

**Equity, Diversity and Inclusion Action Plan for the Canada Research
Chairs Program: APPENDICES**

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APPENDIX 1:
2019-2020 CRC Allocation Recruitment Chronology

**2019-2020 CRC allocations recruitment chronology
(ongoing as of September 27, 2019)**

Date	Description	Reference document(s)
October 17, 2018	Unlimited use of flex moves	(1) Memo dated October 17, 2018 <i>Call for Letters of Intent for Canada Research Chair (CRC) nominations</i>
October 17, 2018	New LOI process requires departments to: <ul style="list-style-type: none"> - address how allocation would contribute to meeting EDI targets and Deans' offices - address EDI considerations in process - provide a list of diverse potential candidates 	(1) Memo dated October 17, 2018 <i>Call for Letters of Intent for Canada Research Chair (CRC) nominations</i> (2) Memo dated November 2, 2018 <i>CRCs and Cluster Hires</i> (3) Memo dated November 21, 2019 <i>Canada Research Chairs – LOI Process Update</i> 4) Form: <i>Internal Call for LOI – CRC</i> (5) Memo dated February 5, 2019 <i>CRC – Letters of Intent – URC decisions</i>
October 17, 2018	Faculty Research Committee (FRC) members are required to complete CRC unconscious bias module prior to reviewing and ranking LOIs	(1) Memo dated October 17, 2018 <i>Call for Letters of Intent for Canada Research Chair (CRC) nominations</i>
October 17, 2018	University Research Committee (URC) members must complete CRC unconscious bias module prior to reviewing LOIs and allocating CRCs	(1) Memo dated October 17, 2018 <i>Call for Letters of Intent for Canada Research Chair (CRC) nominations</i> (5) Memo dated February 5, 2019 <i>CRC – Letters of Intent – URC decisions</i>
February 22, 2019	Chairs of all academic units receiving CRC allocation(s) are convened to a special meeting to discuss EDI considerations in process and, in particular, receive training on EDI best practices in committee composition	(6) <i>Concordia CRC EDI Guidelines</i> (7) <i>CRC Meeting with Department Chairs presentation slides</i> (8) Meeting invitation dated February 8, 2019
March 21, 2019	VPRGS and OPVPA review the composition of all eight (8) CRC DHCs to ensure representation and commitment to inclusive excellence by all DHC members	(6) <i>Concordia CRC EDI Guidelines</i>

March 21, 2019	OPVPA prepares comprehensive guidelines for CRC DHCs, which provide DHCs with an EDI roadmap of the hiring process and templates (for inclusive job ads, etc.)	(6) <i>Concordia CRC EDI Guidelines</i>
March 21, 2019	OPVPA advises all eight (8) CRC DHCs on drafting inclusive job postings	(6) <i>Concordia CRC EDI Guidelines</i>
March 21, 2019	OPVPA reviews and approves job postings, requiring or inserting mandatory language: <ul style="list-style-type: none"> - requiring applicants to include a statement on equity, diversity and inclusion; - naming a senior administrator, Nadia Hardy, for applicants to contact in confidence about accommodations; and - inviting applicants to address career interruptions, with reference to the Tier II justification process 	(6) <i>Concordia CRC EDI Guidelines</i> (9) <i>Tools for Equity in CRC Recruitment</i> workshop slides
April 29, 2019	All members of the eight (8) CRC DHCs are required to attend ninety (90) minute EDI training before any candidate dossiers are reviewed	(6) <i>Concordia CRC EDI Guidelines</i> (9) <i>Tools for Equity in CRC Recruitment</i> workshop slides (10) Email dated April 29, 2019 <i>EDI training for ongoing CRC recruitment initiatives</i>
August 15, 2019	OPVPA contacts each applicant individually to invite them to complete a self-identification survey, which covers all five (5) designated groups and the LGBTQ+ community	(6) <i>Concordia CRC EDI Guidelines</i> (11) CRC Applicant Equity survey, English (12) CRC Applicant Equity survey, French
Forthcoming	OPVPA circulates guidelines for best practices in designing and conducting an inclusive interview process	

INTERNAL MEMORANDUM

TO: Amir Asif, Dean, Gina Cody School of Engineering and Computer Science
Anne-Marie Croteau, Dean, John Molson School of Business
Rebecca Duclos, Dean, Faculty of Fine Arts
André Roy, Dean, Faculty of Arts and Science

cc: Mourad Debbabi, Associate Dean, Research and Graduate Studies, Gina Cody School of Engineering and Computer Science
Kathleen Boies, Associate Dean, Research, John Molson School of Business
Joanna Berzowska, Associate Dean, Research and Graduate Studies, Faculty of Fine Arts
Graham Carr, Provost and Vice-President, Academic Affairs
CUFA

FROM: Christophe Guy, Vice-President, Research and Graduate Studies

DATE: October 17, 2018

SUBJECT: Call for Letters of Intent for Canada Research Chair (CRC) nominations

I am pleased to announce that Concordia has recently received additional Canada Research Chair (CRC) allocations. Including previous unfilled allocations and an expiring Tier II chair, which will be ending its second term in 2020, the currently available allocation is comprised of the following:

- One CIHR – Tier II chair;
- One NSERC – Tier II chair;
- Four SSHRC – Tier II chairs; and
- One SSHRC – Tier I chair

As per the *Policy on Research Chairs (VPRGS-7)*, academic and research units are invited to submit Letters of Intent (LOIs) identifying a strategic area of research and demonstrating the impact of allocating a CRC to that area that will assert or solidify Concordia's leadership in the field.

Important to note: Given recent modifications made by the CRC program in regards to the requirement by institutions to meet their [Equity, Diversity and Inclusion \(EDI\) Action Plan](#) targets when filling new chairs, and the newly-acquired possibility of making *flex moves* (i.e. changing a chair allocation from one agency to another, or merging two Tier II chairs into one Tier I chair, or vice-versa), the University Research Committee decided that the current call would allow academic and research units to submit LOIs for chairs associated to any agency (i.e. CIHR, NSERC and SSHRC) and at any Tier (I or II), whether or not Concordia currently has vacant allocations for that specific agency or Tier. Faculties, university-recognized research units/infrastructure platforms and other university-level entities such as PERFORM and MILIEUX are encouraged to work together to identify and put forward cross-field proposals for chair allocations, leveraging relevant expertise and resources internally.

In addition, due to the increased requirements by the CRC that everyone involved in CRC decision-making receive training, members of the FRCs are asked to complete the training module on unconscious bias found here <http://www.chairs-chaires.gc.ca/program-programme/equity-equite/bias/module-eng.aspx?pedisable=false> prior to consideration of the LOIs.

A few key points to keep in mind at the LOI stage are:

- Concordia uses its CRC allocations to recruit top researchers to the University. Individuals who currently hold a tenured or tenure-track faculty position at Concordia are not eligible candidates for a CRC.
- The nomination for a CRC appointment will involve the recruitment of the candidate to the University in parallel with the nomination. Since the recruitment process for new faculty members must be conducted in accordance with the CUFA collective agreement (posting, search, selection), a specific candidate is not expected to be identified at the LOI stage. It is expected, however, that a pool of potential candidates be identified in order to help the URC determine how EDI requirements and targets could be met through a CRC allocation to the proposed area.
- The CRC Program Secretariat requires all recruitment practices for chairholder positions to be open, transparent, equitable, and well-documented.
- From the outset of the search process, the University must demonstrate that it has actively encouraged to apply, and actively recruited, applicants from the four designated groups: women, persons with a disability, Aboriginal Peoples, and visible minorities. ***Therefore, when the allocations are made, it will be mandatory for all involved in the recruitment and hiring process to receive appropriate EDI training in order to ensure complete compliance with the CRC program guidelines.***
- The successful candidate may be recruited for membership in a university-recognized research unit but will be hired into a department or cross-appointed between departments.

The FRC must submit ranked LOIs, together with justifications for the rankings, to the Office of the Vice-President, Research and Graduate Studies no later than **Monday, January 21, 2019**. A maximum of eight (8) LOIs can be submitted by each FRC. For LOIs submitted by University-recognized research units/ infrastructure platforms and other university-level entities, the LOI must be reviewed and ranked by the FRC(s) corresponding to the expected field of hire and must include letter(s) of support from the relevant academic unit head(s). For detailed instructions on the content and format of the LOI, please refer to the [Policy](#) and accompanying [Procedures and Guidelines for Research Chairs](#).

The letter from the Dean must include the following information: membership list of the FRC, with confirmation that training was completed; how, when appropriate, any conflict(s) of interest were managed; evaluation criteria and ranked list of recommended LOIs (with the reasoned justifications); and how principles of equity, diversity and inclusion have been taken into consideration in the Faculty ranked recommendations.

Following reception of the ranked LOIs, the University Research Committee (URC) will meet to conduct a review of the ranked LOIs. As such, it is expected that the Associate Deans, Research of each Faculty will

be asked to present to the URC in the last week of January 2019 on the FRC rankings and must be prepared to answer questions related to the submitted files, notably in relation to the EDI Action Plan and targets. The URC will then make decisions on which submissions will be retained for the available CRC positions, using flex moves as necessary. The URC will take into consideration the rankings proposed by the FRC and justifications for recommended areas of research.

The decisions by the URC will be communicated as soon as possible and will include a specific timeline for the search process and submission of the CRC nominations, as well as additional details about the recruitment process for chair candidates. Each Faculty will then be responsible for conducting the search for a candidate who meets the criteria as stated by the CRC program for the chairs. Once a candidate is selected, the Office of Research will assist with the development of the complete dossier to be submitted to the CRC Program Secretariat for peer review. In the cases of Canadian nominees, the CRC Secretariat accepts dossiers twice per year – in April and October. International nominees may be submitted to the Secretariat at any time.

Please distribute this Call for LOIs to the academic and research units in your Faculty and do not hesitate to contact Mona Hamzeh, Senior Advisor, Strategic and Institutional Research Initiatives, should you have any questions.

Internal Memorandum

To: Amir Asif, Dean, GCS
Anne-Marie Croteau, Dean, JMSB
Rebecca Duclos, Dean, Fine Arts
André Roy, Dean, Arts and Science

cc: Nadia Hardy, Vice-Provost, Faculty Development and Inclusion
Justin Powlowski, Associate Vice-President, Strategy and Operations

From: Graham Carr, Provost and Vice-President, Academic
Christophe Guy, Vice-President, Research and Graduate Studies

Date: 2 November 2018

Re: **Canada Research Chairs (CRCs) and Cluster Hires**

Dear Colleagues,

Further to the call for CRCs sent out by the VRPGS on 17 October 2018, we write to highlight the unique opportunity that Concordia currently has. With the allocation of 7-8 CRCs, we have the chance to leverage these prestigious chairs and to position Concordia with the hires that we make.

In terms of the CRC call, the following requirements are absolutely critical:

- Equity, Diversity and Inclusion (EDI) – what are the areas where we need to bolster diversity; or what are the areas that can help us strengthen EDI at Concordia; and
- Strategic Research Plan – what is the alignment of the CRC proposal with the university's Strategic Research Plan.

In addition to these requirements, we would ask you to encourage colleagues putting together proposals to keep the following considerations top of mind:

- Big Impact – what are the areas where we can consolidate our existing strengths; or
- Emerging Opportunities – what are the areas where we can capitalize on an emerging opportunity to gain first-mover advantage.

We should allow ourselves to think big here, including thinking of how hiring in a particular area might potentially lead to creation of some trans-faculty clusters. This is an on-going discussion that we have been having and, with the growing success of our Cities Cluster, one that we will no doubt continue to have in future.

Internal Memorandum

To: Department Chairs and Unit Heads

cc: Nadia Hardy, Vice-Provost, Faculty Development and Inclusion
Justin Powlowski, AVP Strategy and Operations

From: Graham Carr, Provost and Vice-President, Academic
Christophe Guy, Vice-President, Research and Graduate Studies
Amir Asif, Dean, GCS
Anne-Marie Croteau, Dean, JMSB
Rebecca Duclos, Dean, Fine Arts
André Roy, Dean, Arts and Science

Date: 21 November 2018

Re: **Canada Research Chairs – LOI Process Update**

Dear Colleagues,

Further to the current call for Canada Research Chair LOIs, we have received some feedback, the nature of which indicates that we should provide an additional reminder about the unique context of this CRC opportunity.

The recent allocation of new Chairs by the CRC Secretariat was made possible because of additional federal government investments in the CRC program. However, this investment was directly linked to a new initiative targeted to “increasing the program’s capacity to support and promote excellent research by a diverse cadre of chairholders”. In conjunction, the CRC Secretariat also stipulated that, exceptionally, “institutions can convert chairs across tiers and disciplines” specifically to help them “meet their equity and diversity targets”.

Bluntly put, the CRC has indicated that universities must use this new call to meet their institutional EDI targets (outlined in the *Concordia University’s EDI Action Plan for the Canada Research Chair Program*, approved by Senate), or risk being subject to corrective actions that could jeopardize our participation in the CRC program.

We welcome both the new Chair positions that Concordia has received and the targeted opportunity they afford us to address our EDI obligations to the CRC program. In particular, this unique allocation provides us with a golden opportunity to further demonstrate how institutional commitments to equity, diversity and inclusion are consistent with our broad vision of excellence in research, research-creation and HQP training. It allows us to

demonstrate how inclusive excellence can reinforce and inspire our commitments to advance our Strategic Research Plan. It will enable us both to reap the many benefits that come with increased diversity and to continue to build novel capacity in areas of existing strength or emerging opportunity.

Recognizing and fostering inclusive excellence is an important element in our ambition to be a next-generation university. Our approach aligns extremely well with the CRC Secretariat's desire to broaden how research excellence is defined in order to capture the evolving nature of 21st century scholarship and diverse forms of knowledge production.

While the timelines are short for bringing forward CRC proposals, especially given the numerous parameters we have shared and discussed, this is a transformational opportunity for Concordia. Thank you for your work and support in making it happen.

Canada Research Chair Call for LOIs

Instructions

1. This form is to be used for each LOI.
2. For the attachment, please use 12-point font or larger and a maximum of six lines per inch, single spaced.
3. When completed, please submit the form in accordance with instructions issued by your Faculty.

1) GENERAL INFORMATION

a) Title of the proposed Chair:

b) Tier and agency

- SSHRC
- NSERC
- CIHR
- Tier 1
- Tier 2

c) Potential lead/host Department(s) and Faculty(ies)

d) Research Centre(s) Affiliation (if any)

e) Fit with the university Strategic Research Plan

- Consolidation of existing research strengths
- Emerging opportunity

f) LOI Author (name(s) and affiliations)

ATTACHMENT (5 PAGES): Please address all the categories and subcategories identified under each item, respecting the suggested page limit for each category. 12-point font or larger and a maximum of six lines per inch, single spaced.

2) RATIONALE FOR THE RESEARCH CHAIR ALLOCATION	
<ul style="list-style-type: none"> • research strengths in the proposed field • expected ability to leverage additional resources • contribution to the scientific life such as training of graduate students and highly qualified personnel, outreach activities and interdisciplinary collaboration potential of attracting a high-caliber candidate 	2 pages
3) DESCRIPTION OF THE RESEARCH CHAIR ENVIRONMENT	
<ul style="list-style-type: none"> • existing critical mass of research or, if an emerging area, the potential for building a critical mass • research environment within the unit(s) • briefly outline the infrastructure/space needs anticipated for the proposed chair 	1 page
4) STRATEGIC RESEARCH PLAN (in accordance with 2013-2018 version)	
<ul style="list-style-type: none"> • expected impact on the research profile of the academic/research unit • demonstration of the fit with the University’s Strategic Research Plan • positioning of the University with respect to the Research Chair in the Quebec/Canadian context 	1 page
5) EQUITY DIVERSITY AND INCLUSION	
<p>According to the CRC Secretariat: <i>The institution must: take into account its equity and diversity targets and gaps when allocating a Chair position to a department or faculty, when deciding which field to support with a Chair and whether to limit the pool to internal candidates; and consider the potential of drawing a diverse pool of candidates when defining the targeted field of research, outlining a broader field of research is more likely to attract a more diverse pool of candidates.</i></p> <p>Concordia’s current CRC equity and diversity targets and gaps are shown here: http://www.concordia.ca/content/dam/research/docs/CRC/CRC%20Targets%20and%20Gaps%20at%20Concordia.pdf</p> <ul style="list-style-type: none"> • can a potential pool of candidates that includes members from the Four Designated Groups, especially where Concordia has gaps, be identified, and by what criteria, in the targeted field of research of the proposed CRC? A list of up to 5 potential candidates may be included. • when recruiting, what proactive efforts will be made to identify and reach out to a diverse pool of potential applicants, especially those where Concordia has gaps, in the targeted field of research? 	1 page

Potentially useful resources to address Equity, Diversity and Inclusion:

CRC Secretariat Best Practices Guide: http://www.chairs-chaire.gc.ca/program-programme/equity-equite/best_practices-pratiques_exemplaires-eng.aspx

CAUT Data on Canadian University faculty:
<https://www.caut.ca/content/26-full-time-university-teachers-sex-and-subject-taught-2016-2017>

CAUT Data on PhD Graduates
https://www.caut.ca/sites/default/files/3.17_doctorates_awarded_by_field_of_study_and_sex_2014-2015.xlsx

Engineers Canada data on postgraduate degrees awarded by subject and by gender:
<https://engineerscanada.ca/reports/canadian-engineers-for-tomorrow-2016#postgraduate-degrees-awarded-gd>

Evaluation of LOIs

The FRC will evaluate the LOIs and will submit to the URC a letter of recommendation outlining the membership of the FRC, the evaluation criteria, the ranked list of recommended LOIs along with the justifications of the recommendations, endorsed by the Dean. The FRC is expected to deal with and disclose any potential conflicts of interest. Inter-faculty LOIs require a consolidated recommendation by all involved FRCs.

Taking into consideration the FRC ranking and justifications for the recommended LOIs, the URC will select the strategic areas of the CRCs. In its decisions, the URC will take into consideration the information provided in the LOI, the Strategic Research Plan, gender balance, equity issues, tier balance, sector representation, feasibility and sustainability.

**OFFICE OF THE VICE-PRESIDENT,
RESEARCH AND GRADUATE STUDIES**

INTERNAL MEMORANDUM

TO: Amir Asif, Dean, Gina Cody School of Engineering and Computer Science
Anne-Marie Croteau, Dean, John Molson School of Business
André Roy, Dean, Faculty of Arts and Science
Rebecca Duclos, Dean, Faculty of Fine Arts

cc: Graham Carr, Provost and Vice-President, Academic Affairs
Mourad Debbabi, Associate Dean, Research and Graduate Studies, Gina Cody School of Engineering and Computer Science
Kathleen Boies, Associate Dean, Research, John Molson School of Business
Patrick Leroux, Associate Dean, Research, Faculty of Arts and Science
Joanna Berzowska, Associate Dean, Research, Faculty of Fine Arts

FROM: Christophe Guy, Vice-President, Research and Graduate Studies, OVRPGS, and Chair, University Research Committee (URC)

DATE: February 5, 2019

SUBJECT: **CRC – Letters of Intent – University Research Committee (URC) decisions**

Thank you for submitting, on behalf of your Faculties, the Letters of Intent (LOI) for Canada Research Chairs (CRC) nominations, in response to our October 17, 2018 call. The URC met on February 1, 2019 to make a final decision on the allocation of vacant CRCs from among the LOIs received. As required by the call, members of the URC (and any other individuals attending the URC meeting as observers or advisors) completed the training module on unconscious bias prior to the meeting on February 1st.

As per the call, one CIHR Tier II, one NSERC Tier II, four SSHRC Tier II, and one SSHRC Tier I chair allocations were available for nomination. However, the call also indicated that given recent modifications made by the CRC program in regards to the requirement by institutions to meet their [Equity, Diversity and Inclusion \(EDI\) Action Plan](#) targets when filling new chairs, and the newly-acquired possibility of making *flex moves* (i.e. changing a chair allocation from one agency to another, or merging two Tier II chairs into one Tier I chair, or vice-versa), the University Research Committee decided that the current call would allow academic and research units to submit LOIs for chairs associated to any agency (i.e. CIHR, NSERC and SSHRC) and at any Tier (I or II), whether or not Concordia currently has vacant allocations for that specific agency or Tier.

In total, three **CIHR Tier II** LOIs (all from the Faculty of Arts and Science), seven **NSERC Tier II** LOIs (one from Arts and Science, one from Fine Arts, and five from GCS), fourteen **SSHRC Tier II**

LOIs (four from Arts and Science¹, eight from Fine Arts², and two from JMSB³), three **SSHRC Tier I** LOIs (one from Arts and Science, and two from JMSB) and one **NSERC Tier I** LOI (from GCS) were received.

After a thorough review of all LOIs, and consideration of Faculty-ranked lists, justifications, and EDI Plan, the URC unanimously approved the eight LOIs listed in the table below.

Strategic Area	Faculty	Department	CRC Allocation and Tier
Indigenous Oral Tradition and Oral History	Faculty of Arts and Science	History/SCPA	SSHRC Tier II
Digital Media and migration	Faculty of Fine Arts	Film Studies, Cinema	SSHRC Tier II
Corporate Social Responsibility	John Molson School of Business		SSHRC Tier II
Clinical omics and diagnostics	Faculty of Arts and Science	Chemistry and Biochemistry	CIHR Tier II
Child and Adolescent Health Intervention	Faculty of Arts and Science	Psychology	CIHR Tier II
Cellular Systems Design	Faculty of Arts and Science	Biology	CIHR Tier II
Multi-scale Computational Modeling: From Human Systems to Quantum Devices	Faculty of Arts and Science	Physics	NSERC Tier II
Pervasive Computing for Preventative Health and Healthy Aging	Gina Cody School of Engineering and Computer Science	Electrical and Computer Engineering	NSERC Tier II

The URC noted varying levels of EDI planning among Faculties in response to the EDI component of the LOIs. Although all Faculties provided lists of potential candidates for each LOI, some Faculties did not fully demonstrate how they planned to meet EDI requirements and targets, or identify strategies that would help in achieving EDI targets in areas which may lack the potential to attract a diverse pool of applicants, specifically an FDG applicant pool. The chosen LOIs were particularly convincing in presenting a strong plan to address EDI considerations.

Please note that these allocations are valid for the next three CRC nomination cycles (October 2019, April 2020 and October 2020), meaning that the nominations will have to be submitted to the CRC Secretariat no later than the October 2020 program deadline. However, effective September 2018 up until **October 2019**, a flexible (off-cycle) nomination process has been put into place by the Secretariat in order to help institutions meet their EDI targets.

¹ One LOI was submitted for both SSHRC Tier II and SSHRC Tier I

² One LOI was submitted for both SSHRC Tier II and NSERC Tier II

³ Both LOIs were submitted for both SSHRC Tier II and SSHRC Tier I

Finally, as you prepare to oversee the search processes for these chairs, I cannot stress enough that the CRC Secretariat expects institutions to exercise a **strong commitment to EDI** in order to address the gender imbalance in the program and encourage persons in designated groups to apply. Therefore, and as per CRC recommendation, the department hiring committee involved in the recruitment and nomination processes of the Chair will be required to receive **mandatory training** on the importance of equity, diversity and inclusion, and on the potential negative impact of unconscious bias on the career paths of individuals from the underrepresented groups before starting the hiring process. The equity process will be monitored throughout the search and we reserve the right to revisit the awarded CRC allocation with the possible outcome of it reverting to the University pool in order to comply with CRC-mandated equity targets that we must follow. For further information please see the section on “recruitment and nomination” at the following link: http://www.chairs-chaires.gc.ca/program-programme/nomination-mise_en_candidature-eng.aspx#nominees.

Equally, with respect to our internal hiring guidelines it is important to follow the internal procedures for CRC nominations, as outlined in the **Policy on Research Chairs** (<http://www.concordia.ca/vpirsg/documents/policies/VPRGS-7.pdf>).

If you have questions related to the CRC process, please contact Mona Hamzeh, Senior Advisor, Strategic and Institutional Research Initiatives (Mona.Hamzeh@concordia.ca). If you have questions related to EDI best practices, please contact Téo Blackburn, Manager, Academic Leadership/Inclusion (manager.ali@concordia.ca).

I would like to take this opportunity to thank everyone who has been involved in the process of preparing and/or evaluating the proposed LOIs. I can assure you of the full support of the OVPRGS in moving towards the nomination phase and look forward to the contribution these hires will make to building our research capacity at Concordia.

CANADA RESEARCH CHAIR – HIRING GUIDELINES

MESSAGE FROM PROVOST AND VICE-PRESIDENT, ACADEMIC GRAHAM CARR
AND VICE-PRESIDENT, RESEARCH AND GRADUATE STUDIES CHRISTOPHE GUY

Congratulations on your successful application for a Canada Research Chair (CRC) allocation. As you know, these allocations are the result of additional investment by the federal government and are conditional on their use to promote initiatives by the CRC Secretariat to increase the CRC “program’s capacity to support and promote excellent research by a diverse cadre of chairholders”.

As such, it is crucial for our institution to prioritize equity, diversity, and inclusion (EDI) throughout the allocation, recruitment, and nomination processes of the current crop of CRC allocations. Failure to do so could result in a loss of our institutional eligibility to the CRC program in its entirety—including the suspension of past CRC awards to colleagues.

Given the severity of such a consequence for the university, our respective offices will be playing a more active role in supporting you and your hiring committees to design and execute equitable recruitment initiatives. Our purpose in doing so is not to interfere with ongoing recruitment efforts, but rather to put the considerable EDI expertise we have cultivated in the past several years to the service of your committees.

To this end, the present document outlines the appropriate approach to the full consideration of EDI criteria in your respective CRC recruitment and nomination initiatives and highlights the institutional resources at your disposal to ensure compliance with the CRC [guidelines for ensuring a fair and transparent recruitment process](#). It is intended to serve as a companion guide and will be supplemented by further resources provided by our offices throughout your respective recruitment processes.

We are thankful to you for your collaboration in this regard. This exceptional allocation not only provides us with the opportunity to demonstrate compliance with the CRC program’s mandatory targets—thereby ensuring our ability to deliver on our Strategic Research Plan. It also constitutes a chance to demonstrate an institutional commitment to recognizing and fostering [inclusive excellence](#), which is crucial for our ambition to be a next-generation university.

Graham Carr
Provost and Vice-President, Academic

Christophe Guy
Vice-President, Research and Graduate Studies

CRC EDI REQUIREMENTS

In May 2017, the CRC Secretariat [announced](#) new measures aimed at recruiting more women and members of federally designated groups to the CRC program, to address the chronic underrepresentation of members of the four designated groups therein. Since September 2018, it has imposed new [requirements for nominating and recruiting a chair](#) to ensure that nomination processes align with its [Equity, Diversity and Inclusion Action Plan](#).

All CRC recruitment efforts are now monitored by the CRC Secretariat to ensure the promotion of [EDI best practices](#) throughout the recruitment process—with institutional accountability to senior level university officials therefor.

As a result of these changes, please note your obligations to ensure the following:

Proper recordkeeping and documentation

Departments involved in CRC recruitment efforts must document their recruitment and nomination processes in a clear and systematic fashion, so that it can be readily communicated to the Secretariat **within forty-eight (48) hours** of receiving a request for information.

As such, we respectfully request that you keep clear and consistent records throughout the recruitment process, such that we can demonstrate that our CRC recruitment processes were transparent, open and fair. Please note in particular the following **examples** of documentation that we may be asked to provide to the CRC Secretariat:

- membership details of the recruitment and nomination committee;
- a description of the equity, diversity and inclusion training provided to individuals who participated in the process (including training on unconscious bias);
- a description of the role of the equity and diversity officer or designated equity, diversity and inclusion champion;
- a description of the strategy and proactive efforts made to identify a diverse pool of potential applicants;
- a description of the measures used to ensure that individuals who required accommodation or who experienced career interruptions were not disadvantaged during the nomination process;
- evaluation criteria and assessment grids;
- copies of relevant internal policies and guidelines (e.g., equity policies, tenure-track hiring practices/policies, collective agreement or equivalent); and
- a description of the best practices used to collect data on the participation of individuals from the four designated groups.

Targets

Date: By December 2020				
<i>Concordia's breakdown of Chairs by December 2020: The numbers include all active Chairs (By December 2019) plus 8 new vacant and recently allocated Chair positions (3 CIHR T2, 3 SSHRC T2 and 2 NSERC T2)</i>				
CRC chairs by Agency				
	Active chairs			
NSERC	16	2 new vacant		
CIHR	7	3 new vacant		
SSHRC	13	3 new vacant		
Total Active CRC chairs	36			
Chairs who are members of the designated groups				
Women	7			
Visible minorities	7			
Persons with disabilities	0			
Aboriginal Peoples	1			
Results				
	Target	Occupancy	Gap	Gap (# of Chairs)*
Women	32%	19%	12.9%	5
Visible minorities	15%	19%	no gap	no gap
Persons with disabilities	4%	0%	4.0%	1
Aboriginal peoples	1%	3%	no gap	no gap

* If the number of chairs needed to fill the gap is less than 0.5, the cell indicates N/A

INCLUSIVE EXCELLENCE

In forming and informing their respective hiring committees, we urge Deans and their executive teams to consider the concept of [inclusive excellence](#). Whereas the conventional concept of excellence in the academy—be it expressed in terms of productivity, achievement, or recognition—tends to obfuscate (and therefore perpetuate) systemic inequality, the concept of inclusive excellence seeks to expand the definition of excellence to encompass the benefits of diversity and rectify historical inequities. It is a recognition of the fact that the lens that we use to judge excellence is not entirely objective, but rather a convention. In short, the notion of inclusive excellence asks us to consider the ways in which diverse experiences contribute to an enriched academic environment in ways that may not be captured by the traditional measures we default to in conversations about merit, excellence, and accomplishment.

The goal of expanding the concept of excellence is not to lower the bar, but rather to shed light on other ways in which merit can manifest itself within an academic career. In short, to factor elements into our analysis of candidates' record that may be missed by the so-called objective measures that underlie our understanding of scholarly excellence. Colleagues are encouraged to consider ways in which candidates from underrepresented groups bring diverse perspectives and experiences that enrich the environment—and how the capacity to engage with these is a necessary quality for successful candidates of all backgrounds in today's academy.

BEST PRACTICES

(A comprehensive document will be available soon.)

The appendices to this document describe the following EDI best practices recommended by the CRC Secretariat and a proposed step-by-step guide for their implementation:

- A. Organizational allocation and planning;
- B. Job postings;
- C. Search for candidates;
- D. Hiring committee;
- E. Interview;
- F. Hiring decisions;
- G. Canada Research Chair nomination;
- H. Retention and promotion;
- I. Self-identification;
- J. Environment; and,
- K. Equity, Diversity and Inclusion Action Plan.

FIRST STEPS: COMMITTEE FORMATION

In seeking to apply these best practices to ongoing or upcoming recruitment initiatives, departments and faculties are advised to first consider the formation of their respective Department Hiring Committees (DHCs).

Departments and faculties should seek to include colleagues on the DHCs who are themselves members of groups that are underrepresented in the relevant discipline(s) and within Concordia's professoriate. While representation is important, it is equally important to ensure that **all** DHC members demonstrate an understanding of EDI concerns and a commitment to the concept of [inclusive excellence](#).

Finally, each DHC member **must** complete the Tri-Council's unconscious bias training module ([English / Français](#)) **prior to** the first DHC meeting—and the DHC must schedule an in-person workshop on designing and conducting equitable searches. We highly recommend that DHC members also complete the [Harvard Implicit Association Test](#).

FIRST STEPS: EQUITY ADVOCATE(S)

The CRC Secretariat recommends the selection of an equity advisor/advocate to accompany the committee in its work and champion the full consideration of EDI criteria. In our institution, this can be accomplished in any of the following ways:

- The DHC may ask the Dean to appoint an EDI expert to the Committee in an observer, i.e. non-voting role;
- The DHC may invite Dr. Mark Villacorta, Senior Lead, Equity and Diversity, to counsel it in its design and undertaking of an equitable search and to assist in an observer capacity; and/or,
- The DHC may choose to submit an EDI plan to the VPRGS at the outset of its search and report on its progress at milestones established therein.

NOTES REGARDING THE HIRING PROCESS

The hiring and nomination process for a CRC appointment is governed by the CUFA Collective Agreement, the Policy on Research Chairs ([VPRGS-7](#)) and accompanying [guidelines](#). As such:

- The DHC is responsible for reviewing applications and recommending the appointment to an academic position and nomination to the CRC to the Dean;
- The DHC must forward a recommendation and reasoned report regarding the academic appointment and a recommendation and reasoned report regarding the CRC to the Department Personnel Committee (DPC) and the Dean, together with the hiring dossier of the recommended candidate(s);
- The DPC shall forward its reasoned recommendation to the Dean; and,
- Any conflict of interest or perceived conflict of interest between an applicant and a member of the DHC or DPC or between members of these committees must be disclosed immediately. The Chair of the DHC or DPC (when not in conflict, or perceived conflict, of interest) in collaboration with the Dean's and the Provost's offices will discuss and implement appropriate accommodations to remove the conflict.

Relevant articles of the CUFA CA: 12.01, 12.02, 12.03, 12.08g) to k).

TIMELINE / OVERVIEW OF DHC RECRUITMENT EFFORTS

STEP	PAGE REFERENCE (IF AVAILABLE)	ANTICIPATED DATE
Strike DHCs; Inform Dean of DHC composition	4-5; 8-9	END OF MARCH – MID-APRIL 2019
DHC members complete CRC online training	5; 8	END OF MARCH – MID-APRIL 2019
First meeting of the DHC <ul style="list-style-type: none"> • Decision on equity associate • Ad drafting (Appendix C) 	5; 8; 10-11; 18; APPENDIX B STARTING ON PAGE 17; APPENDIX C STARTING ON PAGE 20	MID-APRIL - MID-MAY 2019
Joint Ad Production		END OF APRIL
Posting of individual positions (including start and end date)	11	MAY WITH THE LATEST END DATE TO BE THE END OF JUNE
F2F training		MAY: BEFORE COMMITTEES START ASSESSING THE POOL
Assessment of pool - Decision on extending application period	11-13	JULY – IF NECESSARY EXTENDING THE APPLICATION PERIOD TO THE END OF AUGUST
Long list / short list - assessment of the short list	13	AUGUST-SEPTEMBER
Interviews	13-15	SEPTEMBER-OCTOBER-NOVEMBER
Recommendation submitted (as per CUFA CA)	15-16	NOVEMBER

APPENDIX A – BEST PRACTICES RECOMMENDED BY THE CRC SECRETARIAT AND HOW TO IMPLEMENT THEM

APPENDIX B – SETTING THE HIRING CRITERIA

APPENDIX C – AD DRAFTING

APPENDIX D – INTERVIEW PROTOCOL

APPENDIX E – ON-SITE INTERVIEW

APPENDIX F – DRAFTING THE DHC REPORTS

APPENDIX A - BEST PRACTICES RECOMMENDED BY THE CRC SECRETARIAT AND HOW TO IMPLEMENT THEM

Hiring Process	CRC Program Best Practices	How to	Resources
Record keeping (NB: The CRC Secretariat reserves the right to request copies of notes and records when assessing CRC nominations. See the guidelines document for more details.)	“Retain documentation about the merit basis of all candidates and appointments and hiring decisions...”	<ul style="list-style-type: none"> • Maintain detailed notes throughout the recruitment initiatives that allow outside parties to follow the decision-making process • Record content of discussions of meetings, especially when they pertain to process • When decisions are made, record justifications therefor—and whether they were unanimous or contentious • Wherever possible, use common forms for evaluating dossiers and interviewees 	CRC Program, Equity, Diversity and Inclusion: A Best Practices Guide for Recruitment, Hiring and Retention (Sections relevant to Record Keeping: A. Organizational allocation and planning ; I. Self-identification) CRC Program, Requirements for recruiting and nominating Canada Research Chairs (Section relevant to Record Keeping: 10) Monitoring of recruitment and nomination processes).
	“Collect data regarding applicants who identify as members of underrepresented groups.”	<ul style="list-style-type: none"> • Contact Dr. Mark Villacorta, Senior Lead, Equity and Diversity (ext. 4875) to access EDI data about the applicant pool 	
Committee formation (NB: Failure to meet the obligation for all members to have completed the Tri-Council’s unconscious bias training module in advance to the committee’s first in-person meeting may invalidate the search)	"Ensure a diverse search committee..."	<ul style="list-style-type: none"> • Ensure that all members of the hiring committee exhibit a commitment to diversity and inclusive excellence • For example, require each member of the DHC to write a statement describing their commitment to EDI • Ensure that all members of the hiring committee complete the Tri-Council’s unconscious bias training module prior to their first in-person meeting 	CRC Program, Equity, Diversity and Inclusion: A Best Practices Guide for Recruitment, Hiring and Retention (Sections relevant to Committee Formation: D. Hiring Committee)
	“...including an EDI expert whose role is to ensure EDI is considered in all aspects of the committee’s work.”	<ul style="list-style-type: none"> • Ask the Dean to appoint an EDI expert to the Committee in an observer, non-voting role; AND/OR, • Invite Dr. Mark Villacorta, Senior Lead, Equity and Diversity (ext. 4875) to counsel the DHC in its design and undertaking of an equitable search and assist in an observer capacity; AND/OR, • Submit an EDI plan to the VPRGS at the outset of its search and report on its progress at milestones established therein 	CRC Program, Equity, Diversity and Inclusion: A Best Practices Guide for Recruitment, Hiring and Retention (Sections relevant to Committee Formation: D. Hiring Committee)

	<p>“Identify potential biases, stereotypes and micro-aggressions revealed during discussions, and support the committee members as they work through them.”</p>	<ul style="list-style-type: none"> • Invite each committee member to point out inconsistencies that could lead to inequitable evaluations • Foster a meeting environment in which committee members are welcome to disclose and discuss potential biases, inequities, conflicts of interest, etc. 	<p>CRC Program, Equity, Diversity and Inclusion: A Best Practices Guide for Recruitment, Hiring and Retention (Sections relevant to Committee Formation: D. Hiring Committee)</p>
<p>Training</p>	<p>"Provide mandatory EDI training for all committee members that includes instruction on how to recognize and combat unconscious, implicit, overt, prejudicial and any other kinds of bias."</p>	<ul style="list-style-type: none"> • The Office of the Vice-Provost, Faculty Development and Inclusion provides on-demand EDI training to DHCs at their convenience, as often as requested, throughout the process 	<p>CRC Program, Equity, Diversity and Inclusion: A Best Practices Guide for Recruitment, Hiring and Retention (Sections relevant to Training: A. Organizational allocation and planning; D. Hiring Committee)</p>
<p>Criteria</p>	<p>“Use encompassing, clear, flexible criteria for assessing excellence...”</p>	<ul style="list-style-type: none"> • Reflect on the criteria established for the position collectively, discuss at length to ensure that all committee members understand each criterion to mean the same thing • Avoid vague and subjective criteria such as collegiality and fit—unless the committee clarifies these in detail beforehand (and records the definition thereof) • Consider the way in which unnecessarily stringent criteria may discourage certain applicants (i.e., younger colleagues) from applying • Avoid non-objective and potentially daunting descriptors, i.e., a distinguished publication record, using instead objective measures, i.e., 5-10 peer-reviewed publications 	<p>See Appendix B – Setting the Hiring Criteria</p> <p>CRC Program, Equity, Diversity and Inclusion: A Best Practices Guide for Recruitment, Hiring and Retention (Sections relevant to Criteria: B. Job Postings)</p>
	<p>“Be mindful that the best-qualified candidates may not have the most years of experience, greatest number of publications, or largest number of academic accomplishments.”</p>	<ul style="list-style-type: none"> • For example, many Indigenous applicants will often have articles published in non-peer reviewed journals on important Indigenous issues • For example, an applicant who took time away from work or studies for family-related matters may not have as many publications 	

Ad drafting	“Have EDI expert review and approve the job posting prior to posting.”	<ul style="list-style-type: none"> • Work with Dr. Mark Villacorta, Senior Lead, Equity and Diversity (equity.vpfdi@concordia.ca) 	See Appendix C – Ad Drafting
	“Use inclusive, unbiased, ungendered language. ...”	<ul style="list-style-type: none"> • Ex. use the phrase all genders rather than stipulate women and men • Ex. use the pronoun them instead of him and/or her 	
	“Require, as part of the job criteria, a track record related to EDI. Encourage applicants to identify their strengths and experiences in increasing EDI in their previous institutional environment, and in curriculum, and in supporting diverse students.”	<ul style="list-style-type: none"> • Invite applicants to articulate a commitment and/or track record of promoting equity, diversity and inclusion in their work, for example, by requiring a short equity statement as part of the application package and/or cover letter 	
	“Use commitment-to-equity statements effectively.”	<ul style="list-style-type: none"> • The university has a standard equity statement that must appear on all advertisements, per the CUFA Collective Agreement. Please Contact Dr. Mark Villacorta, Senior Lead, Equity and Diversity (ext. 4875) to obtain a copy thereof 	
	“Provide information about the institution, community assets and resources, EDI policies and action plan, accommodation policies, and family resources that would serve a diverse group and attract them to the institution.”	<ul style="list-style-type: none"> • Ex., from a previous CRC ad: "Concordia offers faculty a competitive compensation and benefits package covering health insurance, pension and retirement benefits, paid parental leave, and savings programs." 	

