations to review EDI considerations in committee formation**

**Mandatory vetting by the VPGRS and OPVPA of DHC compositions to ensure representation and commitment to inclusive excellence by all members**

**EDI Guidelines to DHC**

**Mandatory EDI training**

**Applicant Survey**

**Guidelines for planning and conducting inclusive interviews**

**Appointing of senior administrator (i.e., Nadia Hardy) as confidential contact for accommodations throughout hiring process, contact information listed on all postings**

**Single use of DI moves**

**Institutional CRC allocation process**

**EDI interventions, 2019-2020 allocations**

**Reference document (see Appendix 1)**
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 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 supported 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 a written guarantee from the University concerning release from teaching, professional development allocations, and availability of grant support from the OVPRGS. 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 specific Faculty and departments. Our reviews were, therefore, based on a collaboration of intra-Faculty, intra- and inter-Faculty, and intra- and inter-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 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, Percoba, 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 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)
• 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
JECC: Joint Employment Equity Committee
OCE: Office of Community Engagement
OVPPA: Office of the Provost and Vice-president, Academic
OVPRGCS: 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.
1 | Organizational alignment and planning (University-wide, impacts CRCs) | To collect, integrate, and analyze demographic and performance data on CRCs, as well as on men and women who apply for current and upcoming faculty positions. | Faculty - CRCs; Admin - OPVPA, OVPRGS | April 2020 | OPVPA, OVPRGS, Concordia University Faculty Association

2 | Organizational alignment and planning (CRC-specific) | To ensure that members of CRCs are adequately represented and supported. | Faculty - CRCs; Admin - OPVPA, OVPRGS | April 2020 | OPVPA, OVPRGS, Concordia University Faculty Association

3 | Search Committee (CRC-specific) | To identify, engage, and accommodate all candidates, including those who are underrepresented in the CRC community. | Faculty - CRCs; Admin - OPVPA, OVPRGS | April 2020 | OPVPA, OVPRGS, Concordia University Faculty Association

4 | Hiring Committee (CRC-specific) | To review and recommend the appointment of all faculty members, including those who are underrepresented in the CRC community. | Faculty - CRCs; Admin - OPVPA, OVPRGS | April 2020 | OPVPA, OVPRGS, Concordia University Faculty Association

5 | Interview (University-wide, impacts CRCs) | To facilitate a seamless and equitable interview process for all candidates, including those who are underrepresented in the CRC community. | Faculty - CRCs; Admin - OPVPA, OVPRGS, Concordia University Faculty Association | April 2020 | OPVPA, OVPRGS, Concordia University Faculty Association

6 | Interview (CRC-specific) | To facilitate a seamless and equitable interview process for all candidates, including those who are underrepresented in the CRC community. | Faculty - CRCs; Admin - OPVPA, OVPRGS, Concordia University Faculty Association | April 2020 | OPVPA, OVPRGS, Concordia University Faculty Association

7 | Hiring Decisions (University-wide, impacts CRCs) | To ensure that all CRCs are represented in the hiring process, including those who are underrepresented in the CRC community. | Faculty - CRCs; Admin - OPVPA, OVPRGS, Concordia University Faculty Association | April 2020 | OPVPA, OVPRGS, Concordia University Faculty Association

8 | Hiring Decisions (CRC-specific) | To ensure that all CRCs are represented in the hiring process, including those who are underrepresented in the CRC community. | Faculty - CRCs; Admin - OPVPA, OVPRGS, Concordia University Faculty Association | April 2020 | OPVPA, OVPRGS, Concordia University Faculty Association

9 | Remediation and Promotion (CRC-specific) | To ensure that all CRCs are represented in the promotion process, including those who are underrepresented in the CRC community. | Faculty - CRCs; Admin - OPVPA, OVPRGS, Concordia University Faculty Association | April 2020 | OPVPA, OVPRGS, Concordia University Faculty Association

10 | Remediation and Promotion (University-wide, impacts CRCs) | To ensure that all CRCs are represented in the promotion process, including those who are underrepresented in the CRC community. | Faculty - CRCs; Admin - OPVPA, OVPRGS, Concordia University Faculty Association | April 2020 | OPVPA, OVPRGS, Concordia University Faculty Association
### Stage and Barrier Objectives Actions Indicators Timeline Responsible