	“Accept a full CV...”	<ul style="list-style-type: none"> • Invite candidates to indicate career interruptions due to parental leave, family care, extended illness, or community responsibilities and ensure them that these will not negatively impact the assessment of their research productivity 	
Posting	“Advertise widely...”	<ul style="list-style-type: none"> • Distribute the posting widely internationally and to professional and discipline—and industry—specific associations and conferences, as well as to relevant industry and research organizations • Seek out any networks of members of underrepresented groups within the discipline to assist in the distribution of the posting • Search for candidates through social media and at conferences, gatherings, or other events 	
	“Turn to colleagues and other faculties to promote the position”	<ul style="list-style-type: none"> • Invite colleagues to approach qualified members of underrepresented groups within their disciplinary network to encourage them to apply • Invite promising students and postdoctoral researchers from within the discipline to apply 	
	“If the pool of applicants to the posting is not large or diverse enough, extend the application deadline...”	<ul style="list-style-type: none"> • Assess the diversity of the pool at the following junctures: two weeks prior to deadline, one week prior, the day after deadline, upon determining the long list and short list • If pool is not sufficiently diverse, repost, review posting, and/or extend the deadline before proceeding with search 	
Assess pool	“Consider strategic hiring when two candidates are approximately equal...”	<ul style="list-style-type: none"> • Identify a group of equally or very similarly ranked candidates, rather than a strict shortlist • Use inclusive excellence criteria to ensure that members from underrepresented groups and candidates that contribute to diversification are judiciously assessed 	Article 12.01 of the CUFA Collective Agreement

		<ul style="list-style-type: none"> Recommend the candidates that better contribute to diversification when two candidates are otherwise equally meritorious 	
	<p>“Avoid undervaluing scholarship or research that is nontraditional or unconventional, outside the mainstream of the discipline, or focused on issues of gender and race.”</p>	<ul style="list-style-type: none"> Seek advice from colleagues from outside the committee when assessing scholarship that falls outside of the mainstream Consider doing the same when assessing work product from outside of the typical academic track Be conscious of the way in which research of relevance to underrepresented groups may be harder to publish in mainstream or top-tier journals, receive fewer citations, and/or may be harder to fund 	
	<p>“Avoid averaging productive periods across nonproductive periods, such as those required for parental, family or medical leave.”</p>	<ul style="list-style-type: none"> Subtract leaves from publication periods before averaging in order to assess productivity Be conscious of the ways in which integration and reintegration into the workforce after a leave can affect productivity 	
	<p>“Rank selection criteria prior to screening the applications” and “ensure that the same assessment process is applied to all candidates”</p>	<ul style="list-style-type: none"> Since the short list is one of the most difficult parts of the search process, committees should decide on ways to handle potentially divisive issues before they arise For example, decide on the method used in determining the short list, clarify departmental and institutional needs not just needs of the immediate hiring committee, use standard forms, ensure that each committee member can justify their reasoning for accepting or rejecting each applicant based on the criteria developed and evidence provided 	<p>CRC Program, Equity, Diversity and Inclusion: A Best Practices Guide for Recruitment, Hiring and Retention (Sections relevant to Interview: E. Interview)</p>
	<p>“Provide guidelines on how to limit the effects of letter writer bias.”</p>	<ul style="list-style-type: none"> Consider the effects of unconscious bias when reviewing letters of reference Pay attention to the gendered use of adjectives in letters 	<p>CRC Program on Limiting Unconscious Bias, under Letters of Reference</p>

Conflict of interest check	“Ensure conflict of interest is managed accordingly throughout the entire process.”	<ul style="list-style-type: none"> The Office of the Vice-Provost, Faculty Development and Inclusion provides on-demand conflict of interest training and advice to DHCs at their convenience, as often as requested, throughout the process 	<p>CRC Program, Equity, Diversity and Inclusion: A Best Practices Guide for Recruitment, Hiring and Retention (Sections relevant to Committee Formation: D. Hiring Committee)</p> <p>Code of Ethics and Safe Disclosure Policy, BD-4</p> <p>Articles 2.13 & 7.07 of the CUFA Collective Agreement</p>
Create long list	“Ensure that the same assessment process is applied to all candidates”	<ul style="list-style-type: none"> Rank selection criteria prior to screening the applications Provide approximately equal time to the review of each file Ensure that each file is reviewed by at least two committee members and, where possible, all committee members review all files 	<p>CRC Program, Equity, Diversity and Inclusion: A Best Practices Guide for Recruitment, Hiring and Retention (Sections relevant to Creating the long list: E. Interview)</p>
Create short list	“Ensure that the same assessment process is applied to all candidates”	<ul style="list-style-type: none"> Decide as a committee about how to handle disagreements about merit before they arise Create and use an evaluation matrix to justify decision-making, based on the criteria, ensure that it allows members to record evidence Establish what evidence will be used to assess each criteria, cite evidence to justify decision-making 	<p>CRC Program, Equity, Diversity and Inclusion: A Best Practices Guide for Recruitment, Hiring and Retention (Sections relevant to Creating the short list: E. Interview)</p>
Interview protocol	“Consider providing the interview questions 15 to 30 minutes in advance for the candidate to review beforehand.”	See Appendix D – Interview Protocol	<p>See Appendix D – Interview Protocol</p> <p>CRC Program, Equity, Diversity and Inclusion: A Best Practices Guide for Recruitment, Hiring and Retention (Sections relevant to Interview Protocol: D. Hiring Committee; E. Interview)</p>
	“Ensure the method of assessing candidates is equitable.”	<ul style="list-style-type: none"> As a committee, discuss what questions must be avoided 	<p>Canadian Human Rights Commission Guide To Questions in Employment</p>

On-site interview	“Ensure all parts of the process are accessible.”	<ul style="list-style-type: none"> • Invite candidates to advise you of any accommodation they require in the invitation to interview, and clearly state that the institution will respect and adhere to any accommodation needs 	<p>See Appendix E – On-site Interview</p> <p>CRC Program, Equity, Diversity and Inclusion: A Best Practices Guide for Recruitment, Hiring and Retention (Sections relevant to On-site interview: E. Interview)</p> <p>Sample email inquiring about accommodations (in EDI in Recruitment workshop PPT slides)</p>
	“Prepare the candidate for the interview in advance with information.”	<ul style="list-style-type: none"> • Provide candidates with as much detail as possible about the interview length, location, participation, and the topics covered • Ensure that all candidates are provided with the same information about the interview 	
	“Account for differences in communication and presentation styles by using a variety of evaluation formats.”	<ul style="list-style-type: none"> • Consider scheduling various opportunities for assessments of candidates, i.e., an interview and a lecture, an interview and a class 	
	“Be explicit that career breaks for family or medical needs or community responsibilities will not negatively impact the hiring decision.”	<ul style="list-style-type: none"> • Invite candidates to disclose any information that may help the committee assess their accomplishments, insisting that career breaks and/or special circumstances will only be taken into account favourably and <u>stressing the voluntary nature of such disclosures</u> 	
	“Use the visit to promote the institution and community.”	<ul style="list-style-type: none"> • Contact the Office of the Vice-Provost, Faculty Development and Inclusion, who will indicate the appropriately designated staff member with whom the candidate can have a confidential discussion about schools, housing, childcare, places of worship, etc. 	
	“Ensure all candidates receive the same tailoring of visits and that the principles of equity,	<ul style="list-style-type: none"> • Personalize candidates’ visit as much as possible, by introducing them to faculty inside and outside the department with similar research interests. Consider 	

	fairness and transparency underlie all aspects of the recruitment and nomination.”	<p>what kinds of information and contacts would be beneficial for the candidate to know (e.g., are there faculty associations or employee resource groups composed of members of underrepresented faculty/staff or focused on EDI issues? Is there an elder or senator who works with the institution?).”</p> <ul style="list-style-type: none"> • However, ensure that such personalized elements of the visit do not have evaluative impacts by ensuring that these do not provide additional exposure to anyone with decision-making authority in the recruitment process (i.e., members of the DHC) 	
Drafting the DHC report	“Provide guidelines on how to limit the effects of letter writer bias.”	<ul style="list-style-type: none"> • Avoid using stereotypical adjectives when describing character and skills, especially when reporting on a woman candidate • Use candidates’ formal titles and surnames instead of their first name • Keep the focus of the report on the specific requirements, referring to the criteria jointly established by the committee 	<p>See Appendix F – Drafting the DHC reports</p> <p>CRC Program, Equity, Diversity and Inclusion: A Best Practices Guide for Recruitment, Hiring and Retention (Sections relevant to Drafting the DHC Report: F. Hiring Decisions)</p> <p>CIHR Sex, Gender and Health Research Guide: A Tool for CIHR Applicants</p>
	“Provide a written report to senior management on the process that led to the selection of the successful candidate, and the rationale when a member of a targeted group is unsuccessful.”	<ul style="list-style-type: none"> • Ensure that the DHC report has sufficient detail to track the committee’s progress and decision-making • Do not exclude any disagreements or ambiguities about EDI issues from the report, but rather address them • Outline the efforts made to diversify the pool • Address the consideration of candidates from underrepresented groups, in the event that the selected candidate is not a member of an underrepresented group 	

CANADA RESEARCH CHAIR – HIRING GUIDELINES

APPENDIX B – SETTING THE HIRING CRITERIA

I. Setting the Hiring Criteria

1. Upon selecting the hiring committee members, schedule a first meeting in order to develop the evaluation criteria and write the job posting

The meeting should take place well in advance of the application deadline in order to allow sufficient time to develop the criteria and post the position (see Appendix A – Best Practices Recommended by the CRC Secretariat and How to Implement Them).

2. Discuss the meaning of “excellence” in the context of the position in question

Have an open discussion on the required qualifications of the position, addressing not only the needs of the committee members and specific department, but of Concordia as a whole. All members of the hiring committee should articulate their views and understanding of the criteria.

Resist the urge to come up with a set of vocabulary without ensuring that all members are in agreement about the meaning thereof. Does everyone mean the same thing by words like “productive”, “collegial”, “distinguished”, “versatile”? It is important to be very specific.

3. Develop inclusive evaluation criteria via consensus through consideration of the full range of needs of the department and university community as a whole

In developing criteria for the position, go beyond the major categories of research, teaching and service and define what about these categories is most important for the position. In addition, discuss instances when it is necessary to go beyond conventional metrics of excellence, and to consider experiences of engaging diversity as contributing to the goals of the academic environment. These experience can include such avenues as mentorship, community research partnerships, professional development, teaching courses, and offering educational programming related to EDI.

In the end, discussing and deciding upon selection criteria by consensus supports the effectiveness, integrity and equity of the search process. It decreases the probability that applicants will be favoured due to reasons unrelated to the departmental and institutional needs, such as vague notions of “fit”.

An Example of inclusive evaluation criteria is as follows (taken from The University of Michigan *Handbook for Faculty Searches and Hiring*):

- Potential for (evidence of) scholarly impact
- Potential for (evidence of) research productivity
- Potential for (evidence of) research funding
- Potential for (evidence of) collaboration
- Fit with department’s priorities
- **Ability to make positive contribution to department’s climate**
- **Potential (demonstrated ability) to attract and supervise diverse graduate students**
- **Potential (demonstrated ability) to teach and supervise diverse undergraduates**
- **Potential (demonstrated ability) to be a conscientious university community member**

Here is an example of criteria and scoring procedure for ranking applications in a CRC search:

Research/Academic Merit (30%)

- The quality of the nominee's research track record, as measured through bibliometric evidence or other measures of research productivity and impact.
- The candidate is a top-tier, internationally based researcher whose accomplishments have made a major impact in their fields (as appropriate based on career stage).
- Quality and promise of the candidate's research program, vis-à-vis contributions to research on Concordia, in Montreal, and in Canada
- Research program, method and outputs are viable for movement to the Concordia/Montreal context

Prospects for Quality of the Institutional Support (20%)

- Opportunities for collaboration with other researchers working in the same or related areas at Concordia, in Montreal or the broader region, within Canada and abroad—including NGOs and municipal initiatives.
- Prospects for the sustainability, including retention, of the chairholder beyond the period of the award.
- Fit of candidate's research program with CU strategic directions, research clusters, and existing units and centres (giving consideration to issues of transdisciplinarity), as indicator of prospects re. institutional support.

Diversity (20%)

- Candidate's prospects re. CU's quality of recruitment and outreach strategy in terms of demonstrated commitment to equity, diversity and inclusion of individuals from the four designated groups (women, members of visible minorities, Indigenous Peoples, and persons with disabilities)
- Candidate's prospects regarding the quality and extent of the institution's commitment to ensuring that the opportunities of the chairholder's research program will be made available to individuals from the four designated groups, in connection with CU units, centres, programs, and municipal and regional initiatives regarding women, members of visible minorities, Indigenous Peoples, and persons with disabilities.

Potential (30%)—the potential contribution of the research chair in enhancing the research landscape in Canada, such as:

- Filling a gap within existing expertise in Canada
- Building research capacity in new fields or increasing critical mass in existing areas in Canada
- Likelihood that the work of the proposed chair will advance Canada's reputation as a global centre for science, research and innovation excellence
- Potential for the proposed chair's expertise to create social and economic advantages for Canada

4. Have an equity advisor/advocate review the job posting (including the established criteria) prior to publication and circulation

The CRC Secretariat recommends the selection of an equity advisor/advocate to accompany the committee in its work and champion the full consideration of EDI criteria. In our institution, this can be accomplished in any of the following ways:

- The DHC may ask the Dean to appoint an EDI expert to the Committee in an observer, non-voting role;
- The DHC may invite Dr. Mark Villacorta, Senior Lead, Equity and Diversity, to counsel it in its design and undertaking of an equitable search and assist in an observer capacity; and/or,
- The DHC may choose to submit an EDI plan to the VPRGS at the outset of its search and report on its progress at milestones established therein.

In addition, CRC Secretariat recommends that an EDI expert review and approve the job posting prior to posting. For these purposes, the committee can contact Dr. Mark Villacorta, Senior Lead, Equity and Diversity (equity.vpfdi@concordia.ca).

APPENDIX C – AD DRAFTING

1. Keep language as broad as possible while meeting specific department needs

- The use of overly narrow language, such as focusing on a single research area within a discipline and requiring the use of particular methods, in defining the disciplinary area discourages qualified candidates from applying
 - The specificity of language in the ad should not be confused with the specificity of the evaluation criteria; while the evaluation criteria should be precise, the position description should be drafted broadly
- Include potentially related subdisciplines
- Indicate interest in emerging fields which tend to attract more female and other underrepresented minority candidates
- Diverse candidates are better represented in non-traditional, interdisciplinary, and emerging research areas
- In instances where a narrow departmental gap must be filled, continue to communicate that the recruitment of underrepresented groups is a priority throughout the job ad
- May go beyond basic position description and express interest in candidates with experience engaging diversity, even requesting that evidence of such be included in the applicant's dossier; see example below

Example of encouraging applicants to identify their strengths and experiences in increasing EDI

Concordia is an inclusive institution that is welcoming of diverse experiences in all its forms in order to improve learning, advance research, inspire creativity, and drive productivity. We define diversity broadly to include both ethnic and socio-cultural composition and the diversity of perspectives, ideologies and traditions.

As part of this commitment to providing our students with the dynamic, innovative, and inclusive educational environment that is expected of the Next-Generation University, we require all applicants to articulate in their cover letter how their professional experiences and expertise have prepared them to conduct innovative research and to teach in ways that are relevant for a diverse, multicultural contemporary Canadian society.

These ongoing or anticipated activities can include but are not limited to:

- *teaching about underrepresented populations*
- *mentoring students from underrepresented backgrounds*
- *conducting research with underrepresented and / or underserved communities*
- *committee work*
- *offering or organizing educational programming*
- *participation in training and workshops*

2. Describe the Institution, including location

- Emphasize opportunities for collaboration within Concordia and the greater Montreal region
- Emphasize Concordia's commitment to cultivating a diverse academic community (see example above)

Example of emphasizing strengths of Montreal

With over 4,000 students, faculty, and staff, the Faculty of Fine Arts is the largest comprehensive arts, design, and performance school in North America. Montréal, our home, is exceptional. In 2016 we were ranked the best city in the world for students by the QS World University rankings. With 170,000 university students, a vibrant cultural scene, and the most affordable tuition in Canada, we are the country's top choice for tertiary education in the arts. While supporting a significant Anglophone population, Montréal is the second largest French-speaking city after Paris. As North America's number one choice for international events and festivals, Montréal was also the first metropolis to be designated a UNESCO City of Design by the Global Alliance for Cultural Diversity. Nestled in the heart of this pulsing city, embraced by a dynamic research university, the Faculty of Fine Arts benefits from extraordinary access to brilliant practitioners, thriving venues, cross-cultural perspectives, and an extensive network of outstanding facilities for research and production.

- From *Tenure-Track Faculty Position in Materials and Materiality: Designing for Socio-environmentally Responsive Cities*

Example of emphasizing strengths of Concordia in particular research area

Concordia University is reimagining how we dwell in and develop urban centres. The university has proven strength in the development of clean energy technologies, expertise in navigating the effects of climate change, and an established track record in creating transformative community outreach programs. In redefining metropolitan infrastructure, scholarship and civic engagement as we know it, researchers are paving the way for new and improved solutions in human mobility, energy efficiency, integrated design, natural resource conservation and more.

According to the latest rankings by Quacquarelli Symonds (QS), Concordia's hometown is the best in the world for university students. Montreal is a truly unique city – safe and clean, vibrant and diverse, with new things to discover around every corner. With four major universities and 12 smaller colleges located on the island – Montreal is an exciting place to live.

- From *Canada Excellence Research Chair in Smart, Sustainable and Resilient Communities and Cities*

3. Describe the department, including commitments to building a diverse faculty compliment

- Include commitment to building diverse faculty that values equity and encourages underrepresented candidates to apply
- Clarify *why* your department in particular seeks diverse talent

Examples from the Academic Affairs Forum (EAB):

“The History Department has demonstrated success in developing a diverse faculty, and we are especially interested in candidates from underrepresented groups as well as individuals who have experience in working with diverse student populations.”

“Beyond meeting fully its legal obligations for nondiscrimination, the College is committed to building a diverse and inclusive community where members from all backgrounds can live, learn, and thrive together.”

“As a campus with a continually growing diverse student body, we encourage applications from women, minorities, and individuals with a commitment to mentoring underrepresented demographics in the sciences.”

4. Include Concordia University official Employment Equity Statement

Employment equity

Concordia University is strongly committed to employment equity within its community, and to recruiting a diverse faculty and staff. The University encourages applications from all qualified individuals, including women, members of visible minorities, Indigenous persons, members of sexual minorities, persons with disabilities, and others who may contribute to diversification; candidates are invited to self-identify in their applications.

All qualified candidates are encouraged to apply; however, Canadian and Permanent Residents will be given priority. To comply with the Government of Canada’s reporting requirements, the University is obliged to gather information about applicants’ status as either Permanent Residents of Canada or Canadian citizens. While applicants need not identify their country of origin or current citizenship, all applications must include one of the following statements:

Yes, I am a citizen or permanent resident of Canada

No, I am not a citizen or permanent resident of Canada.

l'équité en matière d'emploi

L'Université Concordia est fermement déterminée à promouvoir l'accès à l'équité en emploi au sein de sa communauté et à recruter une main d'œuvre diversifiée au sein de son personnel et de son corps professoral. L'Université encourage tous les candidats qualifiés à soumettre leur candidature, incluant les femmes, les minorités visibles, les Autochtones, les personnes des groupes d'orientations et identités sexuelles minoritaires, les personnes handicapées, ainsi que toute autre personne pouvant contribuer à la diversité de notre communauté. Nous invitons les membres des groupes énumérés ci-haut à s'identifier lors du dépôt de leur candidature.

Nous invitons tous les candidats qualifiés à postuler; cependant, la priorité sera accordée aux citoyens canadiens et aux résidents permanents. Conformément aux exigences d'immigration au Canada, l'université doit considérer le statut d'immigration des candidats. Sans avoir besoin d'identifier son pays d'origine, chaque candidat doit inclure une des déclarations suivantes lors du dépôt de sa candidature:

Oui, je suis résident(e) permanent(e) ou citoyen(ne) canadien(ne).

Non, je ne suis ni résident(e) permanent(e) ni citoyen(ne) canadien(ne).

5. Invite candidates to disclose career interruptions or personal circumstances that may have had an impact on productivity

- The [CRC](#) lists the following examples: pregnancy, early childcare, eldercare, illness, etc.

6. Additional guidelines (confirm)

- Consider including modified version of Concordia's Territorial Acknowledgement (<https://www.concordia.ca/about/indigenous/territorial-acknowledgement.html>)
- Include information on Concordia & CRC Program's family friendly policies (e.g. maternity, parental, medical or family leaves, http://www.chairs-chaire.gc.ca/program-programme/admin_guide-eng.aspx?pedisable=true#leaves)

7. Additional examples from Concordia

- The following are examples from past CRC job postings from Concordia with commentary on strengths and areas for improvement.

Ad Example 1 from *Tier 2 Canada Research Chair (CRC) in Material Futures: Textiles Surface Structure Fibres*

“The Department of Design and Computation Arts in the Faculty of Fine Arts at Concordia University invites applications for a Tier 2 Canada Research Chair (CRC) in Material Futures: Textiles Surface Structure Fibres. We are seeking a **designer, artist, engineer or scientist** with recognized research and/or research-creation strengths in cross-disciplinary collaborative investigations into experimental textiles, fibre structures, bio or bio-inspired cloth, soft surface or responsive wearables, that specifically explore the interface between the body and the environment.

...The successful candidate will benefit from existing research-creation capacity across the Department of Design and Computation Arts, the Master of Design (MDes), the Studio Arts MFA program, the recently founded Institute for Urban Futures (IUF), and the Textiles + Materiality Research Cluster at the Milieux Institute for Arts, Culture and Technology—both leading centres for research-creation working at the intersection of design, art, culture, and technology, while providing state-of-the-art resources and equipment for researchers...

The ideal candidate will demonstrate evidence of the potential to establish a strong externally funded research program focused on **one or more of the following areas**:

- Biomaterials or bio-inspired generative or regrowth fibres, surfaces or structures exploring the future of making, material sourcing, low footprint production, life cycle assessment and rethinking current systems and approaches.
- New Methods, machines and technical considerations in body wear utilizing seam or seamless technologies, no waste patterning, 3D printing, memory materials, and weaving or construction of shape shifting mesh and membranes.
- Critical discourse concentrating on the socio-cultural relations between textiles, materials, body and environment through a research-creation or practice-based lens.
- Robust and recapturable materials for electronic textiles, responsive and exploratory wearables for the performing arts, studio arts and design.
- Interaction, interface and interplay addressing the agency and relationships of objects to body – binding, freeing, replicating to produce sensorial stimulation or perceptible shifts.
- Experimental fibres in weaving structures, stitching, printing, shape shifting, constructing and embedding natural, synthetic and conductive fibres into responsive textiles and surfaces.
- Material Science and speculative design with potential for applications in health and wellness including interlocking, programmable, curative materials or adaptive medical mesh and skins.

[STRENGTHS]

BROAD RANGE OF EXPERTISE WELCOME

MENTION OF VARIOUS CENTRES AS POTENTIAL COLLABORATORS

LIST OF “ONE OR MORE” AREAS OF RESEARCH

[COULD BE IMPROVED BY]

MENTION COMMITMENT TO DIVERSITY AT DEPARTMENTAL AND INSTITUTIONAL LEVEL

Ad Example 1 (continued)

...The successful candidate will also be expected to build cutting edge research capacity in **six specific ways**:

- Develop a speculative design think tank focusing on research and development as an incubator for textile innovation embedding socio-cultural, environmental and economic sustainability.
- Develop a research strategy and applications to take advantage of upcoming FQRSC/SSHRC interests in intersectorality – linking research and/or researchcreation across the arts, social science-humanities, engineering (FQRNT) and health (CIHR).
- Develop infrastructure funding applications (i.e., CFI) that build on and update/expand Concordia’s successes in obtaining high level research infrastructure (for Hexagram/Milieux Textiles + Materiality Cluster).
- Develop local/international partner networks that will build towards SSHRC-PG and joint research projects to take advantage of European framework funding (2020).
- Develop joint research projects, internships to bring experts together and interface with textile industries and wearable health industries in Quebec and Canada. This includes university-based research centres such as the PERFORM Centre, Centres for Sensory Studies, Applied Synthetic Biology, Milieux and other external alliances and centres of research.
- Develop strategies for recruiting top graduate students and further ongoing internationalization and interrelated efforts in textiles and wearables.”

[COULD BE IMPROVED BY]

CONSIDER WHETHER LIST OF SIX DELIVERABLES IS A STRICT REQUIREMENT FOR THE POSITION, AND WHETHER REDUCING THIS LIST WOULD MAKE THE POSITION APPEAL TO A BROADER RANGE OF APPLICANTS AND BE LESS INTIMIDATING

Ad Example 2 From *Tier 2 Canada Research Chair (CRC) in Molecular Biophysics in Human Health*

“Concordia University seeks to appoint a Tier 2 Canada Research Chair (CRC), a research intensive faculty position, in Molecular Biophysics in Human Health. The selected candidate will receive a joint tenure-track faculty appointment as a full-member of both the Department of Physics and the Department of Biology in the Faculty of Arts and Science. The ideal candidate will have **experience with multidisciplinary research involving biophysics and health science**, an outstanding publication record and experience in areas **including, but not limited to biophysics, biology, and physics**.

Concordia University is a vibrant research and teaching environment, with state-of-the-art research facilities. Concordia is located in Montreal, Canada, which is a diverse and culturally rich city, offering a high quality of life in North America. The Department of Physics has strengths in human health bio-imaging, and in plant molecular biophysics. The Department of Biology has substantial research strengths in genomics, synthetic biology, bioinformatics and cell & molecular biology, all of which contribute to human health research.

Qualified candidates will have a PhD in Biophysics, Biology, Physics or an equivalent field, and relevant postdoctoral experience. The selected candidate will be expected to develop a strong independent research program, secure significant external funding and **establish collaborations with Concordia research centers**, such as the PERFORM Centre, which is a multidisciplinary health research center interested in further developing its biophysics research, the CMCI Centre for Microscopy and Cellular Imaging, CERMM Centre for Research in Molecular Modeling, or CASB Center for Applied Synthetic Biology. They are expected to position Concordia to be an emerging leader in biophysics and its application to critical issues in health, physics, and biology. The candidate will be expected to teach in both the Departments of Biology and Physics.”

[STRENGTHS]

RELATIVELY BROAD DESCRIPTION OF POSITION

MENTION OF POTENTIAL COLLABORATIONS

[COULD BE IMPROVED BY]

DESCRIPTION OF MONTREAL, CONCORDIA AND DEPARTMENTS COULD BE ENHANCED BY INCLUDING MORE DETAIL – SEE SECTIONS 2 & 3 AND AD EXAMPLE 3

MENTION COMMITMENT TO DIVERSITY AT DEPARTMENT AND INSTITUTIONAL LEVEL

Ad Example 3 From *Tier 2 Canada Research Chair (CRC) in Critical Disability Studies and Media Technology*

“The ideal candidate will be a scholar, or scholar/mediamaker, with outstanding promise to be a leading international voice in critical disability studies. Successful candidates will be expected to teach at all levels and to develop a significant collaborative research agenda that builds departmental distinctiveness in the intersection of disability and media studies. We especially welcome **critical race, post-colonial, indigenous, and feminist approaches**...Our expertise and major research contributions have been in **cultural studies, feminist media studies, moving image studies, sound studies, environmental studies, game studies, mobility studies, critical race theory, media history, and the politics of identity**... **In keeping with Concordia’s mission, the Department fosters inclusivity in its research, curriculum, and teaching practices, and is committed to serving the needs of a diverse student population.** Candidates are encouraged to visit our departmental website for additional information concerning our programs and priorities... Concordia offers faculty a competitive compensation and benefits package covering health insurance, pension and retirement benefits, **paid parental leave** and savings programs. We also provide **mentoring and support** for research, scholarship, and publication as part of our commitment to ongoing faculty professional development.”

[STRENGTHS]

- WELCOMING OF RANGE OF SUBDISCIPLINES MENTIONED
- DESCRIPTION OF CONCORDIA INCLUDES LIST OF DISCIPLINES FOCUSED ON DIVERSITY
- THE DESCRIPTION OF THE DEPARTMENT IS INCLUSIVE
- INCLUDES MENTION OF PAID PARENTAL LEAVE, MENTORING AND SUPPORT.

[COULD BE IMPROVED BY]

- MENTIONING INITIATIVES SPECIFIC TO THE DISCIPLINARY AREA THAT MAY OFFER AVENUES FOR COLLABORATION (SEE EXAMPLES IN LEFT TEXT BOX)
- WHY THE DEPARTMENT SEEKS DIVERSE TALENT COULD BE CLARIFIED, FOR EXAMPLE, DUE TO THE “EMERGENCE OF INCLUSIVE EXCELLENCE AS A CRITICAL LENS FOR ALL CAMPUS DISCIPLINES”.
- MENTION BENEFITS OF LIVING IN MONTREAL

EXAMPLES OF AVENUES FOR COLLABORATION SPECIFIC TO THE DISCIPLINARY AREA

- ◇ *MAISON DE L'INNOVATION SOCIALE*
- ◇ *CRITICAL DISABILITY STUDIES WORKING GROUP*
- ◇ *VIE AUTONOME / INDEPENDENT LIVING – MONTREAL*
- ◇ *ENABLE MONTREAL*

Ad Example 4 From *Tier 2 Canada Research Chair (CRC) in Big Data Analytics - Data Driven Approaches in Different Disciplines*

“The Faculty of Engineering and Computer Science (ENCS) at Concordia University in Montreal, Quebec, invites applications for one Natural Sciences and Engineering Research Council (NSERC) Canada Research Chair (CRC) Tier 1 position in "Big Data Analytics - Data Driven Approaches in Different Disciplines" in the Department of Computer Science and Software Engineering (CSE). Big data is fundamentally **interdisciplinary research**. Interdisciplinarity is a major strength of Concordia. We are interested in candidates with expertise in big data with application in **one or more of the following**: bioinformatics, computational biology, health, artificial intelligence, mathematics & statistics, business, engineering, arts, social sciences, telecommunications, and gaming & entertainment. Applicants should have an excellent research track record with demonstrated potential to become internationally recognized leaders in the field. The applicant must propose an original and innovative research program.

The CSE department has over 32 faculty members active in various areas of computer science and software engineering, many concerned with large data. The department offers a PhD in computer science and highly popular computer science and software engineering degrees at the undergraduate and Master's level.

Applicants must have a PhD in computer science, software engineering or a related area and also possess significant research contributions in the area of big data. A successful candidate is expected to provide academic leadership, establish a strong externally funded research program, demonstrate abilities to work in collaborative multidisciplinary settings, and teach/develop both undergraduate and graduate courses. Strong commitment to the supervision of graduate students and to excellence in teaching are essential.”

EXAMPLES OF THE GINA CODY SCHOOL OF ENGINEERING AND COMPUTER SCIENCE'S COMMITMENT TO DIVERSITY, EQUITY & INCLUSION:

- ◇ *CONCORDIA UNIVERSITY BECOMING THE FIRST UNIVERSITY IN CANADA WITH AN ENGINEERING FACULTY NAMED AFTER A WOMAN (NOTE: THIS POSTING WAS TAKEN FROM THE PERIOD PRIOR TO THE RENAMING)*
- ◇ *APPOINTMENT OF AN ASSOCIATE DEAN OF STUDENT ACADEMIC SERVICES AND EQUITY, DIVERSITY AND INCLUSION*
- ◇ *DEVELOPMENT STRATEGIC PLAN FOR EQUITY, DIVERSITY, AND INCLUSION*
- ◇ *ALL-GIRLS SUMMER ENGINEERING AND TECHNOLOGY PROGRAM*

[STRENGTHS]

EMPHASIS ON INTERDISCIPLINARY RESEARCH SUPPORTS GOALS TO RECRUIT A DIVERSE APPLICANT POOL

WELCOMING APPLICATIONS FROM A BROAD RANGE OF DISCIPLINARY AREAS

[COULD BE IMPROVED BY]

STATE COMMITMENT TO DIVERSITY AND WHY IT IS IMPORTANT TO THE FACULTY

PROVIDE EXAMPLES OF THE GINA CODY SCHOOL OF ENGINEERING AND COMPUTER SCIENCE'S COMMITMENT TO DIVERSITY (SEE LEFT TEXT BOX)

QUALIFY EXPECTATIONS WITH THE LANGUAGE OF INCLUSION, E.G. PROVIDE INCLUSIVE ACADEMIC LEADERSHIP, SUPERVISION OF DIVERSE GRADUATE STUDENTS, AND SO FORTH

[STRENGTHS]

LISTS A RANGE OF AREAS THAT THE DEPARTMENT IS SEEKING TO EXPAND INTO

INCLUDES MENTION OF PARTICULAR COLLEAGUES FROM THE DEPARTMENT WORKING IN THE SAME AREA, IMPLYING POSSIBILITIES OF PRODUCTIVE COLLABORATION.

LISTS COMMUNICATION IN FRENCH AS AN ASSET

[COULD BE IMPROVED BY]

CONSIDER WHETHER LANGUAGE USED TO DESCRIBE IDEAL CANDIDATE IS APPROPRIATE FOR TIER II CRC AND WILL NOT DETER APPLICATIONS FROM HIGH POTENTIAL CANDIDATES AT EARLIER STAGES OF THEIR CAREERS.

INCLUDE INCLUSIVE EXAMPLES OF JUSTIFIED CIRCUMSTANCES.

CONSIDER WHETHER PARTICULAR AREAS OF INTEREST CAN BE BROADENED BEYOND THE TWO MENTIONED, TAKING INTO CONSIDERATION ALL DEPARTMENT NEEDS.

Ad Example 5 From Tier 2 Canada Research Chair (CRC) in Strategic Entrepreneurship

“The Canada Research Chair (CRC) in Strategic Entrepreneurship is expected to assume a leadership role in research and teaching initiatives in the area of entrepreneurship and strategy.

...We seek applicants who have **exceptionally strong and recognized research records** in the entrepreneurship area for appointment at the assistant or associate professor level. Eligibility for CRC Tier II applicants is targeted towards scholars who completed their highest degree within the last 10 years (may be longer in the case of **justified circumstances**)...

...The CRC will be located in the Department of Management and affiliated with the entrepreneurship and family business group. The department is particularly interested in attracting scholars **researching issues associated with ownership transitions and the revitalization of established businesses**. **The Department is also seeking to expand the scope of the group's expertise into prominent strategic entrepreneurship areas such as, but not limited to, technology-based start-ups, creativity, invention, and business model innovation. There are at least four members in the Department currently involved on research related to entrepreneurship and family business, including a Concordia University Research Chair (Tier 1) and a CIBC Distinguished Professor.** Members of the group have active research agendas and have published in mainstream general management journals such as Academy of Management Journal, Journal of Management, Journal of Management Studies, and Strategic Management Journal as well as leading entrepreneurship journals including Entrepreneurship Theory and Practice, Family Business Review, Journal of Business Venturing, and Strategic Entrepreneurship Journal.

Additional selection criteria include successful teaching experience at all levels, including work with graduate students and research fellows. **Communication skills in French would be an asset.** Salary will be commensurate with qualifications and experience.

The largest English-language business school in Canada, the John Molson School of Business offers AACSB-accredited programs at the undergraduate, graduate and doctoral levels. With a reputation for innovative and practical teaching, its students regularly excel in national and international competitions while its faculty members enjoy national and international reputations, built upon successful publication and research grant records. The business school enjoys strong business support for its research and programs. The John Molson School of Business is housed in a dedicated 15-storey, LEED certified building that is equipped with leading-edge teaching and research technologies.”

Ad Example 6 From *Tier 2 Canada Research Chair (CRC) in Cognitive Neuroscience of Decision Making in Healthy Aging*

The ideal candidate for the Canada Research Chair (CRC) will conduct outstanding and innovative research examining cognitive and brain bases of decision making in healthy aging. **Relevant domains of expertise can include:** neuro-economics and the neural mechanisms of decision making; cognitive aging; and the cognitive and perceptual factors that affect choice. The new hire will join the department of Psychology, but **multidisciplinary links to other units,** including the PERFORM Centre, the John Molson School of Business and other departments are available and encouraged. The Department of Psychology and the PERFORM Centre include a strong group of researchers focused on the psychological, social and health factors associated with successful aging. The position is anticipated to be filled at the rank of Assistant Professor. Candidates are expected to be exceptional, emerging researchers with the potential to be leaders in their field. Applicants should propose an innovative research program with the potential to attract external funding and high calibre trainees.

Applicants must have a PhD in Psychology or related discipline (degree granted after 1 August, 2006). Applicants should have a demonstrated potential to build a high-quality research program, as well as an interest in contributing to graduate and undergraduate teaching and training.

[STRENGTHS]

LISTS A BROAD RANGE OF RELEVANT DOMAINS

LISTS A FEW POTENTIAL ORGANIZATIONS WITH WHICH TO COLLABORATE WITH


[COULD BE IMPROVED BY]

DESCRIBING THE DEPARTMENT, CONCORDIA, AND MONTREAL

ARTICULATING A COMMITMENT TO DIVERSIFICATION AND REASONING WHY

INVITE APPLICANTS TO ARTICULATE AVENUES THROUGH WHICH THEY ENGAGE DIVERSITY (SEE EXAMPLE AT THE END OF THIS SECTION BELOW)

INVITING APPLICANTS TO SELF-IDENTIFY AS A MEMBER OF AN UNDERREPRESENTED GROUP (INCLUDED IN STANDARD EMPLOYMENT EQUITY STATEMENT, SEE ABOVE)



Agenda


Vice-President, Research and Graduate Studies Remarks

Document – Canada Research Chair – Hiring Guidelines (draft)

Primer for Equity in CRC Recruitment (MV)

- Inclusive Excellence
- Committee Composition
- In-person training and Tri-council unconscious bias module


Questions, resources, and next steps

Primer for Equity in CRC Recruitment

Prepared for the CRC Allocation Meeting
February 22 2019

Office of the Provost and Vice President (Academic)




Date: By December 2020

Concordia's breakdown of Chairs by December 2020: The numbers include all active Chairs (By December 2019) plus 8 new vacant and recently allocated Chair positions (3 CIHR T2, 3 SSHRC T2 and 2 NSERC T2)

CRC chairs by Agency	Active chairs			
NSERC	16	2 new vacant		
CIHR	7	3 new vacant		
SSHRC	13	3 new vacant		
Total Active CRC chairs	36			
Chairs who are members of the designated groups				
Women	7			
Visible minorities	7			
Persons with disabilities	0			
Aboriginal Peoples	1			
Results				
	Target	Occupancy	Gap	Gap (# of Chairs)*
Women	32%	19%	12.9%	5
Visible minorities	15%	19%	no gap	no gap
Persons with disabilities	4%	0%	4.0%	1
Aboriginal peoples	1%	3%	no gap	no gap

Best Practices


- A. Organizational allocation and planning
- B. Job postings
- C. Search for candidates
- D. Hiring committee
- E. Interview
- F. Hiring decisions
- G. Canada Research Chair nomination
- H. Retention and promotion
- I. Self-identification
- J. Environment
- K. Equity, Diversity and Inclusion Action Plan



Simplified Terms

- **Diversity**
- **Equity**
- **Inclusion**


Williams (2013). Strategic Diversity Planning, Sterling, Va: Stylus Publishing Press



Simplified Terms

- **Diversity** refers to all of the characteristics that make individuals different from each other; heterogeneity
- **Equity** refers to *the process* of creating equivalent outcomes for members of historically underrepresented and oppressed individuals and groups
- **Inclusion** exists when traditionally marginalized individuals and groups feel a sense of belonging and feel empowered to participate majority culture as full and valued community members, shaping and redefining that culture in different ways

Williams (2013). Strategic Diversity Planning, Sterling, Va: Stylus Publishing Press





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Inclusive Excellence @ Concordia

“Concordia recognizes the essential role of diversity in fostering excellence by improving learning, advancing research, inspiring creativity, driving productivity and enhancing the experience and morale of the entire institution. We value and embrace the complexity of diversity, including but not limited to personal and social identities, perspectives, ideologies and traditions, and endeavour to cultivate the skills necessary to integrate and harness this complexity in order to effectively lead and innovate in society.”

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Building an effective search committee

- Members of designated groups whenever possible
- High level commitment to diversity and excellence
- Must complete Tri-Council’s unconscious bias training module prior consideration

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Next Steps

- Contact
 - **Mark Villacorta: ext. 4875, or email: equity.vpfdi@concordia.ca**
 - **Téo L. Blackburn: ext. 7704, or email: manager.ali@concordia.ca**
 - **Nadia Hardy: ext. 4323, or email: vpfdi@concordia.ca**
- Consultation as-needed

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Note: These materials were compiled for the specific workshop in question as illustrative examples of the core concepts.

They are not intended to be used as substitutes for the attendance at the presentation and the vital collegial discussions that takes place therein, and should not be interpreted as official Concordia University documents.



Building the Diverse Academic Departments of the Future: Tools for Equity in CRC Recruitment

Prepared for the hiring committees for CIHR, NSERC and SSHRC Tier II CRC Positions
April 2019

Office of the Provost and Vice President (Academic)


TERRITORIAL ACKNOWLEDGEMENT

Concordia University is located on unceded Indigenous lands. The Kanien'kehá:ka Nation is recognized as the custodians of the lands and waters on which we gather today. Tiohtiá:ke/Montreal is historically known as a gathering place for many First Nations.

Today, it is home to a diverse population of Indigenous and other peoples. We respect the continued connections with the past, present and future in our ongoing relationships with Indigenous and other peoples within the Montreal community.


To read more about the Territorial Acknowledgement:

concordia.ca/indigenous




Flow

- Introductions
- Inclusive Excellence at Concordia
- Unconscious Bias
- Canadian Research Chair Program
- In Practice
- Next Steps
- Conflict of Interest




Simplified Terms

- **Diversity** involves **difference**
- **Equity** is about **fairness**
- **Inclusion** refers to the **feeling of belonging**




Designated groups

- **Women...**
- **Aboriginal persons** means Indigenous persons from Canada and the US. This includes individuals who are members of a First Nation, Métis, Inuit, status and non-status Indians, registered and non-registered Indians, and treaty Indians.
- **Visible minorities** means persons who, other than Aboriginal persons, are non-white in colour / race. This includes individuals who were born in Canada and abroad.
- **Persons with disabilities** means persons who have long-term or recurring physical, mental, sensory, psychiatric or learning impairments.
- **Ethnic minorities** means persons who are neither Aboriginal persons nor visible minorities and whose mother tongue is neither French nor English.



Inclusive Excellence





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EDI at Concordia: ongoing initiatives

- Equity, Diversity and Inclusion (EDI) Action Plan for the Canada Research Chairs (CRC) Program
- Equity, Diversity and Inclusion Advisory Group
- Indigenous Directions Leadership Group
- Data gathering to inform diversification plan for students, faculty and staff
- Campus-wide accessibility audit
- Joint compensation equity exercise with full-time faculty association
- Development of EDI training plan for academic recruitment committees

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Unconscious Bias

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Unconscious Bias

- Unconscious bias is well documented, pervasive, and influences behavior
- Affects everyone of all backgrounds and education levels
 - Even members of an under represented group may have unconscious biases against that group
- Limits the diversity of experience and knowledge in the institution
- Unconscious bias is pervasive, but it can be mitigated
 - Most effective way is to recognize, acknowledge, and discuss

11

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Types of Biases to Avoid

- **Halo Effect** – the tendency to allow one positive (or negative) quality to dominate judgment of all other qualities.
- **First Impressions** – drawing immediate conclusions that overlook and ignore any additional relevant information, leading to a snap judgment.
- **Cloning** – favour those who think, look, or act as you do.
- **Stereotyping** – grouping people together based on oversimplified categories.
- **Assumptions** – taking for granted the attribution of characteristics and behaviors without evidence.
- **Ethnocentrism** – belief that your own culture and ethnic group provides the only right way and all others are inferior.

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Canadian Research Chair Program

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Canadian Research Chair Program

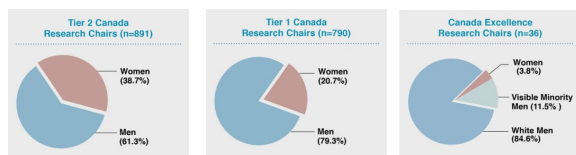
- “The Canada Research Chairs Program (CRCP) is committed to excellence in research and research training. The goals of excellence and equity are both compatible and mutually supporting. Sound equity practices ensure that the largest pool of qualified candidates is accessed, without affecting the integrity of the program’s selection process.”

CRC Guidelines for ensuring a fair and transparent recruitment and nomination process

Canadian Research Chair Program

- Open letters from SSHRC President, April 2016 & May 2017

Canadian Research Chair Program: A National Snapshot



Canadian Research Chair Program

- Open letters from SSHRC President, April 2016 & May 2017
- Concordia University’s EDI Action Plan for the CRC Program, approved by Senate January 19, 2018

Diversity and Equity: Challenge

- **April 2016:** CRC Steering Committee calls for efforts to increase representation
- **May 2017:** CRC Steering Committee releases Equity, Diversity and Inclusion Action Plan
- **October 2017:** public accountability requirements come into effect
- **December 2017:** institutional equity action plans due
- **January 2018:** Concordia plan approved by Senate
- **December 2020:** equity targets binding
- Four designated groups:
 - Women
 - Aboriginal Peoples
 - Persons with disabilities
 - Visible minorities

Canadian Research Chair Program

- Open letters from SSHRC President, April 2016 & May 2017
- CRC Equity, Diversity and Inclusion Action Plan
- **Reality Check: Concordia *would* meet its equity targets by 2020 if:**
 - **At least five of the eight chairs go to women**
 - **at least one of the eight chairs goes to a *person with a disability***

Canadian Research Chair Program

Concordia's breakdown of Chairs as of April 2019 (active, pending, and identified)

INPUT DATA	Number of active chairs
CRC chairs by Agency	
NSERC	14
CIHR	4
SSHRC	10
Total Active CRC chairs	28
Chairs who are members of the designated groups	
Women	7
Visible minorities	7
Persons with disabilities	0
Aboriginal Peoples	1

Canadian Research Chair Program

Concordia's prospective breakdown, including upcoming Chair searches

INPUT DATA	Number of active chairs
CRC chairs by Agency	
NSERC	16
CIHR	7
SSHRC	13
Total Active CRC chairs	36
Chairs who are members of the designated groups	
Women	7
Visible minorities	7
Persons with disabilities	0
Aboriginal Peoples	1

Canadian Research Chair Program – Gaps including upcoming searches

RESULTS	Target	Occupancy	Gap	Gap (# of Chairs)*
Women	32%	19%	12.9%	5
Visible minorities	15%	19%	no gap	no gap
Persons with disabilities	4%	0%	4.0%	1
Aboriginal peoples	1%	3%	no gap	no gap

Canadian Research Chair Program

- Consequences
 - **Loss of CRC funding**
 - Revocation of allocation by Vice President, Research & Graduate Studies
 - May keep allocation without filling
 - Reputation

In Practice

1. Develop consensus around inclusive job criteria

- Discuss the meaning of "excellence" in the context of the position in question
- Consider full range of needs of the department and university community
- Go beyond research, teaching, service
- Limit reliance on a single limited indicator
- Discuss the relative weighting of the different criteria

Three recommendations for CRC ads

- Add a confidential contact regarding accommodations for persons with disabilities
- Add invitation to share career interruptions or personal circumstances in their application
- Ask applicants to address how they plan to contribute to a more diverse and inclusive teaching environment

2. Actively develop a diverse pool of applicants

- Generate a pool, not just tap into it
- Consider results of past searches & particular demographics in your discipline
- Outlets targeting diverse groups
- Upstream Recruitment
 - Diverse personal contacts at conferences
 - Ask faculty and graduate students to help identify strong candidates
 - Referral relationships
- Keep language very neutral when inviting candidates to apply
- Responsibility of entire committee and department

Dear ...,

We are currently hiring for a Canada Research Chair position in Equity Studies and I thought you would be interested in seeing the attached position. Would you kindly take note of this opportunity and share it with your network?

*Thank you,
Mark Andrew Galang Villacorta*

3. Prepare the applicant pool

- Select applicants who meet minimum qualifications
 - Use a standard form
 - Avoid
 - Considering criteria / preferences not specified in the job description
 - Comparing applicants / developing preferences

4. Develop 'long list' for further consideration

- Identify all potential applicants worthy of further consideration
- Brief review conducted by all committee members
- Consider equitable division of dossiers for thorough review
- Decide on length of 'long list'
- Pay attention to applicants on whom reviewers disagree
- Evaluate 'long list' before finalizing
- Allow sufficient time to review 'long short list' before meeting to develop the 'short list'

Sample Form for Evaluating Faculty Applicants (University of Wisconsin, Madison)

	I	A	G	E
Educational background/PhD in relevant area of study				
Postdoctoral experience				
Teaching experience				
Research experience				
Creativity or innovation of research				
Publication history				
Service contributions				
Experience working with or teaching diverse groups including women and members of underrepresented minority groups				
Meets departmental needs				
Recommendation letters				

I = Inadequate, A = Adequate, G = Good, E = Excellent

5. Develop `short list` of finalists to interview

- Review objectives, criteria, procedures, ground rules
- Emphasize that the committee represents the interests of the department (and the university) as a whole
- Remind committee members of the potential role of bias in evaluation
- Insist on uniform application of standards in retaining / dropping applicants from the `long short list`
- Remind committee that increasing faculty diversity is an important criterion to consider among otherwise comparable applicants
- Be able to defend every decision for rejection / retaining applicants, and the process as a whole
- Do not rank finalists on `short list`

Sample Form for Evaluating Interviewees (University of Lethbridge)

Questions	Criteria Sought	Weight	Rating	Score	Comments/Notes
Teaching <ul style="list-style-type: none"> ▪ What is your philosophy of education and how is it manifested in your teaching? ▪ What has been the most difficult part of team teaching for you & how did you cope with it? ▪ What innovative approaches do you employ in teaching? 	<ul style="list-style-type: none"> ▪ Scholarly competence, pedagogic effectiveness ▪ Team player, works cooperatively ▪ Diplomatic, problem solving skills ▪ Demonstrated teaching experience ▪ Understands different learning styles & variety of methods and technology to support them 				
Working with students <ul style="list-style-type: none"> ▪ Give examples of challenges you've had with students in your teaching experience and how you handled them. ▪ Tell us about when you've acted as a mentor. What did you do? What were the results? 	<ul style="list-style-type: none"> ▪ Accessible, responsible, fair, sensitive and respectful, patient, approachable. Listening skills ▪ Good rapport with students. Can motivate and inspire. Sensitive to needs of students 				
Research Agenda – current & future <ul style="list-style-type: none"> ▪ What direction would you like your research to take and what plans do you have for taking it there? ▪ What opportunities do you see in our Dept. for cooperating in research with specific colleagues? ▪ Tell us about some of the opportunities you've created in your research for students. ▪ How has your research informed your own teaching? 	<ul style="list-style-type: none"> ▪ Integrity, originality, quality ▪ Collaborative ▪ Strong commitment ▪ Scholarly competence, interest in collaboration. Respective of fields of study ▪ Shares information, ability to give effective feedback. ▪ Integrity ▪ Responsive to change 				

6. Facilitate a structured and welcoming interview process

- Develop a set of core questions
- Develop agenda for the interview
- Personalize the visit for each candidate
- Ensure that all candidates meet a diverse group of people
- Provide opportunities to seek out information about your campus and community
- Be sensitive to the unique challenges faced by LGBTQ2 candidates.
- Reasonable accommodations for people with disabilities
- Ensure that all candidates know about resources available to new faculty
 - All faculty interviewers are aware
 - E.g. mentoring, professional development, work/life balance policies, dual career programs, affinity groups.

Dear ...,

We look forward to welcoming you to Concordia University on January 1, 2020. Please find a tentative schedule of your visit attached hereto. In order to make it most beneficial, we would be pleased to facilitate opportunities for you to exchange with colleagues whom you would be particularly interested to meet—from either within or outside our department. Thank you for sending me a list of names at your earliest convenience.

I also invite you to inform me of any special needs we can accommodate in order to make your visit more enjoyable, as well as any dietary restrictions you may have.

*Thank you,
Mark Andrew Galang Villacorta*

Sample interview questions

- Please give some examples indicating your ability to work with students from diverse backgrounds
- Please describe some strategies you have used to enhance the professional or academic success of individuals from groups that are underrepresented in your institution?

7. Evaluating the finalists

- Committee should meet immediately after each candidate's visit
- Feedback from Department members should be collected as soon after each candidate's visit as possible
- Review advice on minimizing bias
- Review objectives, criteria, procedures, ground rules

8. How can we mitigate effects of unconscious bias? Advice for applicant dossier review

- Mindset: we all have and are susceptible to biases
- Do not allow distractions while reviewing applications
- Use inclusion strategies which tend to lead to more careful and deliberate choices
- Allow sufficient time to review 'long list' before meeting to develop the 'short list'
- Apply criteria consistently
- Be sure to consider whether you are using evidence to arrive at your evaluations/ratings
- Do not depend too heavily on one element of the application
- Avoid reliance on vague conceptions of "fit"
- Be mindful of words used in reference letters

Resources

- Implicit Association Test
 - <https://implicit.harvard.edu/implicit/langchoice/canada.html>
- Real World Consequences
 - <https://www.youtube.com/watch?v=8S1b97tZSpl&feature=youtu.be>
- Countermeasures
 - https://www.youtube.com/watch?v=RIOGenWu_iA&feature=youtu.be
- TIPS Unconscious bias training module
 - Français: <http://www.chairs-chaires.gc.ca/program-programme/equity-equite/bias/module-fra.aspx?pedisable=false>
 - English: <http://www.chairs-chaires.gc.ca/program-programme/equity-equite/bias/module-eng.aspx?pedisable=false>

9. Important Note regarding Immigration

- Canadians must be given priority in hiring, justification of hire of a foreign national cannot be diversity
- For more information contact:
 - Me Cristiana Voiculescu, Immigration Specialist, Ext. 4830, immigration.vpfdi@concordia.ca

Next Steps

- Contact
 - Mark Villacorta: ext. 4875, or email: equity.vpfdi@concordia.ca
 - Téo L. Blackburn: ext. 7704, or email: manager.ali@concordia.ca
 - Nadia Hardy: ext. 4323, or email: vpfdi@concordia.ca
- Consultation as-needed



Conflict of Interest

Nadia Hardy, Vice-Provost, Faculty Relations
Office of the Provost and Vice-President, Academic Affairs

September 2017

Conflicts of Interest (COI)

- *An employee shall perform his/her duties and responsibilities, and act in such a manner as to avoid any conflict of interest or perceived conflict of interest. The interests of the University shall always prevail where an employee is in a situation of conflict of interest or perceived conflict of interest, or where the personal interest of a related party places an employee in a situation of conflict of interest or perceived conflict of interest*

Code of Ethics and Safe Disclosure Policy, BD-4

- *"Conflict of interest" means an inability to assess a matter objectively as a result of a relationship with another person, including but not limited to the following: a current or previous personal relationship (e.g. spouse, partner, relative); a current or recent professional relationship (e.g. as thesis supervisor, as student under the member's supervision); a documented history of personal conflict or bias, positive or negative; or a financial/material relationship*

Article 2.13 of the CUFA Collective Agreement

Actual vs Perceived COI

- "conflict of interest" means a situation where an employee has a personal interest, whether direct or indirect, of which he/she is aware and which is **sufficient to put into question** the independence, impartiality and objectivity that he/she is obliged to exercise in the performance of his/her duties and responsibilities as an employee
Concordia U Code of Ethics and Safe Disclosure Policy, BD-4
- "perceived conflict of interest" means a situation where an employee, **while not in a conflict of interest, appears to have, in the opinion of a reasonably informed and well-advised person, a personal interest that is sufficient to put into question** the independence, impartiality and objectivity which he/she is obliged to exercise in the performance of his/her duties and responsibilities as an employee
Concordia U Code of Ethics and Safe Disclosure Policy, BD-4

In practice, there is no distinction between the existence of a conflict and the appearance of a conflict. Both give rise to the same obligations under the codes and agreements.

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Disclosure, why and when

- **Conflicts of interest shall be raised at the first opportunity, normally at the start of any administrative procedure**
Article 7.07 of the CUFA Collective Agreement
- **An employee shall immediately disclose to his/her immediate supervisor any conflict of interest or perceived conflict of interest. When in doubt about a particular situation, he/she shall discuss it with his/her immediate supervisor prior to engaging in the activity in question**
Code of Ethics and Safe Disclosure Policy, BD-4

Disclosing a conflict of interest may be sufficient to correct it, allowing the process to continue. If disclosure alone is insufficient, mitigating measures (i.e., abstention, recusal) can be implemented.

Conversely, a conflict of interest flagged too late may invalidate entire process.

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Potential COIs

Professional

- research collaborators (i.e., co-publishers, co-applicants, reviewers)
- supervisors/supervisees (i.e., graduate students (incl. committee student), postdocs)
- colleagues (i.e., departmental, faculty)
- colleagues' personal relations
- frequent collaborators

Personal

- spouses (incl. ex-spouses)
- children, parents, siblings
- anyone with longstanding and/or close personal relationship (i.e., friend, former classmate)
- debtors and creditors
- romantic and/or sexual partners

TAKEAWAY: COIs are context specific....

CONCORDIA

For additional info...

- Nadia Hardy: ext. 4323
- Téó L. Blackburn: ext. 7704



CONCORDIA.CA



From: [Manager, Academic Leadership and Inclusion](#)
To: [Patrick J. Gulick](#); [Christine DeWolf](#); [Department of Psychology Chair](#); [Alexandre Champagne](#); [Peter Gossage](#); [Jean-Claude Bustros](#); [William Lynch](#); [Mourad Debbabi](#); [Joanna Berzowska](#); [Kathleen Boies](#); [Patrick Leroux](#)
Cc: [Equity VPFDI](#); [Mona Hamzeh](#); [Marwa Gouda](#); [Hilary Scuffell](#); [Department of Psychology](#); [Marie-Anne Cheong Youne](#); [Donna Whittaker](#); [Kristin Tedd](#); [Ria Rombough](#); [Leonie Morris](#); "[Lori Feno](mailto:lori@encs.concordia.ca)" (lori@encs.concordia.ca); [Lori Dupuis](#); [Maria Dolores Mosquera](#); [Fine Arts Research Coordinator](#); [Brooke Allan](#); [Cinzia Miscio](#); [Vice-Provost, Faculty Development and Inclusion](#); [Marwa Gouda](#)
Subject: EDI training for ongoing CRC recruitment initiatives
Date: Monday, April 29, 2019 3:37:40 PM
Attachments: [SGW Building the Diverse Academic Departments of the Future Tools for Equity in CRC Recruitment \(May 6\).ics](#)
[LOYOLA Building the Diverse Academic Departments of the Future Tools for Equity in CRC Recruitment \(May 9\).ics](#)
[SGW Building the Diverse Academic Departments of the Future Tools for Equity in CRC Recruitment \(May 14\).ics](#)
[2019-03-21 Canada Research Chair - EDI Guidelines - Appendices ABC FINAL.pdf](#)

Dear colleagues,

Thank you all for your ongoing recruitment efforts for the CRC Program and your commitment to help Concordia meet its EDI expectations to the Tri-Council. Please disregard this invitation if you have already scheduled in-person EDI training for your respective CRC DHCs.

Pursuant to our previous messages regarding support for DHCs for CRC positions around equitable recruitment practices, we would like to confirm the following available sessions for the in-person workshops on "Building the Diverse Academic Departments of the Future: Tools for Equity in CRC Recruitment":

- Monday, May 6, 1030am -12pm, EV003.309, SGW
- Thursday, May 9, 1030am -12pm, GE 110.00, Loyola
- Tuesday, May 14, 1pm -230pm, EV002.309, GW

This workshop is a mandatory component of recruitment for CRC Chairs, as outlined the program guidelines (attached). We encourage DHCs to attend a session as a group.

Please click on the attached links to add these events directly to your calendar. For any questions and to RSVP, please write to [Marwa Gouda](#).

As a reminder, kindly note that all members of the DHC are required by the CRC Secretariat to complete the Tri-Council's [unconscious bias training module](#) **prior** to their first in-person committee meeting. We also suggest that DHC members complete the [Harvard Implicit Association Test](#).

Finally, if you have not already done so, thank you for sending us the membership list of your respective DHCs at your earliest convenience. We also remind you to please send us a draft of your job ads for review as soon as they are ready.

Thank you very much for your collaboration.

Téo L. Blackburn

Manager, Academic Leadership and Inclusion / Chef du leadership académique et de l'inclusion
Office of the Provost and Vice-President, Academic/ Vice-rectorat aux affaires académiques
Concordia University / Université Concordia

Tel :514.848.2424 ext. 7704

Fax : 514.848.8766

manager.ali@concordia.ca

1550 de Maisonneuve Blvd West, Suite GM 806.08

Montreal, QC H3G 1N2





[Français](#)

Dear applicant,

Thank you for your interest in Concordia University.

Concordia University is committed to employment equity within its community and aims to recruit diverse faculty and staff. In the context of ongoing efforts to identify and address barriers and obstacles that may prevent underrepresented groups from fully participating in our community, we are conducting a survey to determine the composition of applicant pools to Canada Research Chairs. Your participation in this survey will inform our efforts to ensure that recruitment processes are equitable and assist us in developing initiatives to promote diversity and inclusion within our professorial corps.

Participation in this survey is voluntary. No identifying information about candidates collected by means of this survey will be shared with hiring committees. If you wish to self-identify as a member of a minority or underrepresented group to the hiring committee, you may do so in your cover letter or by writing directly to the contact person indicated in the posting.

This survey was developed in reference to the four [federally](#) designated groups and the additional [provincial](#) designated group.

In addition to the above groups, Concordia University deemed it important to inquire about sexual and gender identity. This will support the full participation of LGBTQ2S+ communities in our workforce.

For more information, please consult Concordia University's [Employment Equity Policy](#) and our [Equity, Diversity and Inclusion \(EDI\) Action Plan for the Canada Research Chairs \(CRC\) Program](#).

I invite you to contact Mark Andrew Galang Villacorta, Senior Lead, Equity and Diversity at 514.848.2424 extension 4875 or by email at equity.vpfdi@concordia.ca with any questions or comments.

Sincerely,

Anne Whitelaw
Interim Provost and Vice-President, Academic
Concordia University

Federally and Provincially Designated Groups

1. Do you self-identify as a woman?

No Yes Prefer not to answer

2. For the purposes of employment equity, "Aboriginal persons" means Indigenous persons from Canada and the US. This includes individuals who are members of a First Nation, Métis, Inuit, status and non-status Indians, registered and non-registered Indians, and treaty Indians.

Based on this definition, are you an Aboriginal person?

No Yes Prefer not to answer

3. For the purposes of employment equity, "visible minorities" means persons who, other than Aboriginal persons, are non-white in colour / race. This includes individuals who were born in Canada and abroad.

Based on this definition, are you a visible minority?

No Yes Prefer not to answer

4. For the purposes of employment equity, "ethnic minorities" means persons who are neither Aboriginal persons nor visible minorities and whose mother tongue is neither French nor English.

Based on this definition, are you an ethnic minority?

No Yes Prefer not to answer

5. For the purposes of employment equity, "persons with disabilities" means persons who have long-term or recurring physical, mental, sensory, psychiatric or learning impairments.

Based on this definition, are you a person with a disability?

No Yes Prefer not to answer

Supplementary Questions

6. Do you self-identify as a person of minority sexual orientation or gender identity?

This includes but is not limited to persons who identify as lesbian, gay, bisexual, transsexual, transgender, intersexual, queer, questioning, 2S (Two-Spirited), or asexual.

No Yes Prefer not to answer

Other

7. Please indicate the position to which you are applying:

Faculty of Arts and Science

- CRC Tier II in Cellular Systems Design - Biology
- CRC Tier II in Child and Adolescent Mental Health Intervention - Psychology
- CRC Tier II in Clinical Omics and Diagnostics - Chemistry and Biochemistry
- CRC Tier II in Computational Physics (Biomedical Physics, Biophysics, Condensed Matter, Quantum Materials) - Physics
- CRC Tier II in Indigenous Oral Tradition and Oral History - School of Community and Public Affairs and History

Faculty of Fine Arts

- CRC Tier II in Media and Migration - Film Studies

Gina Cody School of Engineering and Computer Science

- CRC Tier II in Pervasive Computing for Health and Healthy Aging - Electrical and Computer Engineering

John Molson School of Business

- CRC Tier II in Corporate Social Responsibility

8. How did you hear about this position? Check all that apply.

- Concordia University website
- Canadian Association of University Teachers (CAUT)
- University Affairs
- Posting in academic journal
- Other - Please indicate the other ways that you heard about this position: _____
- I don't know
- Prefer not to answer

Submit

Frequently Asked Questions

How was this survey developed?

This survey was developed in reference to the four [federally](#) designated groups and the additional [provincial](#) designated group, past practices at Concordia University, and comparable initiatives at peer higher education institutions. It was informed by consultations with representatives from diverse communities.

In addition to the above groups, Concordia University deemed it important to inquire about sexual and gender identity diversity. This will support the full participation of LGBTQ2S+ communities in our workforce, and is consistent with emerging practices at peer institutions across Canada.

Is participating in this survey mandatory?

Participation in this survey is voluntary and confidential.

Why should I complete the survey?

Your participation in this survey will inform Concordia University's efforts to ensure the full participation of all candidates within our recruitment processes and assist us in developing initiatives to promote diversity and inclusion within our professorial corps.

If I choose to complete the survey, will my responses be known to the hiring committee?

No identifying information about candidates will be shared with hiring committees. If you are applying for a faculty position and wish to self-identify as a member of a minority or underrepresented group, you should do this in your application cover letter or by writing directly to the contact person indicated in the position advertisement.

Results will be available to the hiring committee in aggregate only at different stages of the search process in order to inform their recruitment efforts as based on our [Employment Equity Policy](#) and our [Equity, Diversity and Inclusion \(EDI\) Action Plan for the Canada Research Chairs \(CRC\) Program](#).

Could my decision not to participate negatively affect my candidacy?

At no juncture shall the participation—or lack thereof—of a given applicant be revealed to the hiring committee or used to assess the merits of their application. Hiring committees will not be made aware whether any given applicant has chosen or declined to participate in the survey.

Who will have access to my responses?

The complete data set will be accessible to a single individual from Concordia University's Instructional and Information Technology Services (IITS). This individual will remove 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 will be available for statistical analyses.

How will this data be used?

The Act respecting equal access to employment in public bodies ([Act](#)) requires some public bodies to analyse their workforce in order to ensure equal representation therein of groups that frequently encounter discrimination in employment. Information gathered in the context of such analyses is to be used exclusively to implement measures to increase the representation of designated groups, to evaluate the effectiveness of such measures, and to report to the *Commission des droits de la personne et des droits de la jeunesse* ([Commission](#)).

Data gathered in the course of this survey shall be used exclusively for the purposes of assessing the participation of members from underrepresented groups in the applicant pool to full-time faculty positions at different stages of the search process.

What other steps is the university taking to promote equity, diversity and inclusion in the professorial corps?

This survey is part of a sustained effort by the university to assess the level of participation of underrepresented groups within its professorial corps. It is intended to supplement and complement other initiatives aimed at making the university community more equitable. To this end, the data gathered in the course of this survey may affect future recruitment cycles and inform ongoing processes reviews. Should the results of the survey suggest an underrepresentation of members of designated and historically underrepresented groups within the applicant pool, the university may consider implementing corrective measures to remove potential barriers to the inclusive growth of its faculty.



[English](#)

Madame, monsieur,

Nous vous remercions de l'intérêt que vous portez envers l'Université Concordia.

L'Université Concordia s'engage à promouvoir l'accès à l'égalité en emploi et la diversité au sein de son personnel. Elle œuvre au développement de mesures inclusives favorisant le recrutement, l'accueil et l'intégration en emploi de membre des groupes qui sont fréquemment victimes de discrimination en emploi.

À ces fins, nous effectuons présentement un sondage ayant pour but d'identifier la représentation de groupes visés au sein des bassins de candidats aux Chaires de recherche du Canada. En remplissant le questionnaire suivant, vous nous éclairerez dans nos démarches de développement de mesures d'accès à l'égalité et nous aiderez à mesurer les progrès réalisés en rapport avec nos objectifs.

Votre participation est facultative. Les renseignements recueillis lors du sondage ne serviront qu'aux fins d'application de programmes promouvant l'équité, la diversité et l'inclusion au sein du corps professoral. Aucune information permettant d'identifier quelconque individu ne sera partagée avec les membres des comités d'embauche. Les candidats membres de groupes visés souhaitant s'auto-identifier au comité d'embauche doivent donc le faire dans leur lettre de présentation, ou par courriel en écrivant directement à la personne contact indiquée sur l'annonce du poste en question.

Le sondage fut élaboré en référence aux lois [fédérales](#) et [provinciales](#) promouvant l'accès à l'égalité en emploi.

En plus des groupes visés, nous avons jugé pertinent d'inviter les membres de groupes d'orientations et d'identités sexuelles minoritaires à s'auto-identifier.

Veillez consulter notre [Politique sur l'équité en matière d'emploi](#) et notre [Plan d'action en matière d'équité, de diversité et d'inclusion applicable dans le cadre du programme des Chaires de recherche du Canada](#) pour plus d'information.

Je vous invite à faire part à monsieur Mark Andrew Galang Villacorta, Responsable principal, Équité et diversité, de toute question ou commentaire. Vous pouvez joindre monsieur Galang Villacorta au 514.848.2424, poste 4875, ou par courriel à equity.vpfdi@concordia.ca.

Merci et meilleures salutations,

Anne Whitelaw

Vice-rectrice exécutive aux affaires académique

Université Concordia

Groupes visés par les lois fédérales et provinciales

1. Êtes-vous une femme?

Non Oui Je préfère de pas répondre

2. Aux fins de l'application de la loi, les « Autochtones » sont les peuples indigènes du Canada et des États-Unis. Ce groupe inclut les individus membres de premières nations, ainsi que les Indiens inscrits et non-inscrits, Métis et Inuit.

Selon cette définition, êtes-vous Autochtone?

Non Oui Je préfère de pas répondre

3. Aux fins de l'application de la loi, les membres des « minorités visibles » sont des personnes, autres que les Autochtones, qui ne sont pas de race/couleur blanche. Ceci comprend autant les individus nés au Canada que ceux nés ailleurs.

Selon cette définition, faites-vous partie d'une minorité visible?

Non Oui Je préfère de pas répondre

4. Aux fins de l'application de la loi, les membres des « minorités ethniques » sont les personnes, autres que les Autochtones et les personnes d'une minorité visible, dont la langue maternelle n'est ni le français ni l'anglais.

Selon cette définition, êtes-vous membre d'une minorité ethnique?

Non Oui Je préfère de pas répondre

5. Aux fins de l'application de la loi, les « personnes handicapées » sont les personnes qui ont une déficience durable ou récurrente soit de leurs capacités physiques, mentales ou sensorielles, soit d'ordre psychiatrique ou en matière d'apprentissage.

Selon cette définition, êtes-vous une personne handicapée?

Non Oui Je préfère de pas répondre

Question supplémentaire

6. Vous identifiez-vous comme étant membre d'un groupe d'orientations et d'identités sexuelles minoritaires?

Cette définition se rapporte aux gens ayant une identité de genre autre que cisgenre et aux personnes ayant une orientation sexuelle autre qu'hétérosexuelle.

Non Oui Je préfère de pas répondre

Autre

7. Veuillez SVP indiquer le poste auquel vous avez postulé:

Faculty of Arts and Science

- CRC Tier II in Cellular Systems Design - Biology
- CRC Tier II in Child and Adolescent Mental Health Intervention - Psychology
- CRC Tier II in Clinical Omics and Diagnostics - Chemistry and Biochemistry
- CRC Tier II in Computational Physics (Biomedical Physics, Biophysics, Condensed Matter, Quantum Materials) - Physics
- CRC Tier II in Indigenous Oral Tradition and Oral History - School of Community and Public Affairs and History

Faculty of Fine Arts

- CRC Tier II in Media and Migration - Film Studies

Gina Cody School of Engineering and Computer Science

- CRC Tier II in Pervasive Computing for Health and Healthy Aging - Electrical and Computer Engineering

John Molson School of Business

- CRC Tier II in Corporate Social Responsibility

8. Comment avez-vous pris connaissance de l'annonce du poste auquel vous avez postulé? Veuillez cocher toutes les cases qui s'appliquent.