<table>
<thead>
<tr>
<th>Stage</th>
<th>Environment</th>
<th>Objectives</th>
<th>Actions</th>
<th>Indicators</th>
<th>Timeline</th>
<th>Responsible</th>
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<tbody>
<tr>
<td>11</td>
<td>17 Environment</td>
<td>Self-identification</td>
<td>To identify ways for facilitate self-disclosures of DGs in the application pool.</td>
<td>To obtain robust demographic information about the full spectrum of diversity within the faculty and the extent of under-representation of DG and LGBTQ2+</td>
<td>In the 2022-2023 application cycle, this will be a self-disclosure to the application pool. Working with the CRCs to provide the necessary training and feedback to ensure that this information is collected and included.</td>
<td>Implemented for the 2022-2023 application cycle. In 2020 - 2021</td>
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<tr>
<td>12</td>
<td>Environment</td>
<td>Challenge of self-identification related to institutional level processes.</td>
<td>To create experiential inclusion and productive working conditions for CRCs.</td>
<td>Annual survey for all current CRCs, with an invitation for an in-person interview with OVPRGS staff.</td>
<td>April 20 – June 30, 2020, and annually (aligned with annual CRC reports).</td>
<td>OVPNGS</td>
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<tr>
<td>13</td>
<td>Environment</td>
<td>Challenge of CRCs to have in place EDI in their research programs.</td>
<td>To ensure that recruitment &amp; selection and evaluation &amp; recognition processes are inclusive and respectful.</td>
<td>Annual surveys and interviews identifying particular institutional barriers experienced by CRCs and their respective teams.</td>
<td>Ongoing</td>
<td>OPVPA and OPVNGS</td>
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<tr>
<td>14</td>
<td>Environment</td>
<td>Challenge of CRCs to have in place EDI in their research programs.</td>
<td>To ensure that membership is available and responsive to the unique experiences and needs of CRCs, and particularly members of DGs.</td>
<td>Formalize membership arrangements with University-wide EDI program.</td>
<td>Ongoing</td>
<td>OVPNGS (in collaboration with Faculties and departments)</td>
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<tr>
<td>15</td>
<td>Environment</td>
<td>Challenge of Indigenous Peoples and communities in the area of research (in addition to the CRC program).</td>
<td>To take concrete steps toward decolonizing and Indigenizing the University, including involving and transforming the University’s internal and external relationships with Indigenous Peoples and communities.</td>
<td>Implement Concordia’s 36-point Indigenous Academic Action Plan (IAAP) including involving and transforming the University’s capacity and support for Indigenous-led and community-based research.</td>
<td>Multiple actions, including: Establishing of an Indigenous Research Centre. Public policy and documentation of the research efforts of Indigenous faculty and students using Concordia’s University’s priorities platforms.</td>
<td>Spring 2019 - Spring 2023</td>
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<tr>
<td>16</td>
<td>Environment</td>
<td>Challenge of Indigenous Peoples and communities in the area of research (in addition to the CRC program).</td>
<td>To recruit, engage and encourage Indigenous graduate students to work on innovative Indigenous research.</td>
<td>Create a 5-year fund ($500,000 in 2019-2020 for attractive entrance scholarships for promising Indigenous graduate students. Various actions tend to EDI that would enhance the inclusion of Indigenous graduate students.</td>
<td>Ongoing</td>
<td>OVPNGS (in collaboration with Faculties)</td>
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<tr>
<td>17</td>
<td>Environment</td>
<td>Challenge of Indigenous Peoples and communities in the area of research (in addition to the CRC program).</td>
<td>To support Indigenous faculty and graduate students in undertaking meaningful research in partnership with Indigenous communities.</td>
<td>Create a 5-year fund ($500,000 in 2019-2020 for attractive entrance scholarships for promising Indigenous graduate students. Various actions tend to EDI that would enhance the inclusion of Indigenous graduate students.</td>
<td>Ongoing</td>
<td>OVPNGS (in collaboration with Faculties)</td>
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<tr>
<td>18</td>
<td>Environment</td>
<td>Challenge of CRCs to have in place EDI in their research programs.</td>
<td>To develop and implement an inclusive research agenda that supports and prioritizes research that reflects and represents diverse communities and experiences.</td>
<td>Develop a 5-year fund ($500,000 in 2019-2020 for attractive entrance scholarships for promising Indigenous graduate students. Various actions tend to EDI that would enhance the inclusion of Indigenous graduate students.</td>
<td>Ongoing</td>
<td>OVPNGS (in collaboration with Faculties)</td>
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6. Management of Canada Research Chair Positions

6.1. 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 VPGRG 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 candidate(s) 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 CUPA, apply as well (CUPA 12.08.6.), including:

[7]The 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. (CUPA 12.01.6.)

6.1.1. 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 began 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 professional 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 professional 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 OPVPRG 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 OPVPRG 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 OPVPRG 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.

6.2. Management of Allocations
Concordia University’s allocation of Canada Research Chairs is managed by the OPVPRG. The internal allocation process is governed by the University Senate-approved Policy on Research Chairs (VPGRG-7) and its related Procedures and Guidelines for Research Chairs.

The allocation process also involves the OPVPA, the URC, the CRCs 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 Chairs and one vacant), the OPVPRG 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 these 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.
6.6. 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 at 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

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

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-chercheurs.gc.ca/program-programe/ equity-equite/recrutement-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, as chair of the EDI team, clearly advertised both in job ads and invitations for interviews.

Concordia’s EDI team, as well as in the Office of Research, who coordinates and provides EDI and unconscious bias training, as well as in the Office of Research, who coordinates and provides EDI and unconscious bias training, offers support to the hiring committees who are also representatives of the OVPRGS and the OPVPA, and at the end of each hiring cycle, the EDI team 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 to 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).

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 underway 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.

• Substance communication between departmental committees creating LOIs and the EDI team, and substantial assistance provided for the former by the latter (see Appendix 1).

7. Collection of Equity and Diversity Data

7.a. 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 (ITS). 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 Scanntron 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 OVPGRG’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 OVPGRG’s, 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 OVPGRG 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 action.

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 OVPGRG/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 OVPGRGS, 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.i., below). Because responsibility for CRC recruitment and hiring is shared between the OVPGRGS 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 32). 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
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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
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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 and 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 Ombuds person 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 OVPGRS and sent to the CRCP. Any EDI concerns or complaints raised by a Chairholder in these reports are addressed and monitored by the OVPGRS, 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 CRC-focused 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