- Site web de l'Université Concordia
- Association canadienne des professeures et professeurs d'université (ACPPU)
- Affaires universitaires
- Annonce dans une revue spécialisée
- Autre - *Veillez indiquer les autres moyens par lesquels vous avez entendu parler de ce poste:*
- Je ne suis pas au courant.
- Je préfère ne pas répondre.

Submit

Questions courantes (Disponible en Anglais seulement)

How was this survey developed?

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In addition to the above groups, Concordia University deemed it important to inquire about sexual and gender identity diversity. This will support the full participation of LGBTQ2S+ communities in our workforce, and is consistent with emerging practices at peer institutions across Canada.

Is participating in this survey mandatory?

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Why should I complete the survey?

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Results will be available to the hiring committee in aggregate only at different stages of the search process in order to inform their recruitment efforts as based on our [Employment Equity Policy](#) and our [Equity, Diversity and Inclusion \(EDI\) Action Plan for the Canada Research Chairs \(CRC\) Program](#).

Could my decision not to participate negatively affect my candidacy?

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APPENDIX 2:
EDI and Unconscious Bias Training Programs

Concordia University Available Equity, Diversity, Inclusion, Indigeneity and Decolonization Trainings – Draft 2

Date: September 19, 2019

Compiled by: Mark Andrew Galang Villacorta, Senior Lead, Equity & Diversity

Title (Contact, Department)	Target Audience	Frequency	Description
<p>Breaking Down the Myth of the “Average Learner:” Understanding Learner Variability (Anna Barrafato, Interim Manager, Anna.barrafato@concordia.ca, ext 3511, Access Centre for Students with Disabilities / ACSD)</p>	<p>Faculty</p>	<p>Per request</p>	<p>This presentation will review some of the common issues students face in our classrooms. While we tend to think there is an "average learner" or “typical student” who learns in a predictable way, the reality is actually much more complex. We will explore the barriers faced by students with mental health issues, learning disabilities, or on the Autism Spectrum. We will learn more about the challenges of executive functioning for these students and the academic accommodations that may support them.</p> <p>http://www.concordia.ca/students/accessibility.html</p>
<p>Strength-based Advising: A Paradigm Shift (Anna Barrafato, Interim Manager, Anna.barrafato@concordia.ca, ext 3511, Access Centre for Students with Disabilities / ACSD)</p>	<p>Student Services Advisors</p>	<p>Per request</p>	<p>The purpose of this workshop is to familiarize student services advisors with a strengths-based approach to advising. This is intended to complement your knowledge, skill set, and expertise in advising University students. Strengths-based advising recognizes the talents that students bring with them into the learning environment and helps students further develop and apply those talents to new challenges. Its purpose is to tap into student motivation in order to engage students in their own learning, so that they can achieve their potential and experience success. We will present a five step strengths-based advising model with practical application.</p>

<p>The Invisible Student...Exposed (Anna Barrafato, Interim Manager, Anna.barrafato@concordia.ca, ext 3511, Access Centre for Students with Disabilities / ACSD)</p>	<p>Student Services Staff</p>	<p>Per request</p>	<p>Sometimes students with disabilities feel they have to make awkward disclosures of their condition to instructors, academic advisors, clinical practitioners, and other student services staff they barely know. They are students with “invisible” disabilities: dyslexia, attention deficits, mental health experience, conditions that aren’t made explicit by a cane or wheelchair. So, they either over-disclose to prove they have a “real” condition, or delay help-seeking because they prefer to avoid exposure. What are appropriate ways for students to disclose disabilities? How can we, as student services professionals, help students to make their needs “visible” in ways that help them connect comfortably to networks of support?</p>
<p>Diversity in the practicum: How can Universal Design for Learning (UDL) help? (Anna Barrafato, Interim Manager, Anna.barrafato@concordia.ca, ext 3511, Access Centre for Students with Disabilities / ACSD)</p>	<p>Creative arts therapies practicum students and staff</p>	<p>Per request</p>	<p>The Concordia Creative arts therapies practicum context is a diverse environment. This diversity is expressed in terms of the students’ ages, cultural background, language, disability condition, socio-economic status, and other non-traditional profiles. The heterogeneity of this inclusive practicum brings with it the challenge to meet the needs of all learners. In order to meet these challenges, innovative approaches like Universal Design for Learning (UDL) are being implemented. This workshop will introduce the basic principles of UDL and how to implement it. It will also offer support to onsite supervisors as they are faced with the challenges brought upon by diverse learners. Participants will have an opportunity to discuss their individual concerns through a question and answer period.</p>

UDL 101: Universal Design for Learning (Anna Barrafato, Interim Manager, Anna.barrafato@concordia.ca, ext 3511, Access Centre for Students with Disabilities / ACSD)	Faculty	Per request	This workshop will introduce the basic principles of UDL and offers ways to implement it in your classroom. UDL is the design of instructional materials and activities that allows the learning goals to be achievable by individuals with wide differences in abilities by means of flexible curricular materials and activities. UDL is guided by a set of principles for curriculum development that give all individuals equal opportunities to learn. In this workshop, we will demonstrate how to integrate these basic principles in planning and designing your course, as well as in your teaching approaches.
Workshops for students registered with the ACSD (Anna Barrafato, Interim Manager, Anna.barrafato@concordia.ca, ext 3511, Access Centre for Students with Disabilities / ACSD)	Students registered with the ACSD	Per request, offered during the academic year	Facilitators: ACSD advisors in collaboration with staff across campus: librarians, psychologists, career advisors etc.
Planning in a world of distractions (Anna Barrafato, Interim Manager, Anna.barrafato@concordia.ca, ext 3511, Access Centre for Students with Disabilities / ACSD)	Students	Per request	Why do people intend to study, but get diverted into other activities? Even when they are trying to studying, they get distracted by thoughts of doing something else? Hint: distractions serve an important purpose. Once you know the purpose, you'll know how to negotiate with distractions and get to work.
Macs-istence (Anna Barrafato, Interim Manager, Anna.barrafato@concordia.ca, ext 3511, Access Centre for Students with Disabilities / ACSD)	Students	Per request	Find about accessible technology on Apple mobile and desktop products. Even if you aren't an Apple user, you'll still get ideas about making your technology do more for you.

Reading With a Wandering Mind (Anna Barrafato, Interim Manager, Anna.barrafato@concordia.ca, ext 3511, Access Centre for Students with Disabilities / ACSD)	Students	Per request	You're struggling to read for school. It's boring, your head hurts, your eyes are tired and nothing's sinking in. Does your mind ever wander? Good. We're going to find out how wandering can make reading a whole lot better.
Concentration and Medication (Anna Barrafato, Interim Manager, Anna.barrafato@concordia.ca, ext 3511, Access Centre for Students with Disabilities / ACSD)	Students	Per request	Being a student demands more brain power than most people apply in their jobs. What happens when medication helps, but also gets in the way? This session is for students on or off medication that want to talk about how to plan around barriers to concentrating and getting the most out of their work.
ClaroRead Orientation and Installation Fiesta (Anna Barrafato, Interim Manager, Anna.barrafato@concordia.ca, ext 3511, Access Centre for Students with Disabilities / ACSD)	Students	Per request	Students interested in using text-to-speech will be glad to know they can try out ClaroRead Plus software all around Concordia. We'll demonstrate the software on students' own computers.
Train, don't Study (Anna Barrafato, Interim Manager, Anna.barrafato@concordia.ca, ext 3511, Access Centre for Students with Disabilities / ACSD)	Students	Per request	For many students, studying is like cough syrup. It tastes bad but it works. Hmmmm, but sometimes it just tastes bad. What would happen if we stopped studying, and instead started training? That might change everything. Find out how.
Reading Your Professor's Mind (Anna Barrafato, Interim Manager, Anna.barrafato@concordia.ca, ext 3511, Access Centre for Students with Disabilities / ACSD)	Students	Per request	Sometimes it's hard to decipher your professor's expectations. While preparing for tests, what parts of the course should you study? How do you know what's important and what's not? Ever been confused by course outlines and essay instructions? Other times it's hard to get your prof to understand you!

			Do you need psychic powers to read your professor's mind? Not anymore.
Essay Boost (Anna Barrafato, Interim Manager, Anna.barrafato@concordia.ca, ext 3511, Access Centre for Students with Disabilities / ACSD)	Students	Per request	Do you struggle to get term papers under way? No need to do that alone. Let's get together and find solutions.
Blanking Out (Anna Barrafato, Interim Manager, Anna.barrafato@concordia.ca, ext 3511, Access Centre for Students with Disabilities / ACSD)	Students	Per request	Picture this: you're in the middle of an exam, and *poof* you can't remember anything, except your own name and where you live. Why do people "blank out"? What can you do about it? The Blanking Out Workshop will prepare you to perform despite the stress and chaos of a test situation.
Introduction To Trans Realities And Experiences (educator@genderadvocacy.org, Centre for Gender Advocacy)	Faculty, staff, students, community	Per request	Introduction into the trans experience and its implications for Concordia students (from <i>CTL Winterfest 2019</i>). https://genderadvocacy.org/trans-health-advocacy/
Trans workshops and public education (educator@genderadvocacy.org, Centre for Gender Advocacy)	Faculty, staff, students, community	Per request	Our Trans Advocate and Public Educator gives around 45 workshops a year about trans realities and experiences. The workshop topics include: <ul style="list-style-type: none"> • Introduction to trans realities (Trans 101) • A closer look at trans issues (Trans 2.0; usually involves deconstructing myths about trans people and a deeper look at current social, medical and legal issues and debates) • Trans rights and current legal battles in Quebec • History of trans activism in Quebec • Trans Youth: oppressions and resilience

			<ul style="list-style-type: none"> •Representation of trans people in the media •How to be an ally to trans people •Trans medicalization •Racialized and migrant trans realities •The inclusion of trans women in women’s spaces •Trans experiences in the workplace •Trans sex work: an intersectional perspective <p>Here are just a few of the organizations and institutions that have hosted these workshops:</p> <p>Concordia University (sociology, permanent education, etc) • Université de Sherbrooke • Université de Montréal • Université du Québec en Outaouais • McGill (Institute for Gender, Sexuality and Feminist Studies, Departments of Social Work, Medicine, etc) • Women’s centres • City of Montreal</p> <ul style="list-style-type: none"> • Vanier College • John Abbott College • Dawson college • Lasalle college • YMCA Toronto • TELUS • Desjardins • LGBTQ community organizations • Housing/shelter community organizations <p>We suggest honoraria in the range of \$100 – \$800 per workshop or conference according to the financial means of the hosting organization and type of workshop requested.</p> <p>https://genderadvocacy.org/trans-health-advocacy/</p>
Peer Support and Advocacy (PSA) Volunteer Training	Students who are Peer Support and Advocacy Volunteers	12 workshop sessions over the course of 6 months	Our program is free and confidential, offered to not only Concordia students but to anyone who needs the service. We operate on the principles of empowerment, harm reduction and self-determination. Both the staff and volunteers who run the program have gone through training so they

			<p>can actively listen, offer support, and help people find the resources they need -- be this in relation to health care, sexuality, legal issues and more.</p> <p>The training to become a volunteer involves attending 12 workshop sessions over the course of 6 months, as well as mandatory active listening practice sessions on alternating (non-workshop) weeks. Training workshops are mandatory as they provide you with the information that is relevant and pressing for many people who access our service. Topics range from basic approaches of active listening and harm reduction to discussing mental health, racism, sexuality, and consent. After each workshop, you will get the chance to put your new knowledge to use by practicing how to support and be an ally to your peers. Volunteers must be open to learning about how to support others from an anti-oppressive, feminist, anti-racist and trans-positive approach!</p> <p>https://genderadvocacy.org/trans-health-advocacy/</p>
Strategies to Make your Teaching More Inclusive/Inclusive Teaching Practices (Alicia Cundell, Teaching Consultant, alicia.cundell@concordia.ca , ext 2499, Center for Teaching and Learning)	Faculty	Per request, done a few times a year	<p>Have you noticed that your classes today are attended by students of all ages, genders and cultures? How do we make sure that our classrooms and our teaching is inclusive and welcoming to all? This workshop will address these issues by providing an introduction to diversity in the classroom and examples of the barriers faced by Concordia students. We will then explore specific strategies towards a more inclusive teaching practice based on the latest research.</p>
Take Two: Exploring Difficult Moments In The Classroom A	Faculty	On occasion pending budget, done twice,	Join your fellow faculty members in interactive theatricalized experiences of Concordia students.

<p>Theatre Experience To Help Faculty Uncover And Mend Bias In The Classroom (external partners, contact Alicia Cundell, Teaching Consultant, alicia.cundell@concordia.ca, ext 2499, Center for Teaching and Learning)</p>		<p>first for CTL Winterfest, January 2019</p>	<p>This unique faculty event will highlight moments when students have felt marginalized in classrooms. In this dynamic and spontaneous performance, actors will present classroom scenarios derived from the real experiences of Concordia students. Audience members (faculty and administration only) are allowed to suggest changes to the situations as they unfold in order explore the situations more deeply.</p>
<p>Power At The Podium: Privilege In The Academy (Alicia Cundell, Teaching Consultant, alicia.cundell@concordia.ca, ext 2499, Centre for Teaching and Learning, Mark Andrew Galang Villacorta, Senior Lead, Equity & Diversity, equity.vpfdi@concordia.ca, ext 4875, Office of the Provost)</p>	<p>Faculty</p>	<p>Per request, done once for CTL Winterfest, January 2019</p>	<p>Power dynamics are constantly present in any encounter, including those in the classroom. Faculty bring with them a myriad of experiences of power-based inclusion and exclusion which impact how they are perceived as scholars and educators. This workshop will offer faculty an introduction to privilege and how to navigate it in order to provide more powerful learning experiences for students.</p> <p>The workshop main objectives are to develop and explore strategies to:</p> <ul style="list-style-type: none"> • Define privilege • Identify dynamics of privilege present in the classroom • Increase capacity for inclusive classroom engagement • Engage rather than avoid discussions where dynamics of privilege are present
<p>(Anti)-Racism In The Classroom: Tools For Teachers (external partner, contact Alicia Cundell, Teaching Consultant, alicia.cundell@concordia.ca, ext</p>	<p>Faculty</p>	<p>Per request, done once for CTL Winterfest, January 2019</p>	<p>Join Shanice Nicole for an interactive and discussion-based workshop exploring (anti)-racism in the classroom. Racism - like all forms of oppression - is present in our educational systems and spaces. Acknowledging and understanding the way it shows up is an important step in making change within our</p>

2499, Center for Teaching and Learning)			institutions. Teachers will be invited to share their strategies, challenges, and ideas for building capacity to address racism in the classroom and develop an anti-racist practice in their teaching. This will not be an introductory workshop but all levels of knowledge are encouraged!
Cultural Appropriation Or Cultural Exchange In The Classroom? (external partners, contact Alicia Cundell, Teaching Consultant, alicia.cundell@concordia.ca , ext 2499, Center for Teaching and Learning)	Faculty	Per request, done once for CTL Winterfest, January 2019	Inclusive pedagogy creates room for multiple knowledges from diverse cultures. How can educators differentiate between Cultural Appropriation & Cultural Exchange? This panel discussion, moderated by Concordia's Department of Creative Arts Therapies alumna, will feature faculty from universities across Montreal. Participants will engage in a dialogue about teaching approaches, inclusive pedagogy, experiential elements in the classroom and power dynamics in higher education classrooms.
The Inclusive Course Syllabus (Alicia Cundell, Teaching Consultant, alicia.cundell@concordia.ca , ext 2499, Center for Teaching and Learning)	Faculty	Per request, done at least once a year	The foundations of inclusive teaching begin long before instructors set foot into the classroom. An inclusive classroom is first rooted in a syllabus that has been designed to meet the needs of all learners. Instructors make deliberate choices about content, assessment strategies and course policies. As part of the workshop, participants will engage in discussions around these topics in order to apply inclusive design principles to their own courses.
The Inclusive Classroom (Alicia Cundell, Teaching Consultant, alicia.cundell@concordia.ca , ext 2499, Center for Teaching and Learning, Mark Andrew Galang	Faculty	Per request, done once for CTL Winterfest, January 2019	Faculty efforts to create a welcoming and inclusive classroom greatly enhance student learning. These are learning environments where diversity is engaged by instructors, in both the course curriculum and classroom demographics,

<p>Villacorta, Senior Lead, Equity & Diversity, equity.vpfdi@concordia.ca, ext 4875, Office of the Provost)</p>			<p>and in which all students feel safe to express their opinions and share their experiences. This workshop will offer faculty a foundational orientation to principles of inclusive teaching based on research and best practices in higher education pedagogy.</p> <p>The main objectives of the workshop are to develop and explore strategies to:</p> <ul style="list-style-type: none"> • Create a sense of belonging for all students • Actively help all students see themselves in the materials you are teaching • Collectively set expectations to accelerate learning and student success • Create space for respectful dialogue and disagreements • Increase capacity to navigate difficult conversations.
<p>Handling Difficult Moments In The Classroom (external partners, contact Alicia Cundell, Teaching Consultant, alicia.cundell@concordia.ca, ext 2499, Center for Teaching and Learning)</p>	<p>Faculty</p>	<p>Per request, done once for CTL Winterfest, January 2019</p>	<p>Let's critically explore subtle and not so subtle ways that our curriculum and everyday language has the potential to negatively impact minority students' sense of belonging, sense of safety and success in the classroom. By exploring case vignettes, role-play and discussion, we can access our collective wisdom and build classroom structures that are conscientious with regards to our diverse student body, creating spaces that address the multiple ways that systemic injustices from the outside world permeate our classrooms and find ways to resist these influences.</p>
<p>Strategies For Having Difficult Conversations In The Classroom (external partners, contact Alicia Cundell, Teaching Consultant,</p>	<p>Faculty</p>	<p>Per request, done once for CTL Winterfest, January 2019</p>	<p>Teaching for tomorrow includes supporting students' development of skills to engage in difficult conversations to try to reach across differences in</p>

alicia.cundell@concordia.ca , ext 2499, Center for Teaching and Learning)			ways that minimize judgement, defensiveness and harm and maximize respect, empathy, and connection. This workshop will explore the strengths and limitations of Rosenberg’s model of non-violent communication from a feminist perspective for use in the classroom.
The Various Facets Of Client Service At Concordia (Natalie Camirand, Manager, Organizational Development, natalie.camirand@concordia.ca, ext 3679, Human Resources)	Staff	Scheduled on occasion by HR	Objectives <ul style="list-style-type: none"> • Identify successful partnership criteria • Develop effective listening skills • Recognize client satisfaction factors • Apply communication styles according to context • Manage client expectations • Effectively resolve issues with clients • Develop cross-cultural communication skills https://cspace.concordia.ca/services/hr.html
Managing Team Dynamics And Effectiveness (Natalie Camirand, Manager, Organizational Development, natalie.camirand@concordia.ca, ext 3679, Human Resources)	Staff	Scheduled on occasion by HR	GENERAL OBJECTIVES <ul style="list-style-type: none"> • Assess the effectiveness of my leadership • Identify the level of engagement of my team • Evaluate my team’s evolution stage • Discover how my team can reach a high level of effectiveness • Adapt my leadership to increase team mobilization • Adopt the right model of intervention in a challenging situation • Promote collaboration in a context of diversity https://cspace.concordia.ca/services/hr.html
The Skillful Functional Supervisor (Natalie Camirand, Manager, Organizational Development, natalie.camirand@concordia.ca, ext 3679, Human Resources)	Staff	Scheduled on occasion by HR	Objectives <ul style="list-style-type: none"> • Successfully transition from colleague to supervisor • Effectively delegate tasks • Monitor completion of tasks • Establish proper follow-ups

			<ul style="list-style-type: none"> • Foster team commitment • Develop cross-cultural communication skills <p>https://cspace.concordia.ca/services/hr.html</p>
The Multiple Facets Of Managing And Leading - For Formal Managers (Natalie Camirand, Manager, Organizational Development, natalie.camirand@concordia.ca, ext 3679, Human Resources)	Staff	Scheduled on occasion by HR	<p>Objectives</p> <ul style="list-style-type: none"> • Identify the multiple roles of a manager • Effectively manage individual employees • Develop interpersonal skills (includes Cross-cultural communication overview) • Identify and foster personal leadership style • Develop technical management skills <p>https://cspace.concordia.ca/services/hr.html</p>
The Code of Rights and Responsibilities, offered through the Office of Rights and Responsibilities (“ORR”, Lisa White, Director and Senior Advisor, rights@concordia.ca, ext 8659, Office of Rights and Responsibilities)	Faculty, Staff, Students	Available upon request. ORR also presents this workshop at annual orientation and other events for students, faculty and staff.	<p>This session provides information to community members about the Code of Rights and Responsibilities (the “Code”), which outlines expectations of behaviour on campus and in relation to University activity. The session also discusses the role of ORR in communicating and promoting the Code. Additionally, it focuses on the role of those with supervisory authority in addressing behavioural situations, when applicable, and discusses different interventions and resolution processes available through ORR and other units.</p> <p>Presentations are tailored to the specific audience, but generally include the following: (1) Role of ORR and an introduction to the Code (2) Consultations with an ORR advisor (3) Specific discussion and/or presentation of scenarios related to behavioural issues pertinent to the audience (4) Best practices in addressing more common behavioural concerns and disclosures (5) Other university resources and tools.</p>

			<p>The presentation is 25-45 minutes in duration and often includes, but is not limited to, provisions of the Code with respect to discrimination, communication of discriminatory matter, sexual violence and sexual assault, sexual harassment, harassment, psychological harassment, and threatening or violent conduct.</p> <p>http://www.concordia.ca/students/rights.html</p>
<p>Mandatory sexual violence awareness and prevention training (Jennifer (JD) Drummond, SARC Coordinator, jennifer.drummond@concordia.ca, ext. 3353, Sexual Assault Resource Centre, Lisa Ostiguy, Special Advisor to the Provost, Campus Life, lisa.ostiguy@concordia.ca, ext 5438, Office of the Provost and Vice-President, Academic)</p>	<p>Faculty, staff and students are all required to take the training by October 4, 2019.</p>	<p>- Online 24 /7 - 8 in-person sessions during Fall 2019 semester (4 faculty / staff, 4 students)</p>	<p>In our ongoing efforts to foster a safe and respectful environment at Concordia, we are launching mandatory sexual violence awareness and prevention training.</p> <p>Titled “It takes all of us,” the training was designed by KnowledgeOne and Concordia’s Sexual Assault Resource Centre (SARC) based on consultations with a wide cross-section of the university community as well as the Standing Committee on Sexual Misconduct and Sexual Violence.</p> <p>The content of the training is preventive in nature and focuses on: Consent; Bystander intervention; Supporting survivors; and Information on our policies and processes</p> <p>Sexual violence awareness and prevention training is a legal requirement as outlined by Bill 151.</p> <p>http://www.concordia.ca/conduct/sexual-violence/training.html</p>
<p>Consent Conversations: Ask, Listen & Respect (Jennifer (JD) Drummond, SARC Coordinator,</p>	<p>Students</p>	<p>Per request</p>	<p>Learn about consent; what it is, why it’s important and how to ensure that you have it before engaging in sexual activity with your partner. Knowing how to</p>

<p>jennifer.drummond@concordia.ca, ext. 3353, Sexual Assault Resource Centre)</p>			<p>ask for, and give, consent will not only make your sex life more fun, but will also ensure that your partners' (and your own) boundaries are respected.</p> <p>http://www.concordia.ca/students/sexual-assault/workshops.html</p>
<p>I've Got Your Back: Take Action to Prevent Sexual Violence (Jennifer (JD) Drummond, SARC Coordinator, jennifer.drummond@concordia.ca, ext. 3353, Sexual Assault Resource Centre)</p>	<p>Students</p>	<p>Per request</p>	<p>Have you ever heard jokes, comments, or witnessed behaviors that could lead to sexual violence? Did you want to say or do something but didn't know how? Learn the tools and skills needed to go from passive to active bystander so that you can stand up and speak out safely against sexual violence.</p> <p>http://www.concordia.ca/students/sexual-assault/workshops.html</p>
<p>Supporting a Survivor of Sexual Assault (Jennifer (JD) Drummond, SARC Coordinator, jennifer.drummond@concordia.ca, ext. 3353, Sexual Assault Resource Centre)</p>	<p>Students</p>	<p>Per request</p>	<p>How would you respond if someone told you their story? Get the tools you need to be a supportive partner, friend, family member or ally to a survivor of sexual assault. Learn about helpful and harmful reactions, skills for active listening and the short and long-term impacts of sexual assault on survivors and the people close to them.</p> <p>http://www.concordia.ca/students/sexual-assault/workshops.html</p>
<p>Best practices for equitable hiring of full-time faculty (Mark Andrew Galang Villacorta, Senior Lead, Equity & Diversity, equity.vpfdi@concordia.ca, ext 4875, Office of the Provost)</p>	<p>Faculty, staff</p>	<p>Per request</p>	<p>This session provides training in equitable hiring practices for faculty serving on Departmental Hiring Committees (DHCs), Department Personnel Committees (DPCs), and relevant staff. The goal of the sessions is to provide practical, evidence-based information and approaches to the recruitment and hiring of full-time faculty.</p>

			<p>As of Fall 2019 the workshop is required for all members of active hiring committees and should be completed prior to the application deadline and before the review of applications begins.</p> <p>The sessions are scheduled from August through December to cover the regular tenure-track hiring cycle. Sessions may on occasion be requested by the committee chair in the event that all DHC members are not able to attend the pre-scheduled sessions.</p> <p>Presentation slides are made available upon completion of the workshop, and on-going consultation is offered to all DHCs, including the provision of additional materials and templates and attending DHC meetings as a non-voting Equity Advocate.</p> <p>Occasionally, this session has been modified for specific audiences and departments, such as the Library Advisory Search Committees, Horizon Postdoctoral Fellows Program, and specific departments and faculties.</p> <p>http://www.concordia.ca/about/administration-governance/office-provost-vp-academic-affairs.html</p>
<p>Building the Diverse Academic Departments of the Future: Tools for Equity in CRC Recruitment (Mark Andrew Galang Villacorta, Senior Lead, Equity & Diversity, equity.vpfdi@concordia.ca, ext 4875, Office of the Provost)</p>	<p>Faculty, staff</p>	<p>Five scheduled sessions in May and August 2019, and per request</p>	<p>This workshop focuses on the requirements set forth by the Canadian Research Chair program as per their Equity, Diversity and Inclusion requirements. Content includes inclusive excellence, unconscious bias, CRC requirements, best practices in tenure-track hiring and conflict of interest.</p>

			http://www.concordia.ca/about/administration-governance/office-provost-vp-academic-affairs.html
Equitable hiring of full-time faculty (Téo Blackburn, manager.ali@concordia.ca , ext 7704, Manager, Academic Leadership and Inclusion, Mark Andrew Galang Villacorta, Senior Lead, Equity & Diversity, equity.vpfdi@concordia.ca , ext 4875, Office of the Provost)	Faculty, staff	Per request	This session provides an overview of equitable search practices within the academy. It is not intended as a formal workshop, but to familiarize the audience with basic concepts and ongoing EDI activity on campus. http://www.concordia.ca/about/administration-governance/office-provost-vp-academic-affairs.html
Equity, Diversity and Inclusion, Administrative Search Process (Téo Blackburn, manager.ali@concordia.ca , ext 7704, Manager, Academic Leadership and Inclusion, Mark Andrew Galang Villacorta, Senior Lead, Equity & Diversity, equity.vpfdi@concordia.ca , ext 4875, Office of the Provost)	Hiring committees and others involved in search for administrative leadership positions	Per request	This session provides training in equitable hiring practices for senior level academic leadership. The content includes basic concepts, the context of Canadian higher education with respect to EDI, the importance and process of seeking an equity champion and practical approaches to recruiting senior academic leaders. http://www.concordia.ca/about/administration-governance/office-provost-vp-academic-affairs.html
Building the Faculty Applicant Pool: Starting the Conversation (Mark Andrew Galang Villacorta, Senior Lead, Equity & Diversity, equity.vpfdi@concordia.ca , ext 4875, Office of the Provost)	Faculty, administrative leadership	Per request, done once for Faculty of Fine Arts	Discussion on best practices of building a diverse applicants pool in order to support and equitable search process. http://www.concordia.ca/about/administration-governance/office-provost-vp-academic-affairs.html
Equity, Diversity and Inclusion in Research (Téo Blackburn, manager.ali@concordia.ca , ext 7704, Manager, Academic	Staff, faculty	Per request, done once for the Office of Research	This session focuses on how concepts of inclusive Excellence can and should be applied to aspects of research in higher educations, including project planning, implementation and reporting.

Leadership and Inclusion, Mark Andrew Galang Villacorta, Senior Lead, Equity & Diversity, equity.vpfdi@concordia.ca, ext 4875, Office of the Provost)			
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APPENDIX 3:

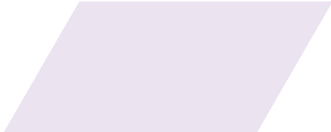
Indigenous Directions Action Plan



The Indigenous Directions Action Plan:

Concordia's Path Towards Decolonizing
and Indigenizing the University

April 2019





Territorial Acknowledgement

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

Learn more at concordia.ca/about/indigenous/territorial-acknowledgement.html

With Thanks to the IDLG

We would also like to acknowledge all of the current and past members of the Indigenous Directions Leadership Group for their contributions to this document and the collective efforts that helped to make it possible. Our membership has been primarily comprised of Indigenous students, staff and faculty, but also includes a small number of valued allies from across the University.

Ron Abraira, Tiffany Ashoona, Vicky Boldo, Victoria Cooke, Orenda Boucher-Curotte, Chadwick Cowie, Brooke Wahsontiiostha Deer, Marie-Ève Drouin Gagné, Elizabeth Fast, Emilee Gilpin, Donna Kahérakwas Goodleaf, Karl Hele, Heather Igloliorte, Cheryl Lahache, Veronica Lefebvre, Jason Edward Lewis, William Lindsay, Charmaine Lyn, Charles O'Connor, Genèvieve Sioui, Cherry Smiley, Linda Teoli, Louellyn White, and Wahéhshon Shiann Whitebean.

The IDLG most of all expresses its deep gratitude to all of the students, staff, faculty, community members and others who participated in consultations, interviews, and discussions with the IDLG that led to the development of this Action Plan. Thank you for sharing your vision, knowledge and experiences with us.

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Graham Carr speaking to Donna Kahérakwas Goodleaf, Indigenous Curriculum and Pedagogy Advisor at the Internal Launch of the Action Plan on March 13, 2019.

Forward

This is an historic moment for Concordia University.

As Provost and Vice President, Academic, it's been my privilege to witness the development of our Indigenous Directions Action Plan. The idea for the Plan was originally conceived as Concordia's response to the Calls to Action and Principles of Reconciliation of Canada's *Truth and Reconciliation Commission*. But this document goes further, differentiating Concordia from how other higher education institutions have approached this important work in Québec and across Canada. It reflects who we are, capturing our spirit as an action-oriented, community-minded university.

I want to express a deep debt of gratitude to all past and current members of the Indigenous Directions Leadership Group who are the collective authors of this Plan. Their work was demanding, complex and often intensely personal. It involved extensive consultations with Indigenous students and alumni, staff and faculty, as well as external community partners and advisors. It required much reflection, much discussion, and thoughtful, deliberate crafting. The Plan sets clear directions on how we, the Concordia community, should undertake our collective work of decolonizing and Indigenousizing our university. It is called an Action Plan for a reason and our responsibility going forward is to make good not just on what it recommends, but also on what it intends.

The Action Plan marks the beginning of what will be a continuous voyage for Concordia. It is a living document that will be further enriched over time by experience, by practice and through learning. I sincerely hope that the Plan will also signal to others our aspiration to be a place where Indigenous Peoples, knowledges and languages can thrive, where diversity is valued as a source of understanding our society and ourselves.

The Indigenous Directions Action Plan is part of what makes us a next generation university. The task of executing it should inspire us to take pride.

Graham Carr
Provost and Vice President, Academic
Concordia University



Introduction

The Indigenous Directions Action Plan is envisioned as a guide and tool to enable all Concordians to move the University towards a more equitable and inclusive future. It is created, in part, to respond to the Calls to Action of the Truth and Reconciliation Commission (TRC).

With this document, Concordia commits to taking concrete steps towards the decolonization and Indigenization of our institution, in order for us to co-construct a new, shared future based on responsibility, reciprocity, and respect.

Context

Efforts to decolonize and Indigenize Concordia University began decades ago, notably with the establishment of what is today the Aboriginal Student Resource Centre in 1992, and through the ongoing efforts of our past and current Indigenous faculty, staff and students. In 2014, Jason Lewis submitted the first proposal to the President and Provost to develop a plan to address Indigenous issues at Concordia, prior to the conclusion of the Truth and Reconciliation Commission in 2015. In 2016, Elizabeth Fast and Charmaine

Lyn were appointed as Special Advisors to the Provost on Indigenous Directions, with a 3-year mandate to identify and recommend priority areas in which Concordia can improve its responsiveness to the Truth and Reconciliation Commission (TRC)'s Principles for Reconciliation and Calls to Action.

This Action Plan is one key result of both that longer history of Indigenous advocacy and activism, as well as the 3-year mandate set out in the fall of 2016, when the Special Advisors worked with the Provost to recruit members to the Indigenous Directions Leadership Group (IDLG). The IDLG is composed almost entirely of Indigenous faculty, staff and students at Concordia. The main task set to the IDLG was to undertake a university and community-wide engagement and consultation process, although the work they have collectively accomplished on behalf of the University since 2016 extends far beyond that mandate.

This Action Plan is the result of more than a year of invited, open, and targeted consultations, primarily with our Indigenous students, faculty and staff, as well as others across the University and community members outside of the institution. The Indigenous Directions Leadership Group then jointly undertook the monumental task of compiling, writing, refining, vetting, and finalizing the recommended actions that numerous members of our community contributed to, resulting in this document.

Concordia commits to taking concrete steps towards the decolonization and Indigenization of our institution, in order for us to co-construct a new, shared future based on responsibility, reciprocity, and respect.

About the Indigenous Directions Action Plan

While the IDLG mandate set by the Provost explicitly refers to the Truth and Reconciliation Commission (TRC) Calls to Action, the IDLG also acknowledges many other sources: calls to action articulated over the years by Concordia's internal community of Indigenous faculty, staff and students, together with their allies; Universities Canada's Principles on Indigenous education¹; the Royal Commission on Aboriginal Peoples (RCAP)²; the United Nations Declaration on the Rights of Indigenous Peoples³; the work of our colleagues at other institutions across Canada and internationally; and the longstanding leadership of Indigenous Peoples and communities in ongoing grassroots collective action.

The Action Plan is not a panacea to the multiple complex challenges to reconciliation, Indigenization and decolonization that we and our key stakeholders have observed and experienced. Rather, we have set out a number of actions that we believe have the potential to prepare the ground for further, ongoing and increasingly intensified efforts to recalibrate and transform the University's internal and external relationships with Indigenous Peoples and communities.

Our recommended actions aim to respond to these internal demands as much as towards the minimum criteria that the TRC put forward. We have sought to develop a plan that will create optimal conditions for continued growth of Indigenous presence among students, faculty and staff at Concordia.

While the calls in this Action Plan are directly a result of the consultation processes - aimed at the highest levels of our University in order to ensure long-term, effective institutional change - we welcome and encourage all Concordians to take up the spirit of this living document by considering how each of us can work together towards these shared goals.

We welcome new ideas, strategies, and voices in these processes going forward that support, build upon, and make visible the work of the Action Plan in all areas of the University.

Through community consultation and collaborative effort, the Action Plan puts forth:

- structures and policies that allow for greater participation of Indigenous communities, students, staff and faculty in the university's governance;
- the integration of Indigenous knowledge and the Principles of Reconciliation into existing courses, programs, and governance structures at Concordia;
- steps that should be undertaken to enhance the cultural climate at Concordia for Indigenous students, staff, and faculty;
- strategies, programs and services that will support and facilitate Concordia's recruitment, admission, retention, and graduation of Indigenous learners;
- strategies, programs and services that will support and facilitate Concordia's recruitment and retention of Indigenous faculty and staff; and

- ways to foster, strengthen and showcase the innovative research being done by Indigenous faculty and students in partnership with Indigenous communities.

We are guided by Concordia's mission to be welcoming, engaged, and committed to innovation and excellence in education, research, creative activity and community partnerships. Concordia dares to be different and draws on its diversity to transform the individual, strengthen society and enrich the world.

We are guided by the University's Nine Strategic Directions, and envision this Action Plan as entirely aligned with the ambitious goals that Concordia has set for itself as an institution and as a community comprised of diverse members.

We are guided by the meaning of Concordia Salus – wellbeing through harmony – the City of Montreal's motto.

Our hope is grounded in the resilience of Indigenous Peoples' connection to the past, present and future, and the courage that our University has demonstrated in creating a meaningful space in which Indigenous voices and perspectives are centered in the development and articulation of a vision for the future and the beginnings of a path moving us toward that future together.

Sincerely,

Heather Igloliorte
Special Advisor to the Provost on Advancing Indigenous Knowledges, on behalf of the Indigenous Directions Leadership Group

¹ <https://www.univcan.ca/media-room/media-releases/universities-canada-principles-on-indigenous-education/>

² <https://www.bac-lac.gc.ca/eng/discover/aboriginal-heritage/royal-commission-aboriginal-peoples/Pages/introduction.aspx>

³ <https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html>



Vicky Boldo (Cultural Support Worker for Indigenous Students) and William Lindsay (Senior Director of the Office of Indigenous Directions) closing the Internal Launch of the Action Plan on March 13, 2019.

GOVERNANCE AND COMMUNITY PARTICIPATION: ACCELERATE THE INDIGENIZATION OF GOVERNANCE AND INCREASE COMMUNITY ENGAGEMENT

Concordia University commits to reimagining a renewed relationship with the Indigenous Peoples of this land, by recognizing the original and ongoing relationships of Indigenous Peoples with the Lands and Waters of this territory.⁴

The University understands that in order for Indigenous community partners, Elders and knowledge holders to consider Concordia to be an ethical, respectful and valuable partner, it needs to develop clear structures, processes and adequate resources for robust participation in decision-making and governance by Indigenous Peoples⁵ as well as sustained Indigenous representation within the University's upper administrative structures.⁶

Concordia recognizes the importance of establishing strategies and structures for building respectful and mutually beneficial research, learning and teaching opportunities for the benefit of Indigenous communities and the University⁷ with the aid of protocols and guidelines developed in partnership with Indigenous communities through the facilitation of the Indigenous Community Engagement Coordinator.⁸

An element of the process of rebuilding relationships requires the University to develop transparent new policies and procedures for financial transactions to ensure that Indigenous speakers, collaborators, knowledge holders and research partners are no longer financially burdened or economically disadvantaged by their work with Concordia.⁹

By taking action to establish structures and policies that allow for greater participation of Indigenous communities, students, staff and faculty in the University's governance, Concordia will have a better understanding of how to assess the University's progress on the decolonization and Indigenization of the University, as well as how to monitor and track Concordia's success and challenges during the 3-year mandate of the Action Plan.¹⁰

⁴ Recommended Action 1.4

⁵ Recommended Action 1.3

⁶ Recommended Action 1.1

⁷ Recommended Action 1.2

⁸ Recommended Action 1.6

⁹ Recommended Action 1.5

¹⁰ Recommended Action 1.7

Recommended Action 1.1

Establish a permanent, university-wide Indigenous Directions Leadership Council that reports directly to the Provost, and includes primarily members of Indigenous communities.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
Concordia University commits to the processes of decolonizing and Indigenizing the academy by providing financial and human resources support for the creation of the IDLC, ensuring the continuous guidance and governance by Indigenous Peoples, including members of our faculty, staff, and students.	Set the terms of reference for the Indigenous Directions Leadership Council as an outgoing activity and prepare for transition to Indigenous Directions Leadership Council, chaired by the Senior Director, Indigenous Directions.	Indigenous Directions Leadership Group, Provost	Spring 2019
Concordia develops clear structures, processes and adequate resources for robust participation in decision-making and governance by Indigenous Peoples, faculty, staff, students, and community members.	Secure resources and administrative support to facilitate participation of IDLG members in ongoing activities through the end of its mandate, including the formation of the IDLC.	Provost	Winter 2019
A permanent group known as the IDLC is ready to take over the work of the IDLG at the end of the group's current mandate. The IDLC provides the University with collaboration and leadership on an array of issues critical to Concordia's commitment to reconciliation, decolonization and Indigenization.	Recruit new members to the Indigenous Directions Leadership Council according to the new terms of reference.	Indigenous Directions Leadership Council	Spring 2019

Recommended Action 1.2

Establish Indigenous leadership positions at upper administrative levels.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
Indigenous representation is established within the University's upper administrative structures in order to ensure the ongoing, permanent presence of empowered Indigenous leadership.	Establish and hire a Senior Director of Indigenous Directions (SDID), reporting to the Provost, and ensure that the SDID has appropriate, permanent-basis level staffing in place to support the work of the Senior Director and the IDLC.	Provost	Winter 2019
	Hire or appoint a high-level faculty Special Advisor responsible for developing and promoting Indigenous research and academics.	Provost	Winter 2019

Recommended Action 1.3

Develop, validate and disseminate an Institutional Protocol for engaging Indigenous Elders, Knowledge Holders and Community Members.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
Concordia establishes clear guidelines and cultural protocols for engaging respectfully with Indigenous Elders and other cultural knowledge holders to support the creation and maintenance of respectful and ongoing relationships.	Draft Institutional protocol for Elder and other Indigenous Community Engagement.	IDLG; Centre for Teaching and Learning - Indigenous Curriculum and Pedagogy Advisor	Winter 2019
Indigenous community partners, Elders and knowledge holders consider Concordia to be an ethical, respectful and valuable partner.	Draft Elder and Indigenous Community Engagement protocol undergoes preliminary review by relevant Concordia stakeholders.	Senior Director, Indigenous Directions	Winter 2019 – Spring 2019
Concordia stakeholders, Indigenous community leaders, Elders and cultural knowledge holders have a shared understanding of the Protocol's purpose and processes, providing enhanced transparency for ethical partnerships and engagement.	Draft Elder and Indigenous Community Engagement protocol is validated with Indigenous Community stakeholders.	SDID; Office of Community Engagement; Advancement; CTL - Indigenous Curriculum and Pedagogy Advisor	Fall 2019
	Disseminate Elder and Indigenous Community Engagement Protocol (print and online, with translations).	SDID; University Communications Services	Winter 2020



The Aboriginal Student Resource Centre team, from left to right: Laurence Lainesse, Bo Kim, Vicky Boldo, Orenda Boucher-Curotte, and Faye Mullen. Photo credit: Concordia University.



Wahéshon Shiann Whitebean, MA INDI, PhD Candidate, founder of both the First Peoples' Studies Member Association and the Indigenous Student Council, and IDLG member. Photo credit: Concordia University.



Members of the Indigenous Directions Leadership Group. From left to right: Brooke Wahsontiooshta Deer, Ron Abraira, Elizabeth Fast, Marie-Ève Drouin-Gagné, Chad Cowie, Donna Kahérakwas Goodleaf, Orenda Boucher-Currotte, Charlie O'Connor, Geneviève Sioui, Wahéhshon Shiann Whitebean, and Charmaine Lyn. Members missing from photo: Vicky Baldo, Tiffany Ashoona, William Lindsay, Heather Igloliorte, Veronica Lefebvre, Jason Edward Lewis, Louellyn White, Victoria Cooke, and Linda Teoli. Photo credit: Concordia University. www.concordia.ca/about/indigenous/indigenous-leaders.html.

Recommended Action 1.4

Establish Protocols for the ongoing use and maintenance of the Territorial Acknowledgement.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
<p>Concordia establishes clear protocols for the appropriate use of the Territorial Acknowledgement. This opens the possibility of a renewed relationship with Indigenous Peoples of this land, by recognizing the original and ongoing relationships of Indigenous Peoples with the Lands and Waters of this territory.</p> <p>Faculty, researchers, students, staff and senior management across the University have access to training, education and resources on the Acknowledgement, so that the Concordia community is knowledgeable and informed on the meaning, purpose and use of the Territorial Acknowledgement.</p> <p>Out of respect for the Territorial Acknowledgement as a living document, Concordia reviews the Territorial Acknowledgement and its protocols every five years to ensure it remains reflexive, accurate, and up-to-date.</p>	<p>Provide training and education on the Territorial Acknowledgement to staff and faculty.</p>	<p>CTL; SDID</p>	<p>Ongoing</p>
	<p>Establish strategies and protocol for signatures, syllabi, events, media relations, and questions about the Territorial Acknowledgement.</p>	<p>IDLC; SDID; Secretary-General; Vice-Provost Innovation in Teaching and Learning; CTL - Indigenous Curriculum and Pedagogy Advisor</p>	<p>Fall 2019</p>
	<p>Develop, through consultation with internal and external stakeholders, a resource document that provides guidelines for the appropriate use of the Territorial Acknowledgement.</p>	<p>IDLC; SDID; CTL</p>	<p>Fall 2020</p>
	<p>Conduct regular reviews and validation of the existing Acknowledgement and protocols for its use with internal and external stakeholders, and updating it if necessary.</p>	<p>IDLC; SDID</p>	<p>5-year cycle, beginning 2022</p>



William Lindsay, Senior Director of the Office of Indigenous Directions. Photo credit: Concordia University.

Recommended Action 1.5

Develop specific policies and procedures for financial transactions for working with Indigenous communities and individuals.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
<p>In order to create and maintain community partnerships and respectful relationships with Indigenous knowledge holders, Concordia develops transparent new policies and procedures for financial transactions with Indigenous Peoples and in Indigenous communities. Speakers and other guests or research partners are compensated both fairly and timely, respecting Indigenous protocols.</p> <p>Timely, fair and respectful financial interactions ensure Indigenous guest speakers, collaborators, knowledge holders and research partners are no longer financially burdened or economically disadvantaged by their work with the University.</p>	<p>Develop, in consultation with IDLC and units, departments, and key individuals, new policies and best practices for financial transactions with Indigenous communities and community members based on Indigenous protocols. This includes but is not limited to: timely reimbursement; respecting the financial needs of Elders, knowledge holders and communities; understanding Arctic and other remote community travel; and reconciling administrative processes with community expectations and protocols.</p>	<p>Chief Financial Officer; SDID</p>	<p>Fall 2019</p>
	<p>Provide Financial Services with focused training on protocols and best practices for Indigenous Peoples related to financial concerns, including the creation of a document outlining new policies and procedures that can be shared widely for faculty and staff use.</p>	<p>CFO; SDID; Hospitality Services; Associate Vice-President Finance and Controller</p>	<p>Winter 2020</p>

Recommended Action 1.6

Develop strategies and structures for building partnerships and holding relationships with Indigenous communities.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
Concordia establishes strategies and structures for building respectful and mutually beneficial research, learning and teaching opportunities for the benefit of Indigenous communities and the University together. These processes are facilitated by the creation of a permanent position for Indigenous Community Engagement.	Identify current Concordia faculty and staff members actively cultivating partnerships with Indigenous communities in order to determine what support and resources existing community partnerships could benefit from.	IDLC; Faculties	Spring 2019
	Develop community engagement and partnership guidelines for best practices.	SDID; OCE; CTL - Indigenous Curriculum and Pedagogy Advisor; Special Advisor to the Provost on Advancing Indigenous Knowledges; Vice-Provost Partnerships and Experiential Learning; Faculties	Winter 2020
Strategies, protocols and guidelines are developed in partnership with Indigenous communities and stakeholder groups for engaging in Indigenous community-based partnerships, collaboration, teaching and learning. The publication of these guidelines for best practices is co-developed in partnership with Indigenous communities and stakeholders, and made publicly accessible.	Create a full-time Indigenous Community Engagement Coordinator position.	OCE	Spring 2020
	Develop and deliver specific training, consistent guidance, and clear objectives in terms of community relationships and partnerships in research and teaching activities.	SDID; Special Advisor AIK; OCE; CTL - Indigenous Curriculum and Pedagogy Advisor; Concordia Continuing Education; Vice-President Research and Graduate Studies; VPPEL; Faculty Deans; Faculties	Fall 2020
Existing community engagement activities are more broadly publicized and celebrated, setting an example for future collaborations and partnerships between communities and faculties, departments, research centers and research projects.	Feature and highlight our many community collaborations on the Indigenous Directions Web Hub.	IDLC; UCS	Winter 2021 - ongoing

Recommended Action 1.7

Review Concordia's success in implementing the Indigenous Directions Action Plan.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
Concordia collectively assesses our progress on the decolonization and Indigenization of the University and our efforts towards reconciliation and fulfilling the TRC Calls to Action. We do so using tools and measures developed and implemented to monitor and keep track of Concordia's successes and challenges during the 3-year mandate of the Action Plan. Together, we publish a final report which includes a roadmap for the future based on the outcomes of the Action Plan's 3-year mandate.	In collaboration with Indigenous community stakeholders and the IDLC, develop tracking tools and measures that allow all levels of the University to track and demonstrate their success in the implementation of the Protocols and Action Plan.	IDLC with all administration, all staff, all faculties, all departments and research centres	Fall 2019
	Compile a final document outlining successes and challenges, including next steps for the University, in order to assess our progress and address issues that have arisen during this process for the future.	IDLC with all administration, all staff, all faculties, all departments and all research centres	Spring 2022



A participant at the Internal Launch of the Action Plan reads the Indigenous Ally Toolkit created by the Montreal Urban Aboriginal Community Strategy Network, reseauumtlnetwork.com/resources/ (2019)

CURRICULUM AND PEDAGOGY:

ADVANCE THE RECOGNITION AND INTEGRATION OF INDIGENOUS KNOWLEDGE IN CURRICULUM AND PEDAGOGY

Concordia University commits to reimagining the value that Indigenous leadership and guidance brings to teaching and learning at the University. It aspires to become a prominent site for the training and mentorship of the next generation of Indigenous scholars.⁸

The University does this by ensuring the stability, functioning and growth of the First Peoples' Studies program (FPST)⁹ as well as establishing and resourcing an FPST Advisory Council.¹⁰

Concordia encourages all faculties and departments to undertake self-assessments on the inclusion of Indigenous content in their course offerings¹¹ and remain actively engaged in the ongoing decolonization and Indigenization of the University's curriculum and pedagogy. This will ultimately lead all departments across the University to offer courses grounded in and reflective of diverse Indigenous histories, epistemologies, worldviews, research and pedagogical practices.¹²

Concordia University, as an academic institution, recognizes its responsibility to value and provide ongoing support for the revitalization of Indigenous languages. It acknowledges the challenges brought about by the impacts of the Residential School system on the perseverance of Indigenous languages, and commits to working with faculty, students, media, recruitment and communications to develop policies that establish and enhance the presence, recognition and acceptance of Indigenous languages as academic language at the University.

In relation to this, Concordia will also underline the importance of Lands and Waters as valuable pedagogical teachers and will research, develop and offer new Indigenous land-based programs in partnership with Indigenous communities both in-community and on campus to demonstrate this commitment.¹³

By taking action to advance the recognition and integration of Indigenous ways of knowing into Concordia's curriculum and pedagogy, the University will become a destination for both Indigenous and non-Indigenous students, faculty, staff and researchers committed to the Indigenization and decolonization of post-secondary education.¹⁴

⁸ Recommended Action 2.1

⁹ Recommended Action 2.2

¹⁰ Recommended Action 2.3

¹¹ Recommended Action 2.7

¹² Recommended Action 2.5

¹³ Recommended Action 2.4

¹⁴ Recommended Action 2.6

Recommended Action 2.1

Develop and sustain institutional capacity of Indigenous graduate students in the pursuit of university teaching excellence.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
The development of an Indigenous-led, Indigenous graduate student GradProSkills program provides culturally grounded training in teaching excellence for the next generation of Indigenous professors.	Build capacity of Indigenous graduate students as future faculty members through the development of an Indigenous GradProSkills course on university teaching.	School of Graduate Studies; CTL - Indigenous Curriculum and Pedagogy Advisor; Library; Faculty Deans; Chairs; Faculties	Fall 2020
Concordia becomes a prominent site for the training and mentorship of the next generation of Indigenous scholars, increasing the recruitment and retention of exceptional Indigenous graduate students and ensuring their success after graduation.	Promote Indigenous pedagogy through the development of a full-time Indigenous Curriculum and Pedagogy Advisor position.	VPITL	Spring 2019
A permanent, full-time Indigenous Curriculum and Pedagogical Advisor provides ongoing Indigenous leadership and guidance in teaching and learning at the University.			

Recommended Action 2.2

Ensure the stability, functioning and growth of the First Peoples' Studies program (FPST) so that it can become a stand-alone program.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
With new hires, stable course offerings, and appropriate funding, FPST grows and develops into a robust, stand-alone program. This autonomy creates space for Indigenous intellectual traditions to flourish.	Prioritize strategic hiring of two new Tenure Track faculty members, and develop a 5-year plan for future Part-time, Limited Term Appointment and Tenure Track hires to support the stability of course offerings, meet student support needs, as well as the transition to a standalone program	Provost; Dean, Faculty of Arts and Science; Director, First Peoples' Studies	Winter 2019
FPST increases its research capacity and partnerships with Indigenous communities and scholars.	Ensure stability of academic offerings and readiness for growth of the First Peoples Studies Program (FPST).	Provost; Dean, FAS; Director, FPST; Director, School of Community and Public Affairs; CTL - Indigenous Curriculum and Pedagogy Advisor	Fall 2020
Concordia University is recognized as creating the first undergraduate and graduate Indigenous studies programs in the province, establishing the University as a leader in Indigenous research and teaching excellence. FPST becomes the ideal destination for students interested in Indigenous studies throughout Eastern Canada, and the program has the capacity to support and nurture these students throughout their studies. This increases Indigenous and other student enrolment and the retention of Indigenous faculty and staff.	Establish objectives and milestones for the transition of FPST to a stand-alone program.	Dean, FAS; Director, FPST	Fall 2020
	Initiate the processes required in order to develop a graduate program within FPST; establish guidelines and Terms of Reference to ensure the program's autonomy	FPST Dean, Faculty of Arts and Science	Spring 2021

Recommended Action 2.3

Establish and resource FPST Advisory Council with terms of reference on roles, decision-making and scope of authority/responsibility.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
Fulfilling the recommendations laid out at the formation of FPST, a community-based FPST Advisory Council is established with appropriate staffing levels to support the development and growth of FPST. The formation of FPST Advisory Council heightens Concordia's ability to recruit and retain Indigenous students, builds meaningful new community partnerships, and strengthens relationships between FPST and Indigenous communities in the province and across Canada.	Draft and approve the Terms of Reference for the establishment of an FPST Advisory Council by appropriate channels.	Provost; Dean, FAS; Director, FPST	Winter 2019
	Ensure administrative support for convening and supporting the work of the Advisory Council.	Dean, SCPA	Spring/ Summer 2019
	Secure ongoing funds for honoraria for community-based members of the FPST Advisory Council.	Dean, FAS; VPAER; Director, SCPA	Fall 2019
	Invite community members to join the FPST Advisory Council and set regular meetings.	Director, FPST; Faculty and Staff	Fall 2019

Recommended Action 2.4

Establish the presence, recognition and acceptance of Indigenous languages as academic language at Concordia University.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline	
Concordia University recognizes its responsibility to value and provide ongoing support for the revitalization of Indigenous languages. Acknowledging the linguistic and cultural diversity of Indigenous communities and the challenges brought about by the impacts of the Residential School system on Indigenous languages perseverance, Concordia commits to working with faculty and students to implement new policies and procedures that ensure the ongoing offering of Indigenous language courses as well as the development of new policies around the acceptance of academic work, including theses, in those Indigenous languages. Concordia develops new, future-oriented policies and procedures that allow for the inclusion of Indigenous languages in internal and external communications, such as in advertising, recruitment materials, and in the media.	Ensure that Indigenous languages are offered on a consistent rotating basis every year, so that students can learn and advance their knowledge and proficiency in Indigenous languages.	Director, FPST; VPITL; Dean, Graduate Studies	Fall 2019	
	Working with staff, students, faculty and Indigenous language holders and translators, develop policies on the inclusion and acceptance of academic work in Indigenous languages, just as academic work in French is accepted.			Spring 2021
	At a university-level, develop a policy for the use of Indigenous languages and terminology in both internal and external communications.	UCS		Spring 2021



Donna Kahérakwas Goodleaf, Indigenous Curriculum and Pedagogy Advisor. Photo credit: Concordia University. www.concordia.ca/cunews/main/stories/2018/08/20/a-new-concordia-seminar-series-aims-to-indigenize-the-academy.html

Recommended Action 2.5

Develop a strategic plan for decolonizing and Indigenizing curriculum content across all academic departments inclusive of university-wide faculty training.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
Using a self-assessment tool that has been developed by the Indigenous Curriculum and Pedagogy Advisor and administered to all faculties and departments across the University, Concordia produces a comprehensive list of current Indigenous course content and offerings.	Survey faculties and departments to create a comprehensive list of current Indigenous course content and offerings. Highlight academic programs which already include an Indigenous specialization or focus.	VPITL; CTL - Indigenous Curriculum and Pedagogy Advisor	Spring/ Summer 2019
The curriculum review report is published with key findings on the list of current Indigenous course offerings across the University, highlighting our strengths and indicating areas on which to focus for future development.	Offer university-wide training for all instructors on anti-oppressive and anti-racist pedagogical skills, to build competence and confidence in teaching and facilitating difficult material.	University Elder (with decanal support); CTL - Indigenous Curriculum and Pedagogy Advisor; Provost; VPITL; Senior Lead, Equity and Diversity	Fall 2020- Ongoing
All faculties and departments across the University are actively engaged in ongoing decolonization and Indigenization training in curriculum development, leading all departments across the University to offer courses and programs grounded in and reflective of diverse Indigenous histories, epistemologies, worldviews, research and pedagogical practices.			

Recommended Action 2.6

Research Indigenous land-based learning programs in order to develop our own land-based programs, courses, and/or intensives.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
New Indigenous land-based programs are researched, developed and offered in partnership with Indigenous communities in Indigenous communities and on campus.	Research Indigenous-focused, land-based programs, in order to create a proposal to enhance and diversify our course offerings by developing land-based learning programs, to become an institution of the future.	CTL - Indigenous Curriculum and Pedagogy Advisor; Director, FPST; SDID; Special Advisor AIK	Spring 2019



Restoring Our Roots Land-Based Retreat, July 2018. Photo credit: Rupert Mackie.

Recommended Action 2.7

Conduct self-assessment of Indigenous courses and content by all faculties and departments in order to identify gaps and opportunities for improvement.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
Using the above-mentioned self-assessment tool that has been developed by the Indigenous Curriculum and Pedagogy Advisor and administered to all faculties and departments across the University, and through consultations with students and faculty members, all faculties and departments undertake self-assessments on the inclusion of Indigenous content in their course offerings. Drawing on the 3-year seed fund created by the Provost's office, all faculties and departments consider innovative ways to build upon, improve and expand their course offerings.	Work with all faculties and departments to identify current gaps and future opportunities for teaching Indigenous content and otherwise including Indigenous knowledge in our courses.	CTL - Indigenous Curriculum and Pedagogy Advisor; SDID; Special Advisor AIK; Faculties; Departments; Chairs; Faculty Deans	Fall 2019
	In consultation with Indigenous Curriculum and Pedagogy Advisor, Senior Director, Special Advisor on Advancing Indigenous Knowledges, and your own students and staff, determine where gaps and opportunities exist, develop departmental and faculty-wide strategies to address discipline-specific issues and create strategies to avoid pitfalls.	All Faculties and Departments	Winter 2020
	Create a 3-year fund to seed, support and incentivize the ethical implementation of the Indigenization of curricula and the decolonization of syllabi for faculty and departmental initiatives resulting from consultation processes.	Provost	Fall 2020



Students gather in the Multi-faith and Spirituality Centre

INSTITUTIONAL ENVIRONMENT:

INSTITUTIONAL ENVIRONMENT: ENHANCE THE CULTURAL CLIMATE OF THE UNIVERSITY FOR INDIGENOUS PEOPLES

Concordia University commits to reimagining a campus that is sustainable and culturally-safe for Indigenous students.

It recognizes that in order to do so meaningfully, decolonizing and anti-racist training programs need to be regularly offered to faculty, staff, students and administration¹⁷ in order to become aware of and sensitive to Indigenous cultures and community realities¹⁶ nationally and locally.

Opportunities for organized gatherings throughout the year that celebrate Indigenous cultures and knowledges at Concordia,¹⁷ as well as the creation of permanent gathering spaces for Indigenous students and communities on campus¹⁸ will position Concordia as a leading university in Eastern Canada.

Cultural safety also means that Concordia University's communications on all platforms are respectful of and responsive to Indigenous Peoples within and outside of Concordia.¹⁹ When Concordia is informed on and participates in truth-telling, it will result in new policies and procedures for the University, enabling staff and faculty to be more informed in their discussions of Concordia's history in relation to space and place.²⁰ As such, Concordia will transform institutional narratives and spaces, and create landmarks that reflect and acknowledge the histories, voices and perspectives of Indigenous Peoples.²¹

By taking action to improve the institutional environment of the University, Concordia will enhance its cultural climate for Indigenous students, staff, faculty and administration, becoming a safer, more welcoming place for Indigenous members of our community.

¹⁵ Recommended Action 3.1

¹⁶ Recommended Action 3.2

¹⁷ Recommended Action 3.4

¹⁸ Recommended Action 3.3

¹⁹ Recommended Action 3.5

²⁰ Recommended Action 3.6

²¹ Recommended Action 3.7

Recommended Action 3.1

Offer decolonizing, anti-racist Indigenous awareness programs and instruction at the University for faculty members and students at large.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
Concordia creates a sustainable, culturally-safe space for Indigenous students.	Develop and establish a series of culturally-specific anti-racism (and intersectional, BIPOC/LGBTQ2S diversity) training and awareness sessions at different levels, including online training programs, with a budget of \$10,000/yr.	Provost; CTL - Indigenous Curriculum and Pedagogy Advisor; IDLC; Senior Lead, Equity and Diversity; Special Advisor AIK; Special Advisor to the Provost on Campus Life; Library	Fall 2019
Decolonizing and anti-racist, Indigenous awareness programs are developed and regularly offered across the University for faculty, staff and students.			
Concordia faculty, students and staff increase their knowledge, understanding and awareness about issues impacting Indigenous faculty, staff and students on campus.	Set institutional goals for training, in terms of numbers of people, frequency, and total hours of training.	IDLC; Senior Lead, Equity and Diversity; CTL - Indigenous Curriculum and Pedagogy Advisor; Faculties; Associate Vice-President Human Resources	Fall 2019
	Research and develop a plan for incentivizing increased student enrolment in Indigenous studies courses within all departments and faculties.	Deputy Provost; SDID; Faculties; School of Graduate Studies	Fall 2020

Recommended Action 3.2

Provide decolonizing and anti-racist Indigenous awareness training for Concordia's administration across the University.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
Concordia University's administration is aware of and sensitive to Indigenous cultures and communities in and around Montreal, as well as Quebec, the North, and nationally, and establishes ongoing, reciprocal relationships with these communities.	Following the successful pilot project for an administration-level Retreat in 2017, establish ongoing plans for the President, Provost, Academic Cabinet and other higher administration training and retreats. Set a target number of anti-racism and anti-colonial trainings workshops and retreats, tailored to key leadership levels.	SDID; CTL - Indigenous Curriculum and Pedagogy Advisor; Senior Lead, Equity and Diversity	Spring 2019
CTL has developed and implemented online learning modules for all administrative levels across the University.			
Regularly scheduled workshops on anti-colonial, anti-racist training for senior administration as well as all other administration staff across the University is developed and implemented by the CTL and the Senior Director of Indigenous Directions.	Develop and deliver tailored decolonization training for the University as a whole, including Finance, UCS, Office of Advancement, Library, Enrolment Services and Student Services relevant to their specific needs and areas of expertise.	Concordia-wide, with an initial focus on Finance; UCS; Advancement; Library; Enrolment Services; Student Services	Fall 2019
	Create an ongoing budget for this training, including support for Indigenous coordinators on staff as well as for community-based facilitators.	Vice-Provost Faculty Development and Inclusion; AVPHR	Winter 2019

Recommended Action 3.3

Develop prominent Indigenous spaces at Concordia, working towards the establishment of a permanent Indigenous Cultural Space.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
<p>The Aboriginal Student Resource Centre has a new space for the gathering of Indigenous students, cultures, peoples and communities on campus. Indigenous students are empowered by organizing and offering Indigenous events that benefit both the Concordia community and local Indigenous communities.</p> <p>Concordia is recognized as a leader, particularly in Eastern Canada, by decolonizing its institution through the creation of new prominent spaces to meet the needs of Indigenous students, faculty, staff and communities.</p>	<p>Research how many Indigenous students work and study on Loyola campus, and consult with them on what resources are required and desired at Loyola.</p>	<p>Special Advisor, Campus Life</p>	<p>Summer 2019</p>
	<p>Establish dedicated space for the Indigenous Directions Leadership Council, including Coordinator office and meeting space.</p>	<p>Provost: Vice-President Services</p>	<p>Winter 2019</p>
	<p>Develop a Proposal for Advancement to prioritize the creation of an Indigenous Cultural Space (ICS) such as a First Peoples' House; gauge other funding sources for this.</p>	<p>SDID</p>	<p>Spring/ Summer 2019</p>
	<p>In the interim period, ensure continuous service provision and positive growth of the ASRC as a vital site of Indigenous spiritual, mental and academic health, and Indigenous student gathering.</p>	<p>Deputy Provost</p>	<p>Winter 2019</p>

Our hope is grounded in the resilience of Indigenous Peoples' connection to the past, present and future, and the courage that our University has demonstrated in creating a meaningful space in which Indigenous voices and perspectives are centered in the development and articulation of a vision for the future and the beginnings of a path moving us toward that future together.

Recommended Action 3.4

Establish permanent, institutionalized support for First Voices Week.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
An annual, ongoing fund is secured to support the celebration of Indigenous culture and knowledge at Concordia, taking place in the last week of January, and bringing together different Indigenous groups across campus, and the broader community.	Fund and create a recurrent student coordinator for FVW, overseen by the Senior Director, Indigenous Directions and Special Advisor AIK" and add a period at the end.	SDID; Special Advisor AIK	Fall 2019
	Establish an ongoing annual budget for First Voices Week.	SDID	Winter 2019
Indigenous student organizations and other diverse student associations and campus-community organizations have established a strong networking relationship that enables their collaboration, as well as facilitates student recruitment from CEGEPs and high schools in the region.	Build relationships between local high schools and CEGEPs in order to involve Indigenous students in FVW events targeted at their demographics.	Indigenous Community Engagement Coordinator; Indigenous Student Recruitment and Retention Officer	Fall 2019

Recommended Action 3.5

Develop a communication and multi-media strategy at Concordia that affirms and supports the presence of Indigenous Peoples in the institution.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
Concordia University's communications on all platforms are respectful and responsive to Indigenous Peoples within and outside of Concordia. Indigenous communities at Concordia are well represented in all communications and space is made for them online, through the Indigenous Directions Hub. All information about Indigenous Peoples, communities, research, and course offerings at Concordia is easily found at the same place, on the Hub.	Allocate resources for the ongoing maintenance of the Indigenous Directions Hub, by hiring an Indigenous Communications staff person under the Senior Director, Indigenous Directions.	Provost; UCS	Winter 2019

We have set out a number of actions that we believe have the potential to prepare the ground for further, ongoing and increasingly intensified efforts to recalibrate and transform the University's internal and external relationships with Indigenous Peoples and communities.

Recommended Action 3.6

Undertake critical research on Concordia's history in relation to colonialism, including its founders and founding organizations.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
<p>The Concordia community develops a deeper awareness of the origins of its buildings and infrastructures, and the historical connections between colonial religious orders and the dispossession of Indigenous Peoples from their lands and cultures.</p> <p>A rigorous, nuanced report is produced and circulated with key findings and recommendations regarding Concordia's history of colonialism in relation to such actors as the Grey Nuns, the Jesuits and the evangelist Sir George Williams and their Connection to residential and day schools and its impacts on Indigenous communities.</p> <p>The report is completed and presented by Indigenous scholars in partnership with local Indigenous communities at various conferences and colloquia, and the knowledge is further disseminated in scholarly journals and openly accessible online on the Hub. This process serves as a model for other institutions to undertake similar critical and decolonial self-assessments. It results in new policies and procedures for the University, and enables staff and faculty to be more informed in their discussions of Concordia's history in relation to space and place.</p> <p>Concordia University is informed on and participates in truth-telling regarding Concordia's historical and contemporary role in perpetuating colonial and racist institutional policies and practices towards Indigenous Peoples, and finds ways to commemorate and reconcile with that history.</p>	<p>Investigate Concordia's history relative to colonialism in reference to, for example, the Grey Nuns, the Jesuits, and their connections to Residential and Day Schools, and research key founding figures such as the evangelist Sir George Williams.</p> <p>Establish a research budget, timeline, and individuals or a team for the inquiry. Provide funding for doctoral or postdoctoral research on the subject to a graduate student in FPST, History, Communications or a related discipline under the guidance of a faculty member. Provide support for the dissemination of their research including their recommendations, as well as journal publications and conference proceedings.</p>	<p>Special Advisor AIK; VPRGS; Library; Faculty and Student Researchers</p>	<p>2019- 2021</p>
	<p>Ensure the timely completion of research. Collaborate with external community representatives and knowledge-keepers. Produce a publicly accessible report that includes recommendations for addressing the findings of this research. Disseminate this research and report widely, in the public as well as in journal publications and conference proceedings.</p>	<p>Special Advisor AIK; VPRGS; Library; Faculty and Student Researchers</p>	<p>2019- 2021</p>
	<p>Consider commemorations or other forms of public acknowledgement as required to Concordia's involvement in colonialism past and present, as revealed by historical research.</p>	<p>President; Provost; SDID; Special Advisor AIK</p>	<p>Fall 2021</p>

Recommended Action 3.7

Develop a strategy for renaming or naming new public spaces, theatres, buildings, or other landmarks, to acknowledge and highlight Indigenous presence and history.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
<p>Concordia has transformed institutional spaces and has created landmarks that reflect and acknowledge the histories, voices and perspectives of Indigenous Peoples.</p> <p>In partnership with local Indigenous cultural knowledge keepers and communities, the Concordia Library has participated in the commemoration of the history of Canada's Residential Schools, through its holdings, collections, archives and installations.</p>	<p>Collaborate with internal Concordia and external community representatives and knowledge keepers on the development of a strategy for naming or renaming public spaces in order to acknowledge and highlight Indigenous presence and history, and if necessary, reevaluate certain names of buildings in order to reflect our desire to become a next-generation university.</p>	<p>Provost; Facilities; Advancement; SDID; Special Advisor AIK; Library</p>	<p>2021</p>

Concordia dares to be different and draws on its diversity to transform the individual, strengthen society and enrich the world.



Members of the IDLG, from left: Elizabeth Fast, Emilee Gilpin, Jason Edward Lewis, Cherry Smiley, Heather Igloliorte, Shiann Whitebean, Tiffany Ashoona, Louellyn White, Charmaine Lyn and Marie-Ève Drouin-Gagné. Photo credit: Concordia University.



Indigenous student graduates, May 2018

INDIGENOUS STUDENTS:

INCREASE RECRUITMENT, ADMISSION, RETENTION AND GRADUATION OF INDIGENOUS STUDENTS

Concordia University commits to reimagining its relationships with Indigenous communities and supporting the educational goals they have identified in order to increase the enrolment, recruitment, and retention of Indigenous students.²²

The University supports increasing the representation of Indigenous Peoples in Concordia's student body, both in undergraduate and graduate studies,²³ and recognizes that more informed and holistic data and analysis can be developed to support decision-making regarding student needs. Adapting the application, admission and data collection processes used by the University to be more responsive to Indigenous realities will result in more reliable data and increase the opportunity for ethical decision-making pertaining to current and prospective Indigenous students.²⁴

To help meet the goal of increasing Indigenous student recruitment, admission, retention and graduation. The University requires the development of responsive Indigenous transition programs, in partnership with Indigenous community organizations, that are Indigenous-centred and available at the request of Indigenous students in any program at Concordia.²⁵

Increasing and sustaining scholarships for Indigenous graduate and undergraduate students will make Concordia a more competitive option for prospective Indigenous students when deciding which university to attend.²⁶

The retention of Indigenous students is contingent on the supports Concordia can offer, requiring the bolstering of resources offered by the existing Aboriginal Student Resource Centre, which works to ensure diverse and meaningful services are in place to meet Indigenous students' needs.²⁷ Additional services for Indigenous students beyond those already offered by the ASRC need to be created and supported, such as Indigenous-centric childcare and on-campus housing, transportation and tutorial support.²⁸

Indigenous students benefit enormously from the Indigenous peer networks they build both within the institution as well as beyond. As such, participating in the establishment of an inter-institutional Indigenous Peer Network seeking to work respectfully with Indigenous communities²⁹ would not only enrich the student experience, but also lessen the isolation that many students feel when leaving their communities to pursue post-secondary education.

By taking action to provide equitable and fair accessibility to higher education³⁰ for Indigenous Peoples, Concordia will increase the recruitment, admission, retention and graduation of Indigenous students.

²² Recommended Action 4.8

²³ Recommended Action 4.2

²⁴ Recommended Action 4.1

²⁵ Recommended Action 4.3

²⁶ Recommended Action 4.6

²⁷ Recommended Action 4.4

²⁸ Recommended Action 4.5

²⁹ Recommended Action 4.7

³⁰ Recommended Action 4.2



Cherry Smiley, Indigenous feminist documentary film-maker, PhD candidate in Communications Studies, past IDLG member and Trudeau Scholar.

Recommended Action 4.1

Revise admissions data collection tools and processes in order to conduct quantitative and qualitative analyses on our existing Indigenous student body in order to better understand prospective Indigenous student demographics.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
<p>Prospective students find our application and admission processes to be culturally sensitive and relevant. Our data collections tools are likewise adapted to facilitate ethical, smoother and more reliable data collection on Indigenous applicants and admissions processes for Indigenous students on a local, national and international level, enabling us to better serve the next generation of Indigenous students.</p> <p>Informed, holistic and ethical data and analysis are used to support decision-making about student needs as well as best practices for recruitment and retention.</p>	<p>Amend admissions applications to facilitate accurate Indigenous self-identification as Inuit, First Nations, Métis, Indigenous (international), and create an open answer/blank space, so that:</p> <ul style="list-style-type: none"> - Self-identification is separate from residency; - Uploading of status cards is not required at time of application; - Self-Identification includes a non-status option. 	Deputy Provost	Summer 2019
	<p>Conduct analysis of applicant and student data in relation to Indigenous student life at Concordia, such as but not limited to; program choice, use of Student Success Centre, registration at Aboriginal Student Resource Centre, graduation rates, and continuation to graduate studies.</p>	Director of Admissions	Fall 2019

Recommended Action 4.2

Develop a strategy to increase the numbers of Indigenous students, and their retention and graduation rates.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
<p>Concordia establishes equitable and fair accessibility to higher education, which includes increasing representation of Indigenous Peoples in Concordia's student body, both in undergraduate and graduate studies.</p> <p>Concordia provides ongoing funds to support the development and expansion of FPST's graduate and undergraduate programs and new Indigenous programs to reflect and be culturally responsive to the personal and academic needs of Indigenous students.</p> <p>Concordia establishes a fund for providing full scholarships to exceptional Indigenous MA and PhD applicants, making Concordia competitive with other institutions of similar size and scope, and ending our loss of exceptional students to other universities with more attractive admissions packages.</p>	<p>Fund and develop a specific, culturally-relevant Indigenous student recruitment strategy in consultation with the Indigenous Student Recruitment Officer, Indigenous Community Engagement Coordinator, ASRC, current students and student organizations/groups (FPSTMA, ISC).</p> <p>Establish recruitment and graduation targets for Indigenous students in undergraduate and graduate programs. Establish recruitment and completion targets for Indigenous students as next-generation learners in non-degree programs, education, retraining and continuing education. Establish full scholarships for exceptional Indigenous graduate students to make Concordia University competitive with national institutions of similar size and scope.</p>	<p>Deputy Provost; Director, Student Recruitment; Registrar; Director, Financial Aid and Awards; Associate Vice-President Lifelong Learning; Dean, Graduate Studies; Special Advisor AIK; SDID</p> <p>Deputy Provost; Faculty Deans; Dean, Graduate Studies; IDLC; Student Success Centre; CTL - Indigenous Curriculum and Pedagogy Advisor</p>	<p>Winter 2020</p> <p>Fall 2020</p>

Recommended Action 4.3

Develop and implement Indigenous-centered bridging or scaffolding programs designed to support Indigenous students' transition into university life and academic programs.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
<p>Concordia creates a structured, culturally-safe pathway towards academic success for Indigenous students.</p> <p>A strong network and partnership between Concordia University and local Indigenous communities' educational institutions, CEGEPs and other institutions is created.</p> <p>Responsive Indigenous transition programs are developed in partnership with Indigenous community educational organizations to develop Indigenous-centered bridging programs available to Indigenous students in all programs at Concordia.</p>	<p>Further establish relationships and cultivate opportunities for collaboration with high schools, school boards, and colleges (CEGEPs), and adult learning centres, to identify both the needs of prospective students while also learning about what already exists and works for new students.</p> <p>Develop a strategy for transition-year programs that relate to the needs of all prospective Indigenous students (including but not limited to, mature students, non-degree, distance, retraining and continuing education).</p>	<p>Deputy Provost; Indigenous Student Recruitment and Retention Officer; Indigenous Community Engagement Coordinator; AVPLL</p>	<p>Winter 2021</p>

Recommended Action 4.4

Substantially increase the capacity of the Aboriginal Student Resource Centre (ASRC) to provide a range of relevant and effective services to Indigenous students.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
The Aboriginal Student Resource Centre has the resources to ensure diverse and meaningful services are in place that meet the needs of Indigenous students.	Ensure resources to support full-time University Elder position.	Deputy Provost	Spring 2019
	Create an additional fund for visiting Elders, subject to the Elder Protocol (1.3).	Deputy Provost	Spring 2019
Recruitment and retention of graduate and undergraduate Indigenous students is increased on an annual basis through the ASRC.	Create and fund: - Peer-to-peer academic mentorship programs - Consider creating an Indigenous Student Liaison Officer (retention)	Dean of Students; Aboriginal Student Resource Centre	Fall 2019
The Indigenous Student Recruitment and Retention Officer is created as a full-time permanent position to support new and current students year-round, dramatically enhancing our graduation rates and making Concordia an appealing destination for Indigenous students who wish to feel supported in their studies and research.	Increase ASRC operating budget to enable program development for priorities: - Graduate student support program and events - Culturally specific events		
	Create and fund: - Student retreats		

Recommended Action 4.5

Increase the services available to support Indigenous students beyond those offered by the ASRC.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
Specific Indigenous strategies are in place that meet the needs of Indigenous students, such as on-campus housing/student residences, tutorial services, transportation; and Indigenous-centric child care services.	Develop Indigenous-specific strategies to address student services such as: - On-campus housing/ student residences - Indigenous-centric child care - Transportation and travel - Tutorial support	Deputy Provost; Director, Residence Life; Director, Financial Aid and Awards; Director, Student Success Centre; VPS; Dean of Students; ASRC; Concordia Student Union; Graduate Students Association	Fall 2019
As a result of these initiatives, Indigenous students' retention and graduation rates increase on an annual basis.			



Recommended Action 4.6

Increase funding for Indigenous students.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
Sustainable and permanent funding for Indigenous students is increased.	Establish specific funds for the ASRC & Indigenous Directions where donations can be directed, actively promote these options to donors through the Office of Advancement.	VPA	Summer 2019
Indigenous students' access to fair and equitable education contributes to Indigenous students graduation rates on an annual basis.			
Scholarships for Indigenous graduate and undergraduate students is increased and sustained on an annual basis, making Concordia competitive with other similar universities.	Increase the number of scholarships for Indigenous students, and partner with student associations in different faculties, the CSU, and campus-community organizations to deliver these opportunities.	VPA; Financial Aid and Awards Office; SGS	Fall 2019
A short-term and long-term sustainable funding strategy is in place that supports Indigenous graduate and undergraduate students.	Raise the profile of existing scholarships and other available funding.	SDID; Indigenous Student Recruitment and Retention Officer	Winter 2019
Indigenous graduate students' graduation rates increase on an annual basis.	Develop and fund a plan to support Indigenous undergraduate, MA and PhD students through TAs and RAships, included in admissions offers, to support students throughout their time at Concordia	Deputy Provost; Dean, Graduate Studies; Special Advisor AIK	Spring 2019

Recommended Action 4.7

Participate in the establishment of an inter-institutional Indigenous Peer Network seeking to work respectfully with Indigenous communities.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
Robust collaborations between post-secondary institutions and communities are established in order to support the development of an inter-institutional Indigenous Peer Network with Indigenous communities.	Concordia convenes, or participates regularly in, meetings of a network of representatives from nearby CEGEPs, colleges and universities.	ASRC Coordinator; Indigenous Community Engagement Coordinator; University Elder; SDID; Special Advisor AIK; IDLC	Fall 2019

Recommended Action 4.8

Develop community relationships to support educational goals for enrolment, recruitment and retention.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
Engagement and long-term partnerships are created between Concordia and local Indigenous communities.	Conduct research and engage with communities to better understand community needs, and educational priorities and goals.	SDID; VPITL; CTL - Indigenous Curriculum and Pedagogy Advisor; Indigenous Community Engagement Coordinator;	Winter 2020
CTL, in partnership with local Indigenous communities, has in place diverse Indigenous programs that meet the educational priorities and needs of Indigenous communities.	Conduct research and engage with communities to better understand community needs, educational priorities and goals. Develop a pedagogical plan/offer that is aligned with those communities' goals, and establish funding accordingly.	IDLC; FPST Advisory Council; Faculties	
Sustainable funding is ongoing to support and meet the needs of Indigenous communities.			

Our hope is grounded in the resilience of Indigenous Peoples' connection to the past, present and future, and the courage that our University has demonstrated in creating a meaningful space in which Indigenous voices and perspectives are centered in the development and articulation of a vision for the future and the beginnings of a path moving us toward that future together.

INDIGENOUS FACULTY AND STAFF:

AMPLIFY THE RECRUITMENT AND RETENTION OF INDIGENOUS FACULTY AND STAFF

Concordia University commits to reimagining its relationships with and commitments to Indigenous staff and faculty in order to bolster the recruitment and retention of excellent, innovative, and committed employees.

The University is aware that developing sound recruitment, hiring and retention policies and practices as related to Indigenous faculty and staff across all academic units and services will allow for a more culturally-safe workplace for Indigenous Peoples.³¹

Encouraging Indigenous faculty to teach advanced undergraduate and graduate level credit courses/programs³² will establish the University as a centre for Indigenous research excellence.

Concordia also acknowledges that creating an Indigenous staff and faculty support network and service plan³³ will address Indigenous-specific employment needs at the University.

By taking action to respond to the unique experiences of Indigenous Peoples employed by the University, Concordia will amplify both the recruitment and retention of Indigenous faculty and staff.

Recommended Action 5.1

Develop and implement an institutional hiring and retention strategy for Indigenous faculty members.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
Indigenous Peoples are represented across all of the department and faculty levels at Concordia, establishing our University as a center for Indigenous research excellence.	Target the increase of full-time Indigenous faculty from 9 to 18 by Fall 2021, doubling our current cohort (potentially including CRCs and CURCs).	Provost	Fall 2021
The Office of Faculty Development and Inclusion has developed sound recruitment, hiring, and retention policies and practices as related to recruiting and hiring Indigenous faculty across all academic units throughout the University.	Provide hiring committees with equity and diversity training, including implicit bias training, and training on Indigenous self-identification. Encourage and support the inclusion of Indigenous faculty representation from other departments on hiring committees where no Indigenous faculty members are available. Include in job descriptions invitations for self-identification, to help the institution to identify Indigenous staff and faculty from the onset.	VPFDI; Senior Lead, Equity and Diversity	Winter 2019
The tenure and promotion of Indigenous research scholars and faculty is increased.	Develop Indigenous-specific faculty retention policies and practices, including re-considering CRC and CURC policies.	Provost; VPRGS; SDID; Special Advisor AIK	

³¹ Recommended Action 5.1

³² Recommended Action 5.3

³³ Recommended Action 5.2



Geneviève Sioui, Indigenous Community Engagement Coordinator. Photo credit: Concordia University

Recommended Action 5.2

Develop and implement an institutional hiring and retention strategy for Indigenous staff members.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
<p>Concordia’s Human Resources develops sound recruitment, hiring and retention policies and practices for recruitment and retention of Indigenous staff across all services and academic units across the University.</p> <p>An Indigenous staff support network and services plan is created in order to retain excellent Indigenous staff members at all levels and provide culturally-safe workplaces.</p>	Attract more Indigenous staff across different departments of the University.	AVPHR	Winter 2020
	Develop an Indigenous staff retention plan including job satisfaction, support networks and services.	AVPHR	Fall 2020

Recommended Action 5.3

Facilitate the teaching of advanced undergraduate and graduate courses by Indigenous faculty.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
Advanced undergraduate and graduate level Indigenous credit courses/programs are developed and taught by Indigenous faculty, ensuring those Indigenous faculty members are not always obliged to teach entry-level course content.	Develop and implement a system that would facilitate advanced undergraduate level and graduate courses to be regularly taught by Indigenous faculty.	Provost; Faculty Deans; Department Chairs; CTL - Indigenous Curriculum and Pedagogical Advisor; SDID	Summer 2019





Heather Igloliorte, Associate Professor in the Department of Art History, University Research Chair in Indigenous Art History and Community Engagement, and Special Advisor to the Provost on Advancing Indigenous Knowledges. Photo credit: Concordia University.

INDIGENOUS RESEARCH:

ENRICH THE UNIVERSITY'S CAPACITY AND SUPPORT FOR INDIGENOUS-LED AND COMMUNITY-BASED RESEARCH

Concordia University commits to reimagining how ethical, reciprocal and meaningful Indigenous research, in partnership with Indigenous communities,³⁴ is conducted.

Through the establishment of an Indigenous Research Centre,³⁵ funded through the Canada Foundation for Innovation, Concordia will be supporting world-class Indigenous-led research and research-creation on campus and with our community partners.³⁶

By developing strategic plans to recruit, engage and hire exceptional Indigenous graduate students to work on Indigenous-led research projects that respect and benefit Indigenous communities, as well as aiding in their development as professionals and scholars through sustainable and ongoing funding opportunities, Concordia will cement its reputation as an institution that supports Indigenous students in the pursuit of research excellence.³⁷

Concordia realizes that the research efforts of Indigenous faculty and students must be publicly documented and highlighted throughout the University's communications platforms. This includes, but is not limited to, featuring Indigenous-related conferences on campus, publications regarding Indigenous research, knowledge mobilization and translation, and research installations at Concordia's 4th Space.³⁸

By taking action to foster, strengthen and showcase the innovative research being done by Indigenous faculty and students in partnership with Indigenous communities, now and in the future, Concordia will be establishing itself as an institution that deeply values the impressive contributions of Indigenous Peoples to academia.

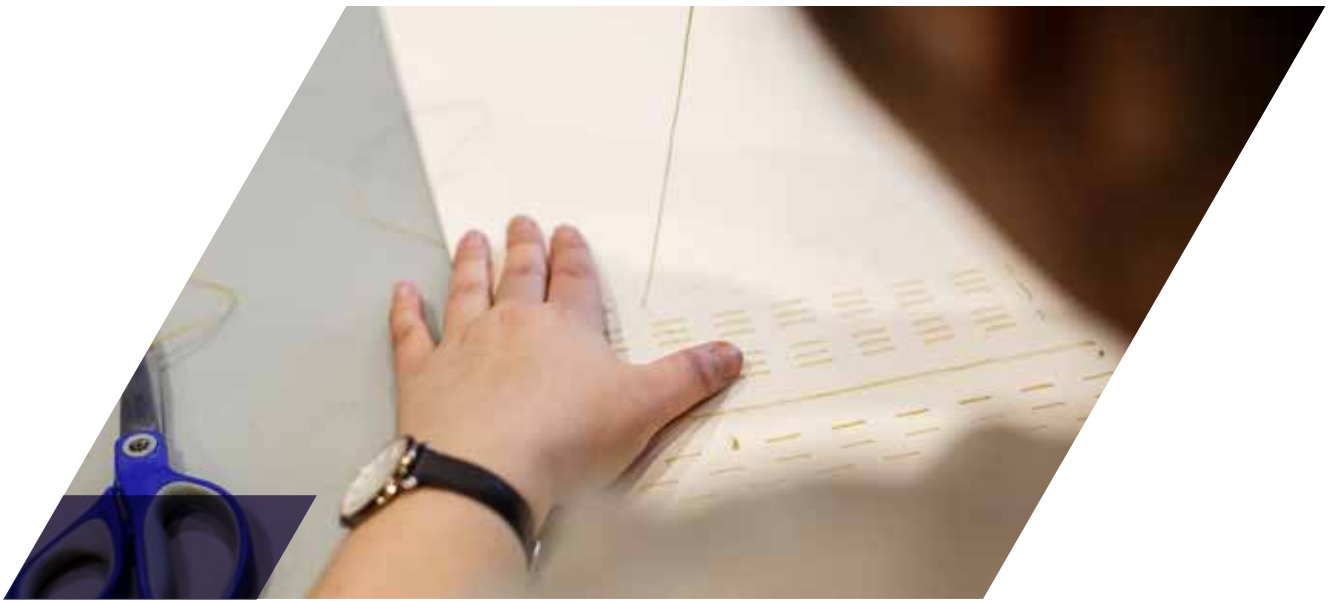
³⁴ Recommended Action 6.3

³⁵ Recommended Action 6.1

³⁶ Recommended Action 6.6

³⁷ Recommended Actions 6.2, 6.4, 6.5

³⁸ Recommended Action 6.7



Geneviève Sioui, Indigenous Community Engagement Coordinator. Photo credit: Concordia University

Recommended Action 6.1

Establish a university-wide Indigenous Research Centre.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
The Indigenous Research Centre is created with seed funding for three years, including full-time administrative staff and technical support which supports the space while a capital campaign is created to support the long-term goals of establishing an Indigenous Cultural Space / First Peoples' House, which will include the IRC.	Provide seed funding and support over a three-year period leading to the permanent establishment of an Indigenous Research Centre on campus, including necessary space on campus, hiring full-time administrative support and technical support, and establishing a plan for advancement and a capital campaign for an Indigenous Cultural Space (ICS) where the IRC can be permanently located in the future.	Provost; VPRGS; VPA; Special Advisor AIK; SDID	2018-2021

Recommended Action 6.2

Recruit excellent prospective Indigenous graduate students to the University by creating opportunities for innovative Indigenous research.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
A 5-year fund is created which attracts and hires exceptional Indigenous graduate students to work on innovative Indigenous research at Concordia University.	Create a 5-year fund, and inform researchers throughout the University of that fund, so that they can create attractive entrance offers for prospective graduate students.	Special Advisor AIK; Provost; Library; Faculty Deans; Dean, Graduate Studies	Winter 2019

Recommended Action 6.3

Foster and strengthen Indigenous research with and for Indigenous communities.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
Ethical, reciprocal, meaningful partnerships in Indigenous research with Indigenous communities are established throughout the city, Quebec, nationally and internationally.	Develop partnership opportunities through strategic prioritization of research grants that meet and address community-identified needs.	Special Advisor AIK; VPRGS	Fall 2019

Recommended Action 6.4

Develop funding for Indigenous TAs, RAs, and graduate students to work with faculty on research projects.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
Sustainable funds are put in place that support Indigenous faculty and graduate students to undertake meaningful research in partnership with Indigenous communities.	Create a pool of matching funds that enable faculty members to involve Indigenous students in meaningful research opportunities. Develop new ways to engage students in innovative Indigenous-led research.	VPRGS; Departments and Faculties; Special Advisor AIK"	Spring 2019
Strategic plans are created that engage Indigenous students in Indigenous-led research projects that respect and benefit Indigenous communities.			

Recommended Action 6.5

Increase Concordia's participation in international Indigenous research and study networks.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
Sustainable and ongoing funding is secured to support travel for Indigenous graduate students to present at conferences, pay dues to professional associations, university memberships, and support attendance at national and international conferences and research networks. This supports their development as professionals and scholars, and cements Concordia's reputation as an institution that supports its Indigenous students in their pursuit of research excellence.	Establish conference travel funding for Indigenous students, university memberships, dues for professional associations, and otherwise provide support so that the University can bid to host international conferences and research networks. Support research dissemination activities of faculty members.	VPRGS; Special Advisor AIK	Ongoing



Jason Edward Lewis (right), is professor in Concordia's Department of Design and Computation Arts, Concordia University research chair in computational media and the Indigenous Future Imaginary, and co-director of the Indigenous Futures research cluster. Skawenati (left), is the partnership coordinator for Concordia's initiative for Indigenous Futures, housed in the indigenous futures research cluster. In 2017 the artist completed three major projects, including a public art project and two machinimas — movies made in virtual worlds — *She falls for ages* and *The peacemaker returns*.

Recommended Action 6.6

Research-Creation Outputs as defined by Tri-Council

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
Sustainable funding is secured and ongoing to support the application of a Canada Foundation for Innovation grant for the Indigenous Research Centre.	Concordia supports the application for a CFI for the Indigenous Research Centre in order to support world-class research and research-creation on campus and with our partners and communities.	VPRGS; Special Advisor AIK	2019-2021

Recommended Action 6.7

Increase public knowledge of the Indigenous research on campus by highlighting the work of Indigenous faculty and students.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
Conferences on campus and published articles highlighting Indigenous research, knowledge mobilization and translation is leveraged across the University.	Highlight Indigenous research profiles in communications, including ongoing showcasing of Indigenous research at 4 th Space, knowledge mobilization and translation, and the leveraging of research that is happening across the University.	UCS; VPRGS; Special Advisor AIK	Spring 2019

Stakeholder	Task(s) Corresponding to Action Plan
Aboriginal Student Resource Centre (ASRC)	1.7, 4.4, 4.5, 4.7
Advancement	1.7, 3.2, 3.7
Associate Vice-President Finance and Controller (AVPFC)	1.5, 1.7, 3.2
Associate Vice-President Human Resources (AVPHR)	1.7, 3.1, 5.2
Associate Vice-President Lifelong Learning (AVPLL)	1.7, 4.2, 4.3
Centre for Teaching and Learning (CTL) - Indigenous Curriculum and Pedagogy Advisor	1.3, 1.4, 1.6, 1.7, 2.1, 2.2, 2.5, 2.6, 2.7, 3.1, 3.2, 4.2, 4.8, 5.3
Chairs and Departments	1.7, 2.1, 2.7, 5.3, 6.4
Chief Financial Officer (CFO)	1.5, 1.7
Concordia Continuing Education (CCE)	1.6, 1.7, 2.4
Concordia International	1.7, 6.5
Concordia staff across the University	1.7
Concordia Student Union (CSU)	1.7, 4.5
Dean of Faculty of Arts and Science (FAS)	1.7, 2.3
Dean of Graduate Studies	1.7, 2.1, 2.2, 4.2, 4.3, 6.2
Dean of Students	1.7, 3.3, 4.4, 4.5
Deputy Provost	1.7, 4.1, 4.2, 4.3, 4.4, 4.5
Director of First Peoples' Studies (FPST)	1.7, 2.2, 2.3, 2.4, 2.6
Director of the School of Community and Public Affairs (SCPA)	1.7, 2.2, 2.3
Facilities	1.7, 3.7
Faculties	1.6, 1.7, 2.1, 2.7, 3.1, 4.8, 6.2, 6.4
Faculty and Student Researchers	1.7, 3.6
Faculty Deans	1.7, 2.1, 2.7, 3.4, 5.1, 5.3, 6.2, 6.4
Faculty of Arts and Science (FAS)	1.6, 1.7, 2.1, 2.2, 2.3
Financial Aid and Awards Office	1.7, 4.6
First Peoples' Studies Program (FPST) Advisory Council	1.7, 4.8
Government Relations	1.7, 3.7
Hospitality Services	1.5, 1.7
Indigenous Directions Leadership Group (IDLG) (to become Indigenous Directions Leadership Council - IDLC)	1.1, 1.3, 1.4, 1.6, 1.7, 3.1, 4.2, 4.7, 4.8

Stakeholder	Task(s) Corresponding to Action Plan
Indigenous Student Recruitment and Retention Officer	1.7, 3.4, 4.3, 4.6
Office of Community Engagement (OCE) - Indigenous Community Engagement Coordinator	1.3, 1.6, 1.7, 3.4, 4.3, 4.7, 4.8
Office of Institutional Planning and Analysis	1.7, 4.1
Office of Research	1.6, 6.3, 6.4
President/Provost	1.1, 1.2, 1.7, 2.2, 2.3, 2.5, 2.7, 3.1, 3.3, 3.4, 3.5, 3.6, 3.7, 4.6, 5.1, 5.3, 6.1, 6.2
Registrar	1.7, 4.1, 4.2
Research Centres	1.7
School of Graduate Studies (SGS)	1.7, 2.1
Secretary-General	1.4, 1.7
Senior Director of Indigenous Directions (SDID)	1.3, 1.4, 1.5, 1.6, 1.7, 2.3, 2.6, 2.7, 3.1, 3.2, 3.3, 3.7, 4.2, 4.6, 4.7, 4.8, 5.1, 5.3
Senior Lead, Equity and Diversity	1.7, 2.5, 3.1, 3.2, 5.1
Special Advisor to the Provost on Advancing Indigenous Knowledges (AIK)	1.6, 1.7, 2.3, 2.6, 2.7, 3.6, 3.7, 4.2, 4.6, 4.7, 5.1, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7
Special Advisor to the Provost on Campus Life	1.7, 2.5, 3.3
Tenure and Promotion Committee	1.7, 5.1
University Communications Services (UCS)	1.3, 1.4, 1.6, 1.7, 3.2, 3.5, 6.7
University Elder	1.7, 2.5, 4.7
University Librarian	1.7, 2.7, 3.7
Vice-President Advancement (VPA)	1.3, 1.7, 2.3, 4.6, 6.1
Vice-President Research and Graduate Studies (VPRGS)	1.2, 1.6, 1.7, 4.6, 5.1, 6.1, 6.5, 6.6, 6.7
Vice-President Services (VPS)	1.7, 3.3, 4.5, 6.1
Vice-Provost Faculty Development and Inclusion (VPFDI)	1.7, 5.1
Vice-Provost Innovation in Teaching and Learning (VPITL)	1.4, 1.7, 2.1, 2.2, 2.4, 2.5, 3.1, 4.8
Vice-Provost Partnerships and Experiential Learning (VPPEL)	1.6, 1.7



APPENDIX 4:
Equity Census, 2020

Concordia University – Equity Census – Proposed Revision – DRAFT15 - Paper

Date revised: September 16, 2019

Prepared by: Mark Andrew Galang Villacorta, Senior Lead, Equity & Diversity,
Téo Blackburn, Manager, Academic Leadership and Inclusion, Nadia Hardy, Vice-Provost, Faculty
Development and Inclusion, Interim Deputy Provost

Federally and Provincially Designated Groups

1. Gender

Do you self-identify as a woman?

No Yes Prefer not to answer

2. Aboriginal persons

- “Aboriginal persons” means Indigenous persons from Canada and the US. This includes individuals who are members of a First Nation, Métis, Inuit, status and non-status Indians, registered and non-registered Indians, and treaty Indians.

Based on this definition, do you self-identify as an Aboriginal person?

No Yes Prefer not to answer

3. Visible minorities

- “Visible minorities” means persons who, other than Aboriginal persons, are non-white in colour / race. This includes individuals who were born in Canada and abroad.

Based on this definition, do you self-identify as a visible minority?

No Yes Prefer not to answer

4. Ethnic minorities

- “Ethnic minorities” means persons who are neither Aboriginal persons nor visible minorities and whose mother tongue is neither French nor English.

Based on this definition, do you self-identify as an ethnic minority?

No Yes Prefer not to answer

5. Persons with disabilities

- “Persons with disabilities” means persons who have long-term or recurring physical, mental, sensory, psychiatric or learning impairments.

Based on this definition, do you self-identify as a person with a disability?

No Yes Prefer not to answer

Supplementary Questions

Aboriginal Persons – Please skip this section if you answered “no” to Question 2.

6. Do you self-identify as (select all that apply):

- 1: First Nations and/or North American Indian
- 2: Métis
- 3: Inuk (Inuit)?
- 4: Prefer not to answer

7. Are you a Status Indian (Registered or Treaty Indian under the Indian Act of Canada)?

- 1: No
- 2: Yes
- 3: Prefer not to answer

Race and Ethnicity

8. Do you self-identify as (select all that apply):

- 1: White
- 2: South Asian (e.g., East Indian, Pakistani, Sri Lankan, etc.)
- 3: Chinese
- 4: Black
- 5: Filipino
- 6: Latin American
- 7: Arab
- 8: Southeast Asian (e.g., Vietnamese, Cambodian, Laotian, Thai, etc.)
- 9: West Asian (e.g., Iranian, Afghan, etc.)
- 10: Korean
- 11: Japanese
- 12: Other(s)?
- specify: _____
- 13: Prefer not to answer

Persons with Disabilities – Please skip this section if you answered “no” to Question 5.

Activities of daily living - Do you have any:

9. difficulty seeing (even when wearing glasses or contact lenses)?

- 1: No
- 2: Yes
- 3: Prefer not to answer

10. difficulty hearing (even when using a hearing aid)?

- 1: No
- 2: Yes
- 3: Prefer not to answer

11. difficulty walking, using stairs, using your hands or fingers or doing other physical activities?

- 1: No
- 2: Yes
- 3: Prefer not to answer

12. difficulty learning, remembering or concentrating?

- 1: No
- 2: Yes
- 3: Prefer not to answer

13. emotional, psychological or mental health conditions (e.g., anxiety, depression, bipolar disorder, substance abuse, anorexia, etc.)?

- 1: No
- 2: Yes
- 3: Prefer not to answer

14. other health problem or long-term condition that has lasted or is expected to last for six months or more?

- 1: No
- 2: Yes
- 3: Prefer not to answer

Sexual Orientation

15. Do you self-identify as (select all that apply):

- 1: Lesbian
- 2: Gay
- 3: Heterosexual
- 4: Bisexual
- 5: Asexual
- 6: Heterosexual
- 7: Otherwise expressed sexual orientation?
- specify: _____
- 8: Prefer not to answer

Gender Identity

16. Do you self-identify as (select all that apply):

- 1: Transgender
- 2: Cisgender
- 3: Intersexual
- 4: 2S (Two-Spirit)

5: Otherwise expressed gender identity?

- specify: _____

6: Prefer not to answer

I do not wish to complete this survey. _____

Comments: _____

Thank you for your participation.

DRAFT

APPENDIX 5:

Policy on Research Chairs (VPRGS-7)

POLICY ON RESEARCH CHAIRS

Effective Date: October 4, 2013

Originating Office: Office of the Vice-President,
Research and Graduate Studies

Supersedes / Amends: April 6, 2010

Policy Number: VPRGS-7

PREAMBLE

Concordia University recognizes and values the role played by Research Chairs (“Chairholders”) in creating and mobilizing knowledge with the aim of achieving research excellence. As leaders in their fields, Chairholders play a critical role in deepening our knowledge base and in strengthening our teaching, training of highly qualified personnel, and research capacity. As catalysts and builders, they contribute to the positioning of the University in given areas of scholarly pursuit and to the enhancement of the research training environment.

This Policy, which is overseen by Senate through the Senate Research Committee and administered by the Office of the Vice-President, Research and Graduate Studies, is intended to ensure that research areas and candidates for Research Chairs are selected in a coherent and visionary manner to support and advance the strategic priorities of our academic and research units.

PURPOSE

The purpose of this Policy and its related [Procedures and Guidelines](#) is to set University-wide principles for the establishment, allocation and support of Research Chairs at the University, as well as to prescribe effective and transparent procedures for reporting and performance evaluation, renewals and discontinuation of existing Research Chairs.

SCOPE

This Policy outlines the internal principles that govern all types of Research Chairs at the University, independent of their title and source of funding. It complements external agencies’ and sponsors’ requirements for the governance and administration of Research Chairs including the terms and conditions of appointment, evaluation and renewal.

The [Procedures and Guidelines](#) reflect current institutional practices and cover such items as:

POLICY ON RESEARCH CHAIRS

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- Composition and role of the University Research Committee and the Faculty Research Committees
- Internal allocation, nomination, and formal designation of Research Chairs
- Creation and Renewal of an Endowed Academic Chair or Special Professorship (ACSP)
- Budget guidelines for a Canada Research Chair nomination
- Post-award administration of the Concordia University Research Chair Program
- Reporting, evaluation and renewal of Research Chairs
- Discontinuation and termination of Research Chairs

Any amendments to the [Procedures and Guidelines](#) are subject to the approval of all Faculty Deans.

Centralized procedures for allocation, nomination and designation might not apply in cases of Endowed Chairs or certain externally supported Chairs and Distinguished Professorships targeting a very specific research area, academic unit, or candidate. In order to reflect the principles enshrined in this Policy, each Faculty will have an administrative framework governing these Research Chairs, a copy of which should be on file with the OVRPGS.

This Policy, which relates only to the terms and conditions of the Chairholders, does not affect or supersede any provisions contained in the Concordia University Faculty Association (CUFA) Collective Agreement.

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DEFINITIONS

With the support of external or internal resources, Research Chairs are prestigious academic designations held by outstanding researchers who are acknowledged by their peers as leaders in their fields and recognized as internationally renowned researchers.

For the purposes of this Policy, the term Research Chair or Chairholder encompasses all internally and externally supported Chairs, including:

Canada Research Chairs

The Canada Research Chairs (CRC) program, established in 1999, is an initiative funded by the Government of Canada. Each eligible institution receives an allocation of Research Chairs calculated on the amount of research funding received from the Tri-Council (NSERC, CIHR, and SSHRC).

Concordia University Research Chairs

The Concordia University Research Chair (CURC) program, created in 2000, is designed to build research capacity, leverage external funding, and provide direct support to graduate students. In exceptional circumstances, CURCs may be considered as a mechanism to retain faculty members. While the CURC program provides many categories of support that are similar to the CRC program – i.e. research funding, salary stipend, and teaching release – it cannot truly mirror the CRC program because internal resources cannot sustain the levels of support made possible by funding provided by the CRC Secretariat. The University annually assigns a budget to support the CURC program and the number of CURC chairs depends upon the availability of funds in any given year. Available CURC designations are Tier 1, Tier 2, and New Scholar.

Industrial Research Chairs

The Industrial Research Chairs (IRC) program is an initiative of NSERC (the Natural Sciences and Engineering Research Council of Canada) to assist universities in building the critical mass required for a major research endeavour of interest to industry. Funding varies depending upon the industrial sponsor, the area and the scale of the Research Chair.

Endowed Research Chairs

With the support of individual and/or corporate partners, Endowed Research Chairs are a resource that serves to attract or recognize renowned researchers in a variety of disciplines.

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Funds to create an endowment may come from several sources, generally a donation to the University.

Special Professorships

Special Professorships reflect naming opportunities for sponsors over a defined period of time. The duration is governed by the amount of funding available and the activities included in the professorship. A professorship with a research focus is administered under the same conditions as a Research Chair.

Additionally, for the purposes of this Policy:

Academic unit means, as outlined in the CUFA Collective Agreement, a Department, College, or Institute within a Faculty in which a CUFA member may hold an academic appointment.

Research unit means a non-departmental unit (e.g. centers, institutes, networks, etc.) with specific objectives to advance the research-related goals of the University. Additional information may be found in the *Policy on Research Units* (VPRGS-8).

The University Research Committee (URC) is a central committee which oversees procedures for the internal allocation, nominations and renewals of Research Chairs, ensuring an institutional perspective.

The Faculty Research Committee (FRC), or its equivalent, is a Faculty-based committee which makes recommendations to the URC in light of the Faculties' context, culture and strategic priorities.

The composition and role of the central and Faculty-based committees are outlined in the [*Procedures and Guidelines*](#).

POLICY

Establishment and Allocation of Research Chairs

1. Establishment of a Research Chair is a prerogative of the University and aims to advance research goals and reinforce graduate and highly qualified personnel training as envisioned by the University's Strategic Research Plan.

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2. A new Research Chair will be established when funding for the Research Chair is made available by external or internal sources such as when the University receives a new CRC from the Government of Canada. The establishment of CURC, IRC, Special Professorships or Endowed Research Chairs is dependent upon available opportunities.
3. When a Research Chair is available, the allocation process will be transparent and University-wide. Academic and research units will be invited to submit letters of intent (LOIs) demonstrating the strategic impact of allocating a Research Chair in a given area. Strategic prioritization will be carried out at the Faculty level so that the URC can subsequently make a well-informed final decision with a University-wide perspective, as outlined in the [*Procedures and Guidelines*](#).
4. In situations where an external sponsor targets a specific research area, discipline, profile or candidate for a Research Chair, the allocation process outlined above might not be relevant, in which cases the relevant Faculty framework shall apply.
5. To ensure alignment with institutional strategic priorities, feasibility and long-term sustainability, all initiatives to establish a Research Chair must be communicated to the VPRGS and the Provost and Vice-President, Academic Affairs at an early stage. The VPRGS and the Provost and Vice-President, Academic Affairs will jointly specify the area of the Research Chair, the source of funding, expected category of the position and any special conditions associated with the selection and appointment of a candidate, with a notice to CUFA.
6. A Research Chair is not permanently allocated to a specific research area or to an academic or research unit at the University unless such condition has been clearly stipulated by the external sponsor at the time of establishment of the Research Chair.
7. If an existing Research Chair becomes vacant due to resignation, retirement, non-renewal, or any other reason, the Research Chair position reverts to the University pool and the internal allocation process described in the [*Procedures and Guidelines*](#) will be followed. Similarly, a Research Chair position shall revert to the University pool should no candidate accept a given nomination.

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Nomination of Research Chairs

8. The University will use its allotment of CRCs to recruit new researchers while the CURCs will be used to recognize researchers who currently hold an appointment as faculty members at the University. Other types of Research Chairs may be designated for external or internal candidates depending upon the conditions of each Research Chair.
9. A Chairholder will normally hold a full-time tenured or tenure track appointment at the University while the Research Chair designation is in effect.
10. Nomination of an external candidate to a Research Chair will involve the recruitment of the candidate to the University with the nomination to the Research Chair to follow at the appropriate time. In the recruitment process, all interested candidates will be notified that the position is related to a Research Chair and all conditions related to the Research Chair designation will be clearly outlined.
11. The procedure for the recruitment and appointment of faculty members is defined and governed by the CUFA collective agreement including the formation of a Special Advisory Search Committee (SASC) to consider Research Chairs appointments, when applicable.
12. The authorization to fill an allocated Research Chair may be revoked and the Research Chair reallocated if:
 - the search process is not completed as per delays outlined in the *Procedures and Guidelines*
 - if the candidacy is not approved by the external sponsor

To reallocate the Research Chair, the internal allocation process will be followed.

Formal Designation of Research Chairholders

13. To obtain a CURC designation, the candidate identified in the retained LOI will submit a research plan to the relevant FRC as described in the [Procedures and Guidelines](#). The FRC will communicate its approval to the VPRGS. A letter of appointment for the Research

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Chair will be issued by the Provost and Vice-President, Academic Affairs upon recommendation from the VPRGS with a copy sent to CUFA.

14. To obtain an external Research Chair designation (e.g. CRC or IRC), the selected candidate must comply with the respective program requirements and agency guidelines. The agency grants the approval and the formal designation.
15. At the discretion of the respective Faculty Dean, the appointment to a faculty tenure or tenure-track position may be made conditional upon the approval of the candidacy by the external sponsor.
16. In the case of a Research Chair allocated to a research area that crosses departments or Faculties, the individual must receive a primary appointment in one academic unit.

Terms, Conditions and Support of Research Chairs

17. Externally sponsored Research Chairs are subject to the terms and conditions of their awards as defined by the external sponsor. In the case of CRCs and CURCs, the terms and conditions of institutional support are outlined in the [Procedures and Guidelines](#).

Reporting, Evaluation and Renewal of Research Chairs

18. Annual reporting and mid-term reviews are required of all Research Chairs as outlined in the [Procedures and Guidelines](#).
19. Additional requirements for annual reporting of externally sponsored Research Chairs are governed by the rules of the external sponsor.
20. Research Chairs that are renewable after a completed term must undergo an internal performance evaluation. Each Faculty Council will establish a committee to review the renewal and submit a recommendation to the URC for final decision. The Faculty Council Committee will coordinate the evaluation of renewable Research Chairs in the final year of the term.
21. Following a positive decision by the URC:

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- an externally sponsored Research Chair may proceed with the development of the renewal dossier. A successful renewal nomination by the external sponsor will result in the continuation of the Research Chair designation.
- a CURC or Endowed Research Chair will be considered renewed and will receive a letter of appointment stating the terms and conditions of the upcoming term.

Discontinuation and Termination of Research Chairs

22. Research Chairs may be discontinued by mutual agreement between the University and the sponsor. In such cases, the Research Chairholder will present a plan for the phasing out of the position with special consideration being given to the implications for students and the highly qualified personnel involved in the Research Chair's activities.
23. A Research Chairholder's designation may be terminated when:
 - the status of the faculty appointment is changed to a non-eligible status as defined by each Research Chair type
 - the outcome of the performance evaluation is unsuccessful or if he/she is terminated in accordance with the provisions of the CUFA collective agreement
 - the Research Chairholder is non-compliant with the rules of the external sponsor or the University

The procedure for the termination of a Research Chair designation is outlined in the [Procedures and Guidelines](#).

As adopted by Senate on April 16, 2010 and amended October 4, 2013

APPENDIX 6:

Procedures and Guidelines for Research Chairs

PROCEDURES AND GUIDELINES FOR RESEARCH CHAIRS

As per *Policy on Research Chairs* ([VPRGS-7](#))

Last Updated – October 2013

These Procedures and Guidelines are related to the *Policy on Research Chairs* ([VPRGS-7](#)) and reflect current practices concerning:

Composition and role of the University Research Committee, the Faculty Research Committee and the Special Advisory Search Committee	2
Internal Allocation, Nomination, and Formal Designation of Research Chairs.....	3
Creation and Renewal of an Endowed Academic Chair or Special Professorship (ACSP)	8
Budget Guidelines for a Canada Research Chair (CRC) Nomination	9
Post-Award Administrative Guidelines for the Concordia University Research Chairs program	12
Reporting, Evaluation and Renewal of Research Chairs.....	12
Discontinuation and Termination of Research Chairs	17

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For the purposes of these Procedures and Guidelines, all terms that are capitalized shall have the same meaning as those terms defined in the *Policy on Research Chairs* ([VPRGS-7](#)) (the “Policy”).

Composition and role of the University Research Committee, the Faculty Research Committee and the Special Advisory Search Committee

The University Research Committee (URC): Chaired by the Vice-President, Research and Graduate Studies (VPRGS), the URC is comprised of the Provost and Vice-President, Academic Affairs (or delegate) and six (6) faculty members holding a Research Chair or Distinguished Professorship with the following distribution: two (2) from the Faculty of Arts and Science, two (2) from the Faculty of Engineering and Computer Science, one (1) from the Faculty of Fine Arts, and one (1) from the John Molson School of Business.

The members of the URC are appointed by the Vice-President, Research and Graduate Studies in consultation with the Faculty Deans for a three-year term. The URC usually meets three (3) times a year.

The Faculty Research Committee (FRC): Each Faculty Dean will form a Faculty Research Committee (FRC), or its equivalent, to make strategic recommendations to the URC regarding the internal allotment of available Research Chairs, selection of candidates, and evaluation of Chairholders. The FRC is usually chaired by the Associate Dean, Research and the committee members are appointed for a given term by the Faculty Council. Its composition may vary in terms of seniority and disciplines but the FRC should be comprised of a minimum of four (4) faculty members. Multidisciplinary representation is recommended.

Special Advisory Search Committee (SASC): Each Faculty Council shall establish a separate committee to manage the processes related to the search and appointment of candidates to Research Chairs. The composition and role of the SASC are outlined in the [CUFA Collective Agreement](#) (currently Article 12.08).

PROCEDURES AND GUIDELINES FOR RESEARCH CHAIRS

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Internal Allocation, Nomination, and Formal Designation of Research Chairs

This following describes the procedure for the internal allocation of new, vacant, or vacated Research Chairs to an academic/research unit and the designation of a candidate.

Call for letters of intent (LOIs): When a Research Chair is available, the VPRGS will announce to the Faculties the type, level, and any special conditions related to the Research Chair. The Office of the Dean (usually the Associate Dean, Research) in each Faculty will invite all the academic/research units to submit LOIs. Due to the thorough process involved in allocating CURCs, the VPRGS will determine the appropriate cycle under which a call will be announced.

The LOI is expected to identify a strategic area for establishing a Research Chair and the profile of a potential Chairholder by addressing:

- a) Rationale for the Research Chair allocation
 - research strengths in the proposed field
 - expected ability to leverage additional resources
 - contribution to the scientific life such as training of graduate students and highly qualified personnel, outreach activities and interdisciplinary collaboration potential of attracting a high-caliber candidate
- b) Description of the research environment
 - existing critical mass of research or, if an emerging area, the potential for building a critical mass
 - research environment within the unit
- c) Strategic Research Plan
 - expected impact on the research profile of the academic/research unit
 - demonstration of the fit with the University's Strategic Research Plan
 - positioning of the University with respect to the Research Chair in the Quebec/Canadian context

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Specific requirements for consideration at the LOI stage:

CRC:

- A candidate is not expected to be identified and presented at the LOI stage. Given that the appointment to a CRC will target only external recruits, the recruitment process of new faculty members must be conducted in accordance with the [CUFA Collective Agreement](#). A candidate for the CRC will be selected following the stipulated search process.
- The LOI should also address equity with the four designated groups: women, persons with a disability, Aboriginal Peoples, and visible minorities as per the expectations of the CRC Secretariat.

CURC:

- Given that the CURC is intended for Concordia faculty members only, the LOIs will be built around the selected candidates.

Evaluation of LOIs: The FRC will evaluate the LOIs and will submit to the URC a letter of recommendation outlining the membership of the FRC, the evaluation criteria, the ranked list of recommended LOIs along with the justifications of the recommendations, endorsed by the Dean. The FRC is expected to deal with and disclose any potential conflicts of interest. Inter-faculty LOIs require a consolidated recommendation by all involved FRCs.

Deliberation and decision: Taking into consideration the FRC ranking and justifications for the recommended LOIs, the URC will select the strategic areas (CRC) or candidates (CURC). In its decisions, the URC will take into consideration the information provided in the LOI, the Strategic Research Plan, gender balance, equity issues, tier balance, sector representation, feasibility and sustainability.

Research Chair nomination: When a Research Chair is allocated to an academic/research unit, a candidate will be identified and nominated to the Research Chair. In accordance with the [CUFA Collective Agreement](#), a Special Advisory Search Committee (“SASC”) will be established for this task, when applicable. The process for nomination depends upon whether the candidate is a new recruit or has a faculty appointment at the University, the type of chair and how a nomination is evaluated.

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Special allocation of CURC (outside of a general call for LOIs):

In exceptional circumstances, a CURC appointment may be used as a tool for the emergency retention of a faculty member who is not holding a Research Chair or a Special Professorship, and who is considering leaving the University to take up a prestigious appointment with another institution, such as a Research Chair. In order for the VPRGS to consider such an exceptional nomination of a faculty member for a CURC all of the following conditions must be met:

- Sufficient funding is available in the CURC envelope to support the offer
- The Faculty Dean provides a strong, detailed recommendation to the VPRGS that addresses each of the following points:
 - The faculty member has an outstanding record of research or research creation accomplishments and Highly Qualified Personnel training, and
 - The faculty member has a firm offer, or has been shortlisted for a full-time faculty position at another institution, and
 - The departure of the faculty member would dramatically affect a strategic research area where the University has developed, or is clearly in the process of developing significant institutional expertise, leadership and capacity, and
 - The Faculty Dean indicates whether the faculty member has been nominated for a CURC position within the last two (2) years and, if so, the ranking given to the candidate by the FRC must be provided.
- The Faculty Dean submits the recommendation to the VPRGS together with the candidate's complete research dossier.

The decision on such exceptional nominations shall be made as per the following procedure:

- The URC evaluates the complete research dossier of the candidate, taking into account additional variables such as the need to establish and maintain gender balance, tier balance, sector representation, feasibility and sustainability in the CURC program

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- The URC may request that the VPRGS seek additional information from the Faculty Dean
- The URC makes a recommendation to the VPRGS
- The VPRGS shall make the final decision as to whether or not to approve the nomination and informs the Faculty Dean of such decision.

To obtain a CURC designation, the successful nominee shall submit a research plan to the relevant FRC for its approval. Once approved, the FRC will communicate with the VPRGS. A letter of appointment for the Research Chair will be issued by the Provost and Vice-President, Academic Affairs upon recommendation from the VPRGS. A copy of this letter will be sent to CUFA.

All emergency retention CURC appointments follow the same post-award procedure as regular CURC appointments.

Research Chair Designation

The formal designation of the Research Chair is conditional upon the approval of the nomination. The CURC and the CRC designation processes are:

CURC designation: The candidate identified in the retained LOI will submit a research plan to the FRC including:

- Research program (5 pages): a description of the research program including overall objectives, key projects, collaborations, dissemination, and expected impacts on the research and training environment
- Budget for the research program
- Curriculum Vitae in a free format (standard format as used by major granting agencies is recommended)

When approved by the FRC, the Faculty will submit the detailed proposal along with a letter of recommendation to the VPRGS outlining any special conditions over and above the central support attached to the Research Chair. Upon receiving the complete proposal and the letter of

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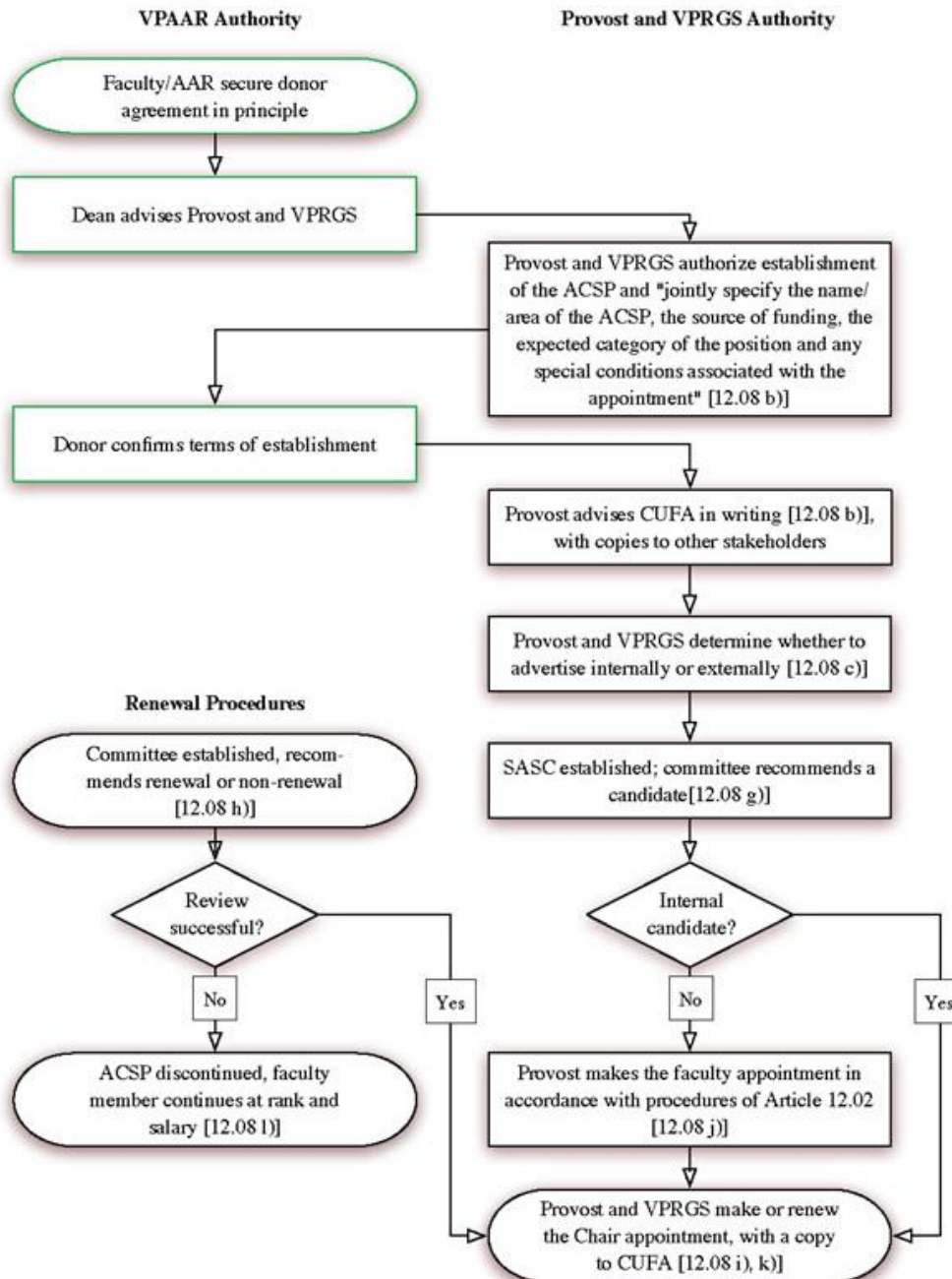
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recommendation from the Faculty, the VPRGS will initiate the appointment as described in the section below on *Post-award administration of CURC*.

External designation (i.e. CRC and IRC): The Faculty and the academic/research unit(s) initiate the search process for an external candidate. The recruitment and appointment of faculty members are defined and governed by the [CUFA Collective Agreement](#). When a candidate is identified, a nomination application will be developed and submitted to the external sponsor following the respective program requirements and sponsor guidelines. Upon approval by the sponsor, the nominee will receive his/her formal title. The terms and conditions of the Research Chair are governed by the external sponsor and the University.

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Creation and Renewal of an Endowed Academic Chair or Special Professorship (ACSP)



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Budget Guidelines for a [Canada Research Chair \(CRC\)](#) Nomination

The University uses its allotment of CRCs to recruit new researchers. In accordance with this strategic decision, no one who is currently a faculty member at the University may be nominated for a vacant CRC and every successful candidate will therefore be a new appointment to the University. While the CRC program serves mainly to attract new faculty members with strong research profiles, it also enhances the University's competitiveness to retain top researchers through renewals of their CRC designation. Chairholders, being top ranked scholars, must be offered competitive conditions not only towards their salaries and research support but also in infrastructure and administrative support. These budget guidelines are flexible in order to accommodate a large range of specific situations across the University's four (4) Faculties.

The purpose of these budget guidelines is twofold; first, to facilitate the preparation of the CRC budget when a nomination package is under development; and second, to ensure that our CRC candidates are offered similar opportunities across the University.

Guiding principles:

- In consultation with the Office of Research, the Faculty where the Chairholder will be hired is responsible for preparing the CRC budget and negotiating with the candidate on the final budget
- The Faculty may choose to make the hiring conditional upon the successful granting of the CRC designation or it may hire the candidate as a faculty member even if the CRC nomination is unsuccessful
- Salary negotiations with the candidate will take place as per the current practice for any new faculty member hire at the University
- All benefits and access to funding that would normally be offered to a faculty member would also be offered to the CRC candidate (i.e. start-up funds, office and lab space, access to internal funding).

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Funding provided by the CRC program: The funding provided to the University from the CRC program for each Research Chair will be distributed, on an annual basis, as follows:

Type of expense	Tier 1	Tier 2	Note:
Administrative cost	\$10,000	\$5,000	<i>The overhead will be shared equally between the University and the Faculty.</i>
Salary for the candidate; Compensation to the Faculty for release time	\$100,000	\$50,000	<i>Funds will be transferred to the Faculty</i>
Research stipend	\$90,000	\$45,000	<i>A research account will be set up for the candidate</i>
Total	\$200,000	\$100,000	

- a) Administrative cost: The University will keep five percent (5%) of the total amount provided from the CRC program to cover administrative costs related to the program. These funds will be shared between the Faculty and the University: \$10,000 per year for a Tier 1 and \$5,000 per year for a Tier 2.
- b) Faculty compensation for salary and release time: Fifty percent (50%) of the total amount provided from the CRC program is allocated directly to the Faculty (\$100,000 for a Tier 1 and \$50,000 for a Tier 2) to support costs related to salary and/or teaching replacement(s) of at least one course per year.

The base salary is expected to be competitive and include regular benefits and must include the regular increase over the term of the Research Chair. In addition to the base salary, the Faculty will offer a salary stipend to the CRC candidate (the amount is at the discretion of the Dean). The Faculty portion of the CRC funds may be used to compensate for course remission(s), such as cost of teaching replacement(s). The difference between the actual salary including the stipend and the amount taken from the CRC program will be provided by the Faculty where the candidate is hired.

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New candidates will be offered support for moving costs as per regular standards in the hiring of faculty members.

- c) Research support funding: The candidate will receive a substantial amount (\$90,000 for a Tier 1 and \$45,000 for a Tier 2) from the CRC funds for expenditures related to the research program, such as salaries for students, Post-Doctoral Fellows, technicians, administrative staff, equipment, maintenance and repair, supplies and other research related expenses that are eligible under the [CRC](#) program guidelines.

The detailed budget will be developed by the Faculty and the candidate in consultation with the Office of Research to ensure that the budgeted amounts for the various expenditures fit the proposed research program.

Institutional and Faculty contributions: In addition to the CRC funds, the CRC candidate will have access to research funding that is provided to all faculty members, such as graduate student and post-doctoral support, and a professional development allowance. These amounts can be included in the CRC nomination budget as cash contributions from the University.

Internal research funds that are available on a competitive basis, such as the Seed Funding, and the Facility Optimization programs, should not be included in the budget as cash contributions but nonetheless listed as existing opportunities.

Infrastructure funds:

- a) New candidates: The University has a predetermined envelope for infrastructure applications to [Canadian Foundation for Innovation](#) (CFI) linked to the [CRC](#) program. Subject to availability of funds, strategic priorities and need for infrastructure to support the proposed program, each candidate for a new CRC nomination may have an amount available to request infrastructure that will support the CRC research program. Institutional funds, such as start-up funds, may be included in the infrastructure request to CFI as matching funds. Space for the research lab will be identified by the Faculty and assigned to the proposed Research Chair. If necessary, a portion of the CFI budget will cover the renovation of existing space to ensure optimized installation and operation of the equipment.

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- b) Renewal candidates: Contingent upon the availability of funds and demonstration of need, the VPRGS may provide up to thirty thousand dollars (\$30,000) as one-time support for upgrading existing infrastructure and renew equipment in the research lab. The same amount may be offered to Tier 1 and to Tier 2 Research Chairs.

Post-Award Administrative Guidelines for the CURC program

The [CURC Post-Award Administrative Guidelines](#) establish University-wide standards for the CURC program (i.e. terms and conditions, sabbatical and personal leaves, financial aspects). These Guidelines are primarily intended for administrators at the Departmental, Faculty and University level and cover such areas as:

1. Administering a Chair
2. Terms and Conditions
3. Roles and Responsibilities
4. Financial Administration and Funds Management

Reporting, Evaluation and Renewal of Research Chairs

The following outlines the annual reporting requirements for Chairholders, mid-term review and performance evaluation that will be used to determine the renewal of a Chairholder's designation.

Annual/Progress reports: Annual and progress reports are tools to follow the progress of the Research Chair, his/her contribution, and their overall alignment with the objectives of CURC Program. The reporting requirements depend upon the type of Research Chair:

CURC Chairholders will submit an annual report to the VPRGS by August 31st covering the activities in the previous year (June 1-May 31), with copies to the appropriate Faculty and Academic/Research unit. The following should be addressed (2-3 pages):

- Summary of research activities

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- Training of graduate students and other highly qualified personnel
- Impact of the research and accomplishments
- Financial statement

The annual report is not required in the year of the mid-term review.

CRC Chairholders: Annual reports must be completed in accordance with CRC guidelines. Once the report is completed, the Chairholder must notify the CRC coordinator in the Office of Research. The University verifies all reports prior to their submission to ensure that the information provided by the Chairholder is accurate and appropriate. Any concerns will be discussed with the Chairholder to make certain a consensus is reached. In order to allow sufficient time for the University to review the annual reports, the Chairholder must complete his/her annual report no later than June 15th.

IRC Chairholders, the University, and the industrial partner(s) must submit progress reports after eighteen (18) and thirty-six (36) months of the first term and any subsequent renewal term of the Research Chair. If the Research Chair is in his/her final year, the final report is due within three (3) months of the end date of the Research Chair. For those Research Chairs intending to renew, an up-to-date progress report must be submitted as part of the renewal application during the final year of their term. Continued [National Sciences and Engineering Research Council of Canada](#) (NSERC) support for the duration of the term is dependent upon favorable reviews of the progress of the Research Chair's research program, and the continued contribution of the industrial supporting partner(s), which must be confirmed annually.

Endowed Research Chairs reporting requirements are determined by the sponsor. If none is stipulated, the reporting requirements for CURC will apply.

Mid-term review: Chairholders of all types are subject to a mid-term review, with the exception of IRCs who must comply with a prescribed reporting schedule. The purpose of this review is to provide an opportunity for the Chairholder, the head of the Academic/Research unit, and the members of the FRC to meet and discuss the progress of the Chairholder's research as it relates

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to the original objectives for the Research Chair. If deemed necessary, the FRC may propose revisions to the planned activities for the second part of the term. The mid-term review is organized by the FRC in the Faculty where the Research Chair is established. For Research Chairs with a five-year term, the mid-term review meeting should be held in the third year, while for seven-year terms, it should be in the fourth year. The chair of the FRC will invite the Research Chairholder to submit a review dossier and to give a presentation to the FRC.

The review dossier should include the following:

- annual reports produced since the first year of the term
- a financial statement
- the Research Chair’s curriculum vitae

The review dossier will be sent to the FRC members prior to its presentation. At the presentation, the members of the FRC may raise comments, suggestions or advice for discussion with the Chairholder. After the presentation, any comments, suggestions or advice raised should be documented and sent to the Chairholder with a copy to the VPRGS.

Performance evaluation for renewal: Some Research Chairs are limited to one (1) term while others may be renewed once or several times. The table below summarizes the renewability of Research Chairs:

Chair	level	term	Renewability*
CRC	Tier 1	7 years	Indefinitely
	Tier 2	5 years	Once
CURC	Tier 1	5 years	No renewal; may re-apply
	Tier 2	5 years	No renewal; may re-apply
	New Scholar	5 years	No renewal
IRC	Associate	5 years	Once
	Senior	5 years	Indefinitely
	Executive	5 years	No renewal
Endowed	N/A	Varies	Varies

**All renewals are conditional on meeting the criteria for renewal as defined by each program.*

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Renewal of the designation is preceded by an internal performance evaluation in the last year of each term and must be approved by the URC. Each Faculty Council will establish a Faculty Evaluation Committee to review the renewal of Chairholders. The FRC may assume this role, provided that the requirement regarding its composition, as outlined in Article 12.08 of the [CUFA Collective Agreement](#), is met. The Chairholder will be invited to prepare an evaluation package and to give a presentation to the Faculty Evaluation Committee of the activities and accomplishments over the past term and present a proposed plan for research activities in the coming term. CRCs and IRCs are advised to follow the guidelines provided by the sponsor for the renewal dossier. Endowed Research Chairs should include the following information in the dossier:

- performance report (3 pages + references):
 - summary of research activities, training of graduate students and other highly qualified personnel, impact of the research and accomplishments
- description of the proposed research program in the coming term (5 pages):
 - key objectives, methodology, collaborations, dissemination and expected impact on the field and expected training and supervision of students
- annual reports produced since the first year of the term
- a financial statement
- curriculum vitae of the Chairholder
- names of three (3) external referees.

In addition to the dossier and the presentation, the Faculty Evaluation Committee may request complementary information related to the Research Chair such as letters of reference by external peers in the field, or a site visit to meet with graduate students and collaborating researchers for a better assessment of the Chairholder and the dossier.

In its deliberation, the Faculty Evaluation Committee will evaluate the overall performance of the Chairholder against the original objectives under which the Research Chair was established. The Faculty Evaluation Committee will prepare a letter of recommendation to the URC for either renewal or termination of the Chairholder.

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The URC will review the dossier and the recommendation by the Faculty Evaluation Committee. The decision by the URC will be communicated to the Chairholder, the Academic/Research unit and the Faculty.

In the case of externally sponsored Research Chairs, the terms and conditions of the renewal are governed by the external sponsor. A renewal nomination must be prepared and submitted according to the sponsor's guidelines. Upon approval by the sponsor, the nominee will receive his/her formal renewal designation.

NOTE: CURCs appointed for a first term prior to September 1, 2013 are eligible for renewal as per the terms of their appointment letter.

Discontinuation and Termination of Research Chairs

This following describes the procedure for the discontinuation of Research Chairs as well as the termination of a Chairholder's designation.

Discontinuation of a Research Chair: A Research Chair may be discontinued by mutual agreement between the University and a sponsor. The discontinuation may be due to the withdrawal or lack of sufficient funds by the sponsor or other reasons.

The University may consider limited support during the phase-out period in order to ensure that any existing student commitments are met. As a result, the Chairholder must present a plan for the phasing-out of the position, with special consideration being given to the implications for the students involved in the Research Chair's activities. The Chairholder retains his/her full-time academic appointment at their existing rank and salary level, excluding the stipend from the Research Chair.

Termination of a Chairholder's designation: A Chairholder may, at any time, voluntarily relinquish his/her Research Chair designation. In this case, a written notice shall be sent by the Chairholder to the Faculty Dean who shall ensure that the VPRGS is informed.

A Chairholder's designation may be terminated by the University if any of the following situations apply:

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- a) The status of the faculty appointment is changed to a non-eligible status as defined by each chair type. Eligibility criteria for Chairholders are governed by the University and the sponsor. In general, a Chairholder holds a full-time, tenured or tenure-track faculty appointment at the University. If the faculty appointment changes (i.e. from full-time to part-time or adjunct), the Chairholder might not be eligible to continue holding the Research Chair designation and the designation will be terminated as of the date of the status change. The same applies if a Chairholder leaves the University.
- b) The outcome of the Chairholder's performance evaluation is unsuccessful or if the Research Chair is terminated in accordance with the [CUFA Collective Agreement](#). Based upon the outcome of the performance evaluation for renewal, the URC, in consultation with the Faculty Evaluation Committee, may decide not to renew the Chairholder for another term. In cases of non-renewal, the Chairholder will relinquish the Research Chair at the end of the term. The Chairholder retains his/her full-time academic appointment at his/her existing rank and salary level, excluding the stipend from the Research Chair. In addition, if the Chairholder is terminated from the University in accordance with the [CUFA Collective Agreement](#), his/her term as Research Chair shall terminate simultaneously.
- c) The Chairholder is non-compliant with the regulations set by the University or by the Sponsor. There are two (2) aspects of compliance that impact a Research Chair:
 - (i) compliance related to academic performance, and
 - (ii) compliance with the regulations outlined by the University and the sponsor.

Issues of compliance related to academic performance are usually assessed in the mid-term review by the Faculty Evaluation Committee. Any issues raised by the Faculty Evaluation Committee will be monitored in the following annual report and, if deemed necessary, the Faculty Evaluation Committee may call for a second review in the following year. Two consecutive unsatisfactory evaluations may be grounds for ending the designation. If the Faculty Evaluation Committee considers terminating the designation of a Research Chair during a term, a written justification shall be submitted to the VPRGS. In the spirit of conciliation, the VPRGS may convene all parties involved

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and seek advice from the URC to propose a plan for either the realignment of the Research Chair, or the phasing out of the Research Chair activities.

Non-compliance with the regulations outlined by the University or the sponsor or the [CUFA Collective Agreement](#) may result in the freezing of funds for the Research Chair. Fraudulent use of funds or other forms of academic or research misconduct are sufficient grounds for the University to terminate the Research Chair designation without notice. In addition, the University will promptly report any fraudulent use of funds to the appropriate authorities.

The grievance provisions of the [CUFA Collective Agreement](#) shall apply to the termination of a Chairholder's designation by the University.

When a Chairholder designation is terminated, the University will contact the sponsor to inform them of the termination. If the Research Chair is still available to the University, it will become vacant and the internal procedure for a new nomination will be initiated in accordance with the allocation process.

The termination of a [CRC](#) is governed by the CRC program Secretariat's administrative guidelines acknowledging that University regulations supersede all other factors concerning the faculty appointment of Chairholders.

Adopted by the VPRSG with the approval of all Faculty Deans on April 16, 2010
Revisions approved by Faculty Deans on October 5, 2011 (Academic Cabinet)
Revisions approved by Faculty Deans via email consultation in June 2012 (email consultation)
Revisions approved by Faculty Deans on October 29, 2013

APPENDIX 7:
Chairholder Survey Questions

Canada Research Chair Survey – July 2019

Dear Canada Research Chair,

Thank you for your participation in this Chairholder survey at Concordia University.

Concordia University is committed to employment equity within its community and aims to recruit diverse faculty and staff. In the context of ongoing efforts to identify and address barriers and obstacles that may discourage underrepresented groups to fully participate in academic life, we are conducting a survey to identify the representation of designated groups within Concordia's Canada Research Chairs, and to enquire into the climate at Concordia as experienced by Chairholders. Your participation in this survey will inform our efforts to ensure the full participation of all candidates within our CRC recruitment and renewal processes and assist us in developing initiatives to promote equity, diversity and inclusion within our professorial corps.

Participation in this survey is voluntary and confidential. Only staff working on our CRC Equity, Diversity, and Inclusion Action Plan will have access to responses, and no identifying information about respondents will be shared or used in connection with the responses provided in the survey.

This survey was developed in reference to the four federally designated groups (women, Indigenous peoples, persons with disabilities, and visible minorities), past practices at Concordia University, and comparable initiatives at peer higher education institutions.

For more information, please consult Concordia University's Employment Equity [Policy](#) and our Equity, Diversity and Inclusion Action Plan for the Canada Research Chairs Program.

I invite you to contact Justin Powlowski, Associate Vice-President Research, Strategic Initiatives and Partnerships, at 514.848.2424 extension 5899 or by email at justin.powlowski@concordia.ca with any questions or comments.

Please return this survey to me as soon as possible, either by email at christophe.guy@concordia.ca, or by mail:

Christophe Guy
Vice-President, Research and Graduate Studies
1455 De Maisonneuve Blvd. W.
Montreal, QC H3G 1M8

Sincerely,

Christophe Guy
Vice-President, Research and Graduate Studies
Concordia University

Self-identification (Optional)

Last Name: Click or tap here to enter text.

First Name: Click or tap here to enter text.

1. Gender

Select the option that you identify with:

- Woman
- Man
- Gender-fluid, non-binary, and/or Two-spirit
- I prefer not to answer

2. Do you identify as Indigenous; that is First Nations (North American Indian), Métis, or Inuit?

- Yes
- No
- I prefer not to answer

If **“Yes”**, select the option(s) that you identify with.

- First Nations
- Inuit
- Métis
- I prefer not to answer

3. Do you identify as a person with a disability?

Note: A person with a disability is a person who has a long-term or recurring physical, mental, sensory, psychiatric or learning impairment **and**:

- a. Who considers themselves to be disadvantaged in employment by reason of that impairment, **or**
- b. Who believes that an employer or potential employer is likely to consider them to be disadvantaged in employment by reason of that impairment; **and**
- c. Includes persons whose functional limitations owing to their impairment may have been accommodated in their current job or workplace

- Yes
- No
- I prefer not to answer

4. Do you have any suggestions for Concordia to improve its practices with respect to search processes, hiring, and retention of CRCs from the four designated groups, vis-à-vis equity, diversity, and inclusion?

5. Were the salary and compensation negotiation processes clear and transparent when you were hired? Were you made aware of all of the components thereof (including salary, stipends, research funding, teaching load, etc.) before or during those processes? Did the offers made to you when you were hired in these respects match what you received?

6. Would you be willing to speak with a member of the Office of the Vice-President, Research and Graduate Studies, for a more expansive and individual interview about your experience of the CRC program at Concordia, with respect to EDI? If so, please answer “Yes” here, with your contact information, and we will schedule an interview for you at a convenient time before the end of July 2019. As with the survey, participation in an interview is voluntary and confidential. Only staff working on our CRC Equity, Diversity, and Inclusion Action Plan will have access to your responses, and no identifying information about you will be shared or used in connection with responses provided in the interview.

APPENDIX 8:
Chairholder Interview Guide

CONCORDIA – CANADA RESEARCH CHAIR INDIVIDUAL INTERVIEW GUIDE

Date:

Interviewer:

Initials of the CRC:

Tier of Chair:

Faculty:

Year of PhD:

Year since PhD when you first started your CRC:

How many renewals CRC has had, if any:

Please ask interviewee if they self-identify as a member of one or more of the FDGs:

- Woman
- Person with a Disability
- Visible Minority
- Indigenous
- No
- Prefer not to answer

OPEN ENDED: Concordia is not meeting all equity targets for the four designated groups (FDGs: women, visible minorities, Indigenous peoples, persons with a disability) in its Canada Research Chair Program. We are about 5% under the 31% women target; and meeting or exceeding targets for visible minorities, persons with a disability, and Indigenous peoples. Why do you think this is?

- Please ask follow up questions to ensure you fully flesh out their ideas.
 - Probe here for the following – institutional reasons (perceived and real); geographic reasons; availability of candidates; recruitment processes; ways in which the institution has/is perceived to have approached renewal; and, reasons related to resources/budget (faculty and university-based)
- a) How did you hear about the CRC you currently hold? Did anyone from the university discuss the position with you to encourage you to apply? Do you have suggestions about how CRC Job Ads could be better worded to encourage applicants from the FDGs? Other suggestions about wider recruitment practices?

- b) Do you have any suggestions to encourage FDG candidates to self-identify? From your perspective as a CRC, what do you see as the dilemmas of self-disclosure during the application or post-hiring process?

- c) Any solutions about how departments, faculties or university can deal with them?

- d) Aside from (standard) research funds and equipment from VPRGS, what type of support and resources did you receive upon coming to Concordia?

- e) During the first term of your CRC, please describe the mentoring you received?
 - a. Was this sufficient? If not, what would you have liked to see?

 - b. Have you ever mentored a fellow CRC on their application?

- f) How did your department integrate you into the department initially (welcome lunches, faculty mentor, etc.) and how has your integration unfolded since?

- g) Did you experience any career interruptions before or during the time of your CRC? If so, did you disclose them? How have these interruptions affected you/affected the trajectory of your CRC, considering in the short and long term?

- h) Do you have any suggestions for Concordia to improve its practice with respect to search processes, hiring, and retention of CRCs from the designated groups, vis-à-vis equity, diversity, and inclusion?

APPENDIX 9:
Chairholder Survey and Interview Response Summary

2019 CRC Survey Response and Interview Summary

A summary of the survey and interview responses is presented below. For purposes of guarding confidentiality of interview participants, given the small amount of CRCs at Concordia no information about specific departments has been included. While Chairholders discussed issues of impact for all designated groups, the overwhelming focus of responses was on issues of gender.

Resources and Support:

- a) All DG and non-DG Chairholders reported that they have teaching resources they need, and most reported the same about research resources. A small minority (both DG and non-DG) reported needing more, and more streamlined, support accessing external research funding.
- b) Most Chairholders (DG and non-DG) consider the CRC-related research funding to be exceptional.
- c) Ethics approval for research was highlighted as an ongoing concern. Delays in receiving ethics approval seem to be slowing research productivity for those who require it, and in some cases prompting Chairholders to limit their research projects in order to avoid them. This was reported by more women than men.
- d) There is general agreement that the CRC-associated research funding makes a substantial and positive contribution to Chairholders' programs, reducing teaching workloads, and providing rich opportunities for synergy between Departments.
- e) Internal resources such as Horizon postdocs and international student fee remissions were singled out as both significantly contributing to research funding and enhancing the careers of Chairholders.
- f) The presence and guidance of the Elder-in-residence at the Aboriginal Student Resource Centre was affirmed as essential at Concordia.
- g) Women respondents expressed less satisfaction with the University as a supportive environment for their research.
- h) Women Chairholders reported having taken leaves considerably more than men before or during their CRC terms. Some who reported having taken leave (women and men) were concerned in the short term that departments would not give enough consideration to this when evaluating the Chairholder's research productivity.
- i) Full-year maternity, paternity, and parental leave was highlighted – across the board – as a vital benefit available to faculty at Concordia (and in Québec generally), and likewise the option to extend CRC terms to accommodate such leaves.
- j) Both women and men Chairholders noted that maternity leaves negatively impact women's research programs more than paternity leaves impact men's (programs put on hold, collaborations lost, etc.). Conversely, some men noted feeling an implicit expectation that paternity leave should not be treated as "real" leave; i.e. that involvement in ongoing research programs should be maintained during paternity leave.

Recruiting and Retention:

- a) The possibility of spousal hiring was highlighted as a major benefit for Chairholders at Concordia, and a significant contribution to their retention. It was suggested that accommodations such as these be presented up front during hiring interviews, so as to alert candidates to the possibility without requiring them to identify as having a spouse.

- b) Several Chairholders (DG and non-DG) noted that Concordia's policy on using its CRC allocations only for external hiring should be revisited, in particular for purposes of retaining high-calibre researchers, including current Chairholders.
- c) A new and clear definition of research excellence, including evaluations of non-traditional research and impacts of leaves on research productivity, was highlighted (by DGs and non-DGs) as necessary. Some concerns were expressed that ensuring a new definition was also being used in practice by CRCP evaluators would be difficult.

Mentorship and Inclusion:

- a) Only a few Chairholders (both DG and non-DG) reported receiving mentorship upon their arrival at Concordia, and this was informal and department-specific. Most reported no mentorship and – especially for Tier 2s – that mentorship (concerning their roles and about processes at the university) would have been very helpful, particularly in the first two years of their CRC. First-time assistant professors expressed that navigating both tenure and CRC-renewal at the same time was very challenging.
- b) Almost all Chairholders made a point to say how collegial their working environments are, and that colleagues are both friendly and provide invaluable help. One DG Chairholder noted that the hierarchy created by the CRC position could cause potential resentments.
- c) Several Chairholders (more DG than non-DG) noted that faculty members of some departments more than others put EDI principles into practice in their own research practices, but that that research (especially Indigenous and other community-based research) may be under-valued outside of those departments.

Recommendations for improving practices at Concordia with respect to search processes, hiring, and retention of CRCs from the designated groups:

- a) Shift to proactively seeking out promising researchers (Concordia researchers know where to look and often whom to look for). Encourage and actively seek out applications from members of the DGs.
- b) Offer larger start-up packages.
- c) Offer more daycare and spousal support, and perhaps a resource to help new CRCs (and faculty in general) get set up (finding daycares if no places are available at Concordia's daycares, school for children, etc.).
- d) Provide funding for at least part-time research assistance during leaves, so as not to start from scratch and lose collaborations afterward.
- e) Target fields in which diversity is well established.
- f) Give clear mandate to search committees, and make legal situation for hiring in Québec very clear to everyone involved. Hiring committee members are often confused and uncomfortable with expectations that are ambiguously expressed.
- g) Foster initiatives in STEM in particular for members of designated groups from primary school through college.
- h) Mandate department chairs to proactively meet and follow up with new hires, and be an actively welcoming voice of the department.
- i) Allot more CRC positions to Departments that have proven they can attract diverse candidates. Their record of success in diverse hiring points to their understanding of and commitment to inclusive excellence.
- j) Select CRC candidates based on qualities likely to lead to career success.
- k) Broader and longer advertising of positions.

- l) Actively encourage women in particular to apply: women tend to be underrated by society, and to underrate themselves.
- m) Integrate EDI efforts into the practices of departments and faculties – sometimes they feel like they run parallel to other efforts and pursuits.

Self-identification and self-disclosure:

- a) There were several aspects of self-identification and self-disclosure as a member of a DG mentioned. Some Chairholders (primarily DG) noted that they were more reluctant to self-identify and self-disclose during their recruitment process than afterward, as they were uncertain what hiring committees really thought about a candidate being a member of a DG (in particular, as a woman, having children and/or a spouse). Also, some DG Chairholders did not want to feel as if they were being given an advantage over others; other Chairholders (DG and non-DG) noted that the possible perception *by* others (i.e. future colleagues) that a candidate had been given preference as a member of a DG was a significant deterrent to self-identification.

Specific challenges:

- a) In some fields, attracting enough top graduate students is a consistent difficulty (this is not specific to DGs).
- b) Several Chairholders (DG and non-DG) noted that while their specific departmental environment has demonstrated and clear commitments to EDI, at the broader university level, programs and policies sometimes seem vague or opaque, without clear connection to their environment.
- c) The requirement to learn French for non-Francophones, and particularly for international candidates, presents a host of challenges for DGs and non-DGs (permanent residency is necessary for permanent tenure – a requirement for permanent residency in Québec is learning French). These difficulties are compounded for candidates with spouses and/or children: spouses must also learn French to work (at least), and children of international parents are obliged to attend school in French.

APPENDIX 10:

Advisory Group on Equity, Diversity and Inclusion Report, 2019

CONCORDIA

REPORT OF THE ADVISORY GROUP ON EQUITY, DIVERSITY AND INCLUSION

August 20, 2019

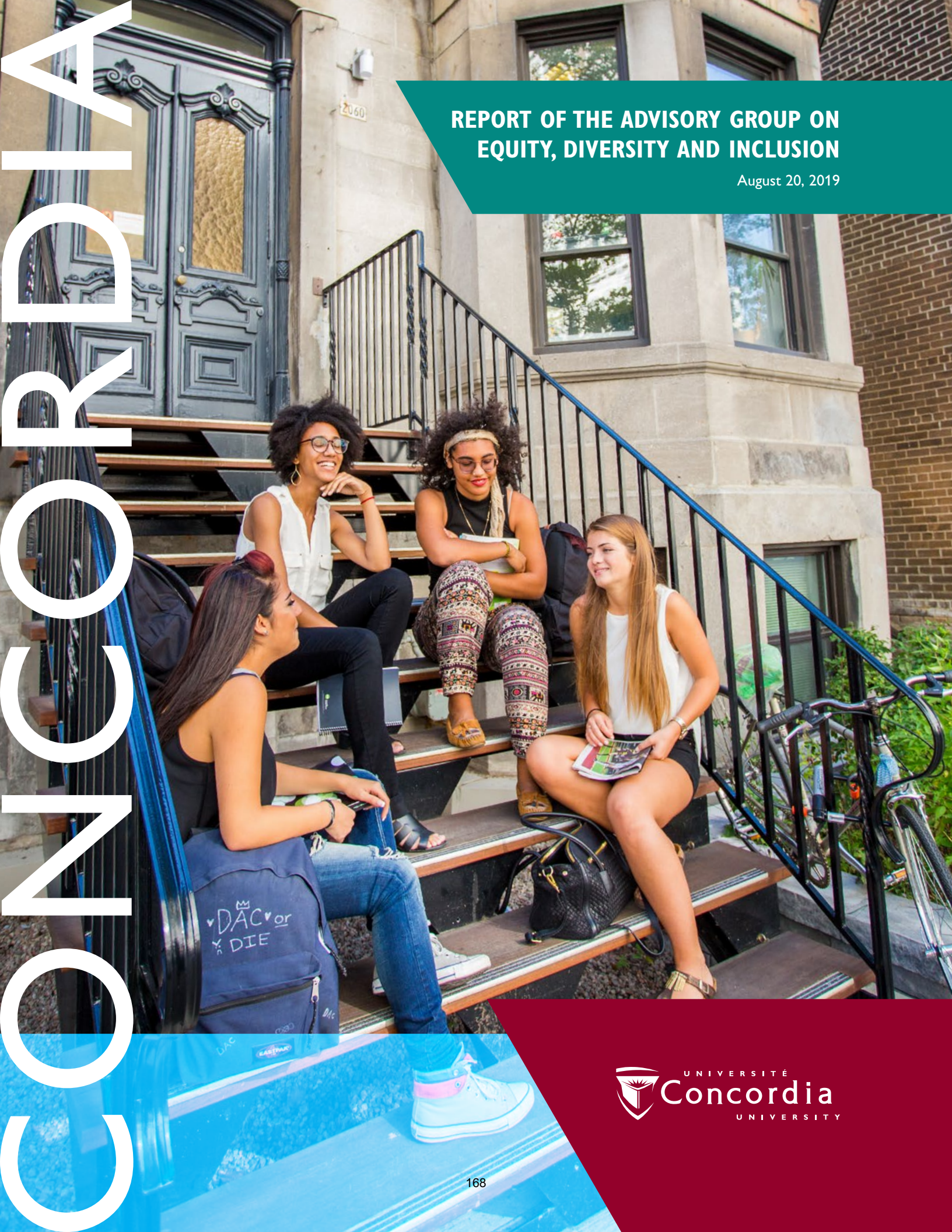




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INTRODUCTION

In July 2018, the new role of Special Advisor to the Provost on Campus Life was appointed with the aim of improving policies and processes to foster a safe, accessible, diverse, inclusive and respectful campus. Part of this new responsibility included facilitating a campus conversation on Equity, Diversity and Inclusion (EDI) at Concordia. This process has been divided into three phases: Consultation, Recommendation and Implementation.

Phase 1 included the creation of an Advisory Group on Equity, Diversity and Inclusion, which met from February to May 2019. This report highlights the creative process and findings from the consultation of the Concordia community about processes, practices, needs and suggestions related to EDI at the university. The Advisory Group reviewed the priorities that emerged from the consultation and developed recommendations for advancing EDI in all aspects of life at the university with the goal of coordinating and enhancing initiatives across the university.

The recommendations in this report fall into the following five key areas:

1. Policy and Processes
2. Hiring
3. Training and Education
4. Leadership and University Responsibility
5. Campus Culture

The priorities and first recommendations identified by the Advisory Group will served as a starting point for Phase 2, during which a representative Working Group will develop specific recommendations and an action plan for advancing EDI at Concordia University.

The Advisory Group would like to thank all individuals and groups who contributed to this important process.

Lisa Ostiguy
Special Advisor to the Provost on Campus Life
Chair, Advisory Group on Equity, Diversity and Inclusion

PROCESS

This section summarizes the work process of the Advisory Group on Equity, Diversity and Inclusion, which met between February and May 2019. It highlights the diverse and creative ways in which the Concordia community was consulted and invited to give feedback on EDI at the university.

Preparatory work

The planning of the Advisory Group began in Fall 2018 with the Chair initiating information-gathering sessions, which included meetings with external consultants, discussions with other universities and reviewing news articles regarding the topic of EDI as it relates to post-secondary institutions.

A graduate student was hired to do a scan of EDI initiatives in other Canadian universities. The Office of the Provost reviewed EDI structures and policies in other Canadian universities.

The Chair of the Advisory Group also gave presentations to many units to promote the opportunity to contribute to the Advisory Group and to answer any questions related to the mandate or process.

Membership

An open invitation was extended to participate in the Advisory Group. Forty applicants responded to the call for participants. The Advisory Group membership was determined based on the profiles, experience and motivation of the respondents. The respective union groups and representative groups validated the selected candidates. Selection of the undergraduate representatives was carried out in full collaboration with the Concordia Student Union. The invitation letter can be found in Appendix 1 and the list of Members and Support Staff in Appendix 2.

Mandate

The mandate of the Advisory Group on Equity, Diversity and Inclusion is to consult the Concordia University community about processes and existing practices, needs and suggestions related to Equity, Diversity and Inclusion. The Advisory Group will develop a set of priorities and recommendations in advancing EDI in all aspects of life at Concordia, with the goal of coordinating and enhancing ongoing initiatives.

Communications

Early on in the process, multiple methods and means were set up for individuals and stakeholder groups to provide feedback to the Advisory Group.

The website for the Advisory Group was launched on February 28, 2018. The website contains the mandate of the Advisory Group, news and events by date, and information about the consultation process, as well as the list of Advisory Group members.

A dedicated email address, advisory-group.edi@concordia.ca, was set up and shared with the community on the website. Community members were encouraged to send their comments and feedback to the Advisory Group through this email address. Submissions were shared with the Advisory Group at the regularly scheduled meetings.

Advisory Group meetings

The Advisory Group met 12 times between February and May 2019. In addition to in-person meetings and in support of Concordia's Digital Strategy, the Advisory Group used the application Microsoft Teams for its internal discussions.

The Advisory Group completed a comprehensive review of Canadian universities. Appendix 3 lists the resources consulted by the members of the Advisory Group and provides a summary presentation of the scan of Canadian universities done by the Office of the Provost.

The Advisory Group also participated in the internal launch of the Indigenous Directions Action Plan, Concordia's Path Towards Decolonizing and Indigenizing the University.

Feedback from stakeholders

Specific stakeholders were identified and invited by the Advisory Group to inform its membership. Selection of stakeholders was based on their position at the university or the role that their department plays in regards to EDI.

Appendix 4 provides a list of the individuals who visited the Advisory Group for this purpose during scheduled meetings. The visits included representatives from Campus Wellness & Support Services, the Access Centre for Students with Disabilities, the International Students Office, the Multi-faith and Spirituality Centre,

the Sexual Assault Resource Centre, the Office of Rights and Responsibilities, and the Centre for Teaching and Learning, as well as the Indigenous Directions Leadership Group.

Stakeholders were asked to explain their role and how they contribute to or support the processes in place as they relate to EDI. A question-and-answer period followed each of these presentations. After these visits, the Advisory Group members discussed the main points and observations.

On April 5, 2019, an email was sent to a list of stakeholders identified by the Advisory Group to request their feedback through an online submission form. Thirty-nine units, associations and governing bodies (listed in Appendix 5) were invited to share their constituencies' views and provide feedback on specific issues related to EDI. Individuals who had expressed interest in the work of the Advisory Group were also encouraged to send feedback.

The Advisory Group also invited the community to identify any other relevant stakeholders that may have been missing from the list but that should have been included. Reminders to participate were sent out. Seventeen written submissions were received by the Advisory Group by May 1, 2019. The information submitted was shared with the Advisory Group during the scheduled meetings and served to inform the recommendations.

Percolab

The Advisory Group approved the partnership of a consulting firm, Percolab, to assist them in the consultation process in order to identify creative and diverse ways to collect input on EDI at Concordia.

Percolab's team participated in six meetings of the Advisory Group and conducted three different types of activities to gather input across the university:

- Structured interviews
- Ethnographic listening
- Creative consultations

Advisory Group members voted to select the stakeholders (among the list identified earlier – Appendix 4) and places of the structured interviews and ethnographic listening.

The Advisory Group and Percolab's team worked closely together to establish criteria to guide choices on the consultation process:

- Students, faculty and staff should be represented.
- Both campuses should be included.
- People selected to be interviewed should reflect the diversity of the Concordia community.
- Learning potential should be prioritized over representativeness.

Structured interviews

The four groups of stakeholders interviewed were:

- Student Success Mentors from the Student Success Centre (two students)
- Centre for Structural and Functional Genomics (one faculty, one staff, one student)
- Critical Feminist Activism and Research project (three members)
- Access Centre for Students with Disabilities (two registered students)

The structured interviews carried out by Percolab included an introduction, factual questions, sense-making questions and suggestions on the future coordination of EDI initiatives. Percolab's structured interview process can be found in Appendix 6.

Ethnographic listening

Four ethnographic listening activities were conducted:

- Intervening in an undergraduate Linguistics course
- Hanging out on Sir George Williams Campus (John Molson School of Business Building, Webster Library) and on Loyola Campus (Vanier Library, Hive Café Solidarity Cooperative, PERFORM Centre, Science Pavilion)
- Volunteering at the People's Potato
- Intervening in an undergraduate Finance course

The Percolab team actively joined members of the Concordia community during those four activities. They covered three types of ethnographic listening processes: observation, blending in and designed. Percolab's ethnographic listening process can be found in Appendix 7.

Creative consultations

The two creative consultations consisted of:

- Collecting sense of belonging stories from students (Webster Library and Vanier Library)
- Testing staff and faculty agreement with statements related to EDI (GM Building lobby)

Fifty-five people, mainly students, participated in the first creative consultation. Percolab's team set a conversation pod in the two libraries and invited people who passed by to share feedback how they feel included in Concordia. Their discussions were based on the Appreciative Inquiry approach: "what do you appreciate, what would you amplify and what would you adjust?" Percolab recorded answers on an index card, took a polaroid photo of the person if they consented and displayed the cards and photos around the conversation pod. A picture of the event and the answers collected can be seen in Appendix 8.

Approximately 50 people, faculty and staff, participated in the second creative consultation. Percolab's team set up an installation in the lobby of the GM Building with seven aspirational statements related to EDI. Student responses from the first creative consultation were also displayed. Percolab invited staff waiting for the elevator to react to the statements and choose which one would help their work align with EDI. In cases of indecision, participants were allowed to choose two statements. Pictures and results of the consultation are shown in Appendix 9.

IDEAS Cafés

The Advisory Group organized four IDEAS Cafés on EDI:

- April 4, 2019 – SGW Campus (JMSB Building)
- April 8, 2019 – Loyola Campus (Administrative Building)
- May 13, 2019 – Loyola Campus (Administrative Building)
- May 15, 2019 – SGW Campus (Webster Library)

The IDEAS Cafés took the form of informal discussions between members of the Advisory Group and participants from across the university. Three questions developed by the Advisory Group and posted on the walls were used to start the conversations. Participants

were encouraged to share their feedback on these questions by adding input directly onto the posters. The data collected were reviewed and discussed by the Advisory Group during scheduled meetings. A summary can be found in Appendix 10.

The three questions were:

Question 1 – Areas of Improvement, Concerns and Challenges

What do you think needs improvement with EDI at Concordia? Can you identify some concerns and challenges that Concordia could and should address?

Question 2 – Strengths, Successes and Best Practices

What do you think is working well with EDI at Concordia? Can you identify some successes and best practices on which Concordia could and should continue to build?

Question 3 – Needs, Suggestions and Priorities

What is required to advance EDI at Concordia (initiatives, processes, structures ...)? If you had to pick one, what would be, in your view, the most important and urgent priority?

Survey

The Advisory Group approved the use of a survey to consult the community more broadly. Members worked with an external survey provider, SOM, to develop the draft questionnaire. Each proposed survey question was reviewed and approved by the Advisory Group.

As several other surveys were conducted during the winter semester in the university, members of the Advisory Group decided to delay the launch of the survey until Phase 2 to ensure wider participation. The draft questionnaire with questions generated by the Advisory Group will be handed to the Phase 2 Working Group for review and input.

In the next sections, we highlight the consistent themes that emerged from the different channels of communication with the Advisory Group. This report summarizes the findings and recommendations based on those themes.

FINDINGS AND RECOMMENDATIONS

This section summarizes the findings of the Advisory Group from the resources consulted and the feedback from the Concordia community collected by the Advisory Group and Percolab during the consultation process. It integrates community input from all constituents across all forms of consultation and reflects the discussion at the meetings of the Advisory Group.

Structures and organization of EDI in Canadian universities

The Advisory Group reviewed structures and how EDI is organized or coordinated at universities in North America, but focused primarily on the approach used to coordinate EDI at twelve universities in Canada.

Offices addressing EDI in Canada reflect different missions and responsibilities at each university. There is no consistency in the title, reporting structures and what is included at each university. Offices in Canada focus on Human Rights (including anti-discrimination), Equity (systematic inequities and fair access to opportunities) and Diversity (creating an awareness of diverse groups and promoting an increased understanding of those who are different). There are also universities that do not have dedicated offices.

Universities with Human Rights offices tend to focus on individual cases and supporting and addressing concerns of members. Equity and Diversity offices have a greater emphasis on education and creating a campus culture and awareness of diversity. There are differing emphases at universities with movement away from or more focused on equity.

As universities in Canada become increasingly diverse, new structures and approaches of universities that blend Human Rights, Equity and Diversity are being created. There are common functions across universities, which include homes for discrimination and harassment policies, creating and sharing of educational tools, community outreach, EDI action plans, Equity committees and senior administration positions assigned to oversee EDI.

Responsibilities in EDI offices and university structures include diversity leadership training and programs for

faculty, staff and students, inclusive campus initiatives (special projects, diversity weeks, etc.), advancing teaching and research, strategic communications, community and external relations and fundraising with identified constituents, diversity agendas and priorities, harassment and discrimination policies, and sexual violence prevention policies.

Leaders of the units also reflect diversity in their titles and positions, ranging from Consultant, University Advisor, Executive Director, Associate Provost, Vice Provost, Associate Vice President and Vice President. The size of the units corresponds to the size of the university, with some offices staffed with more than 10 people with different responsibilities and others with a few key people identified with responsibilities.

Many existing offices address discrimination and harassment, sexual violence, and accessibility and accommodations for students and employees. Some universities include two separate divisions, one that focuses on support and education of the university and the campus culture, and the other on addressing specific individual concerns and complaints.

Universities are generally coordinating their EDI initiatives for students and employees collectively, with very few EDI offices housed in Human Resources (HR). There are some challenges when EDI is exclusively located in HR departments. HR offices may raise the question of neutrality when issues are being addressed by an employer. Policies addressing EDI are frequently developed to address both student and employee concerns. HR might not be seen as the most effective way to provide an advocacy role. Universities also highlight that their offices work units across campus to prevent hate, harassment and discrimination and to respond to concerns, so being housed in one area may make the cross collaboration on issues a challenge.

Appendix 3 indicates additional information on EDI structures at different universities.

Priorities in advancing EDI at Concordia University

The consultation process organized by the Advisory Group sets out to reach students, staff and faculty at Concordia using various methods to reach a diverse community. The Advisory Group reviewed

and summarized the feedback from 39 stakeholders, 17 submissions, four IDEAS Cafés, four structured interviews, four ethnographic listening and two creative consultations. Data collected with specific examples can be found in Appendices 7 to 10.

EDI strengths and best practices at Concordia

The value and importance of diversity on campus was frequently identified as a strength of Concordia. Some referred to the “Concordia Spirit” that is reinforced by creative people and processes. Concordia was identified as a university that has openness to listen to members of the community on what is important.

Established programs and services that are welcoming and accessible were identified as a strength at Concordia in supporting EDI. Specifically mentioned by several members of the community included: the International Students Office, the Multi-faith and Spirituality Centre, the Sexual Assault Resource Centre, the Access Centre for Students with Disabilities, and the Concordia University Student Parents Centre. The Office of Rights and Responsibilities and the Ombuds Office were identified as important resources at Concordia for addressing harassment, discrimination and fairness. Several other initiatives across the university were highlighted, including the recent launch of the Indigenous Directions Leadership Group action plan and the adoption of the territorial acknowledgment.

Strong representation of women in senior leadership roles at the university was also cited as a strength at Concordia. Recent university efforts by the Office of the Provost address our hiring practices and biases to encourage diversity of faculty; these were cited as a strength. An example of a process that supports inclusion that was mentioned was the process of facilitating members of the Concordia community to use their preferred name. As well, student clubs and associations were highlighted as building strength in EDI. The PERFORM Centre Gym was highlighted as an area that offers accessibility.

The Advisory Group noted that services and programs that offer opportunities for different diverse groups to interact together in meaningful ways at the university seem to be highlighted as important, and that the university should continue to offer more of these opportunities for all members of the community.

The variety of student service offerings were identified as appealing to students from different backgrounds. The ones that offer the most to students are adaptable and flexible in offerings and provide safe spaces for people to connect with each other in diverse ways.

Research labs reported that working in collaborative environments with diverse community members allows for friendships and a positive multicultural and international experience among community members. Students in research labs reported being treated equally, and identified that there is an open-minded, supportive group where fairness happens naturally. One participant identified that “Concordia gives a chance to everybody.”

The ethnographic listening and observation identified EDI as being reflected on campus, with posters on student elections, gender-neutral bathrooms at different locations, and gathering spaces on the downtown campuses. They reflected diversity and community members interacting with each other.

The observations highlighted that the library downtown offered important co-working spaces for diverse groups to interact and a collective place to hang out.

The People’s Potato was highlighted as an important anti-oppressive space that promotes values of inclusion in all of its work. At the People’s Potato, it was observed that working together on a common task when there is mutual support and freedom of doing what one wants is inclusive in itself. There is an importance to being welcomed, of knowing each other’s names; it is a model that shows that a university can be a place of inclusion for the community at large. The People’s Potato includes several volunteers who have disabilities, and values of diversity and inclusion are reinforced with posters.

In courses, positive examples highlighted include addressing pronouns positively, addressing EDI concerns as part of course content in courses that don’t have a specific content focus on EDI, including diversity of opportunities and readings and projects to accommodate students from different backgrounds and having the diversity of the university reflected in the faculty hired to teach courses.

It was also mentioned that the name and meaning of Concordia should be promoted in the values of the university in supporting EDI.

EDI areas of improvement and priorities at Concordia

The Concordia community gave the most feedback in the area of improvement. A summary of the feedback has been organized into five themes, with recommendations from the Advisory Group to be developed in Phase 2.

1. Policy and Processes

The Concordia community identified a need for structured processes and formalized policies within the university to support the commitment to EDI. There was a lack of awareness of what exists in the university, and there was a consensus across all conversations that there needs to be better coordination of existing support services and programs that foster EDI.

Comments focused on the university being reactive rather than proactive in supporting diverse groups across campus. There are no visible incentives for units across the university to support values of EDI across the campus. There were concerns identified over gendered leaves, and the effects of maternity leaves on career paths and progress, as well as processes that seem too hard to navigate and offer little flexibility in specific circumstances.

There was an identified need to develop more policies to address Equity issues, with more specific feedback to consider values of EDI in all of our policies and practices in the university. Other feedback from staff included a call for policies to give people a framework and direction. There was also a call to formally recognize that it is not always easy for members of different groups in the university and that things can be improved. Concordia focuses on the individual and not the collective. Navigating the system is hard for students in terms of accessibility, and the lack of French was identified as a concern.

Recommendations:

- 1.1. Identify a home for information on university policies that address EDI to create better access to the university.
- 1.2. Develop a communications plan to clearly explain processes and policies in place to address discrimination and harassment in the university.

- 1.3. Review policies that exist in the university related to EDI and identify gaps and updates necessary to address ongoing concerns. Accessibility has been identified as an area that specifically needs attention.
- 1.4. Create incentives and rewards to encourage units to build supportive EDI processes and practices in units across the university.

2. Hiring

The concern over hiring a diverse staff and faculty that reflect the diversity in our large student body and the city of Montreal was cited as an issue of concern at Concordia. There was a clear call for more dedicated efforts from the university to review hiring practices. This includes training of hiring committees, redefining excellence in broader terms and changing the language in our job descriptions to reflect inclusion and the university commitment to EDI.

There need to be more people of colour and other underrepresented groups on the staff and faculty at Concordia. The community called for the need to be intentional about hiring a diverse workforce; specifically, persons of colour, individuals with disabilities and Indigenous staff and faculty were mentioned as needing more attention in our hiring approaches. Attention has been paid to increase the number of women in leadership roles at the university, but more attention is needed with the goal of increasing the representation of other underrepresented groups in leadership roles.

A sense of belonging for all is important at Concordia, and Concordia faculty and staff should reflect the diversity of their students.

Recommendations:

- 2.1. Clearly communicate the ongoing work on addressing hiring (Canadian Research Chair, Office of the Provost, initiatives in HR) to make efforts clear across the university.
- 2.2. Develop a plan to increase anti-bias training and inclusive job posting to all sectors of the university (possibly creating a webinar or online unit that could be accessed by all hiring committees across the university).

2.3. Specifically address our lack of people of colour, people with disabilities and indigenous staff in our hiring processes.

2.4. Develop a plan to increase the diversity among staff to reflect the diversity among students.

3. Training and Education

The need for more training across the campus in all sectors was consistently identified. Having a diverse student body at the university does not necessarily mean that our community is learning and benefiting from the diversity. The community called for more intentional opportunities to learn about EDI. The feedback highlighted that more workshops and training about different cultures, different backgrounds and different religions should be offered as part of the university mandate.

EDI are not consistently addressed in academic work and it is a missed opportunity at Concordia, given the diversity within our students. Faculty should be encouraged to participate in workshops on how to promote values of EDI in the classroom.

Training is also needed around sensitivity to diversity, and there was call for mandatory training in diversity and on inclusion of all employees. Professors need more opportunities to learn about how to address sensitive issues in courses and need to be aware of how to design inclusive course content. There is also training needed related to supporting and accommodating students and employees with disabilities. Specific training on designing approaches that are more inclusive at all levels of the university is needed.

Consistently throughout the process, it was identified that Concordia could play a bigger role in training and education in EDI. As a university, our approaches could be more intentional and focused, with the goal to understand and increase awareness of issues and concerns of marginalized groups on the campus.

Recommendations:

3.1. Establish a working group to review the feasibility of principles of Universal Design for Learning being implemented across the university to address collective responsibility to support EDI in teaching and services at the university.

3.2. Organize and promote more Centre for Teaching and Learning workshops on inclusive and diverse teaching practices.

3.3. Offer greater options and access to training on understanding diversity for students, staff and faculty.

3.4. Develop specific training on conflict resolution and strategies to support individuals facing barriers, discrimination and harassment.

4. Leadership and University Responsibility

There was a call for being more visible in our commitment to EDI in the university by making a statement as an institution, being clear on what is important, what is valued and what we can do to support and promote EDI.

There are very few data available and reported on that are specifically related to diversity. The feedback identified a need to create better tracking of our progress addressing priorities in EDI and to communicate the progress to the university. Concordia could make a formal commitment across the university to include more diversity in decision-making committees.

The university needs to create leadership opportunities to advance EDI priorities and secure a formal system or structure to coordinate EDI efforts, with adequate resources to sustain current and new initiatives. The feedback highlighted the need for a proactive unit to coordinate, promote and celebrate EDI. Priorities from the community highlighted the importance and need for a Human Rights and Equity Services unit that formally addresses freedom of expression, promotes fair access to opportunities for marginalized groups and supports and addresses accessibility concerns.

The university leadership should identify spaces to discuss differences and create guidelines that support principles of EDI across all units in the university.

Recommendations:

4.1. Formalize and allocate resources to support a structure or model that coordinates and promotes EDI across the university.

4.2. Collect better data and metrics on progress of EDI initiatives.

- 4.3. Communicate the importance of EDI in vision statements and statements of commitments.
- 4.4. Develop a formal governance structure that addresses Equity and Human Rights issues in a visible, coordinated way.

5. Campus Culture

Creating a thriving environment for all is a priority, and creating an inclusive, equitable and diverse university takes us all. As a university, we need to be more systematic about inclusion, to transform the university culture to naturally think of EDI and to not promote the use of checklists and quotas.

People have been hurt and there needs to be recognition that we have not always supported the diverse members of our community. We are a huge university where people often feel disconnected from each other, and we need to create opportunities in the university to create community. There need to be ways to have uncomfortable conversations in order to address systematic issues that have hurt people. There was an identified need to create safe places to be different. For a university of our size, we need diversity in all areas, such as food options on campus.

There were multiple suggestions to promote and make processes clear for those who have concerns over the way they have been perceived and treated. Community members identified a need for greater attention to creating initiatives that are supportive and informative relating to addressing EDI. It was specifically highlighted that the university needs to set goals and resource them adequately.

We need to build a shared responsibility for the advancement of EDI. Community members identified that their work is not recognized or adequately supported, which has led to frustration and a feeling that work in EDI is not recognized or valued. It was identified that the university needs to recognize and compensate those doing grassroots work to promote the values of EDI.

There was a need identified to involve more avenues to get all members of the community engaged in EDI initiatives. Currently, the responsibility for these initiatives falls on women and a few representatives from underrepresented or marginalized groups.

Religion was identified as an issue that is often not spoken about on campus, Avoidance of opportunities to have discussions on religion impacts other aspects of campus life that are ignored, such as the choice of food options on campus, space for prayer and inconsistent accommodations for religious observances.

There is also a need for greater awareness of accessibility concerns, including gender-neutral bathrooms.

Recommendations:

- 5.1. Create opportunities at Concordia to celebrate our diversity, including communications to highlight stories from members of our community and holding diversity weeks and various events each academic year to learn more about our diverse campus.
- 5.2. Establish a working group with resources to support EDI initiatives at the university and specifically for groups that are marginalized and/or underrepresented.
- 5.3. Create opportunities to bring attention to the needs and issues of specific members of our community and to continue to engage members of the community in the discussions of priorities, including a plan for organized conversations over the academic year that are specifically related to concerns over processes related to supporting EDI.
- 5.4. Develop a university action plan to address EDI as part of all processes across all sectors at the university.

APPENDICES

APPENDIX 1

Call for members: Advisory Group on Equity, Diversity and Inclusion
Students, faculty and staff are encouraged to apply by Friday, January 18, 2019.

Happy new year!

In July 2018, I started a new role as Special Advisor to the Provost on Campus Life. Part of this new responsibility includes facilitating a campus conversation on Equity, Diversity and Inclusion (EDI).

Input by stakeholders from across the university will be included as part of a Concordia strategy, with a set of actionable recommendations for advancing EDI in all aspects of life at Concordia.

The Advisory Group on EDI will include undergraduate and graduate students, staff, faculty, and members of the administration.

Advisory Group membership

To help guide this important initiative, I will be creating an Advisory Group on EDI. The number of members will be capped at 12 to ensure that the group will be able to hold effective meetings. The mandate of this group will include designing a process to engage the university community in discussions.

The 12-member Advisory Group will include:

- two undergraduate students
- two graduate students
- two faculty members (1 full-time and 1 part-time)
- two staff members working in EDI
- two additional members of the university community
- one external member
- Chair: Lisa Ostiguy, Special Advisor to the Provost on Campus Life

Call for members: the deadline to apply is Friday, January 18, 2019 at 6 p.m.

I invite the entire community to participate in the effort to create a diverse group from across the university.

I encourage all interested students, faculty, staff and members of the administration, who are diverse with respect to their status as an employee or student, ethnicity, nationality, age, gender identity and expression, or other characteristics. Ideally, the group will include a wide range of backgrounds and experience from members who believe they can bring their expertise to this very important work of the Advisory Group, and ask candidates to submit an email to me by 6 p.m. on Friday, January 18.

Eligibility requirements

Students must be currently registered in a program and enrolled as a student in 2019 at Concordia, and have completed a minimum of 30 credits for undergraduates or 12 credits for graduate students.

Faculty and staff must be active members until June 30, 2019 and have been employed at Concordia for at least 12 months. Faculty and staff members who are on leave or on sabbatical are not eligible.

Application process

To apply, please email me your expression of interest and include your contact information, a short statement of the reasons you are interested in being part of the Advisory Group on EDI, your background and experience, and what you can contribute to the discussion.

If you know someone who might be interested or has relevant experience, please encourage them to apply.

You can also suggest individuals who would be valuable in this working group.

All eligible applications will be reviewed. Advisory Group members will be announced at the end of January 2019.

Time commitment

When submitting an application, please be aware that if you are selected, you must be able to attend the Advisory Group meetings from the beginning of February 2019 until the end of June 2019. Meetings will be held (weekly or bi-weekly) on Wednesday mornings from 9 a.m. to 11 a.m.

To be an active and full member on the Advisory Group, it is vital that all members be able to meet this requirement. It will not be possible to be replaced by a delegate or a substitute.

Selection criteria

I am seeking individuals who have good listening and communication skills, who are interested in promoting EDI in various ways on campus, have the ability to engage critically with diverse perspectives, and who are willing to participate actively and respectfully in discussions on complex issues.

To carry out this work, these individuals will contribute their advice and insights into EDI to support the development of a process to effectively engage the community in conversations on existing and emerging challenges that fall within the scope of the Advisory Group's mandate. The committee will meet with stakeholders, carry out community conversations and develop a communications plan to keep the University informed on ongoing work and initiatives.

For student members, selection will be carried out in full collaboration with student associations and student unions.

Opportunities for consultation

The Advisory Group will be inviting groups and units across the institution to provide written feedback along with opportunities for face-to-face meetings with Advisory Group members.

We will be holding public conversations to engage undergraduate and graduate students, faculty and staff as part of our work. Individuals will also be able to submit written feedback.

We will be sharing more details on the consultation activities shortly. If you are interested in Equity, Diversity and Inclusion on campus, but are not available to participate in the Advisory Group, you can request to receive updates and information on consultation opportunities by writing me an email.

For any questions, please contact me by email at specialadvisor.campuslife@concordia.ca.

Lisa Ostiguy
Special Advisor to the Provost on Campus Life
Chair, Advisory Group on Equity, Diversity and Inclusion

APPENDIX 2

Members list

Advisory Group on Equity, Diversity and Inclusion members

- Anna Barrafato, Interim Manager, Access Centre for Students with Disabilities
- Téo L. Blackburn, Manager, Academic Leadership and Inclusion, Office of the Provost and Vice-President Academic
- Rhonda Chung, PhD, Education, Faculty of Arts and Science
- Mark Andrew Galang Villacorta, Senior Lead, Diversity and Equity, Office of the Provost and Vice-President Academic
- Lyse Muhayangingo, BComm, John Molson School of Business
- Lisa Ostiguy, Special Advisor to the Provost on Campus Life (Chair)
- Rohit Parashar, MEng, Quality Systems Engineering, Gina Cody School of Engineering and Computer Science
- Kajol Pasha, BA, Anthropology and Sociology, Faculty of Arts and Science
- Jacqueline Peters, Part-Time Lecturer, Classics, Modern Languages and Linguistics, Faculty of Arts and Science
- Rahul Ravi, Chair, Finance, John Molson School of Business
- Tina Shah, Manager, Financial Planning and Analysis, Financial Services

Advisory Group on Equity, Diversity and Inclusion support staff

- Laurane Beyle, Project Coordinator, Campus Life, Office of the Provost and Vice-President Academic (Advisory Group Coordinator)
- Anne Von Finckenstein, Director, Institutional Communications, University Communications Services (Advisory Group Communications Advisor – February to April 2019)
- James Roach, Senior Communications Advisor, Institutional Affairs, University Communications Services (Advisory Group Communications Advisor – May to August 2019)

APPENDIX 3

Resources consulted

Universities Canada principles on EDI:

www.univcan.ca/media-room/media-releases/universities-canada-principles-equity-diversity-inclusion/

Simon Fraser University initiative on EDI: www.sfu.ca/vpacademic/equity-diversity-and-inclusion.html

McGill University Task Force on Respect and Inclusion in Campus Life:

www.mcgill.ca/principal/initiatives/respect-and-inclusion-campus-life/task-force-respect-and-inclusion-campus-life

University of Alberta Office of EDI:

www.ualberta.ca/faculty-and-staff/equity-diversity-inclusion

Association on Higher Education and Disability's statement of commitment to Diversity and Inclusion:

www.ahead.org/about-ahead/diversity-inclusion

Canadian Centre for Diversity and Inclusion:

<https://ccdi.ca/>

Canadian Race Relations Foundation:

www.crrf-fcrr.ca/en/

On the Road to Champion, March 26, 2019, insidehighered.com

www.insidehighered.com/advice/2018/03/26/advice-how-become-diversity-equity-and-inclusion-leader-opinion

Don't ask where I'm from, ask where I'm a local, October 2014, ted.com

www.ted.com/talks/taiye_selasi_don_t_ask_where_i_m_from_ask_where_i_m_a_local?language=en

The Deskilling of Immigrant Women, Vol 5 No 2 (2015), Directions

www.crrf-fcrr.ca/images/stories/pdf/directions/directionsVol5No2Web.pdf

What's the Difference Between Diversity, Inclusion, And Equity?,

<https://generalassemb.ly/blog/diversity-inclusion-equity-differences-in-meaning/>

Demands d'accommodements des étudiants : Comment y répondre, February 21, 2019, UdeM

www.youtube.com/watch?v=mkPhb2_inCl&feature=youtu.be

See ___ through my eyes, May 22, 2014, Concordia University

www.youtube.com/watch?v=GiAl6d0QHjk

Government of Canada makes bold moves to increase equity, diversity and inclusion in research, May 9, 2019,

nserc-crsng.gc.ca

www.nserc-crsng.gc.ca/Media-Media/NewsRelease-CommuniqueDePresse_eng.asp?ID=1062&fbclid=IwAR3t-2KHsNswYLiA8xBmky0n8wQ_gd3yKLgEK7m4QN7J0t5pahqsB_70A5A

Workforce diversity is essential, but what does real inclusion look like?, Mar 28, 2019, cbc.ca

www.cbc.ca/life/culture/workforce-diversity-is-essential-but-what-does-real-inclusion-look-like-1.5076025



Scan of EDI structures in Canadian universities

Equity Offices

- Differing responsibilities
- Staffing challenges
- Wide variety of reporting structures
- Proliferation of equity services
- Shift to, and away from equity
- Creation of administrative positions
- Expansion

Henry, Dua, James, Kobayashi, Li, Ramos & Smith (2017)

Five Main Mechanisms

- Discrimination & harassment policies
- Educational tools
- Senior administrative positions addressing equity
- Equity Plans
- Equity committees

Henry, Dua, James, Kobayashi, Li, Ramos & Smith (2017)

Equity Office Journeys

- Clear parameters / mandate
- Campus consultations
- Consultants
- Data
- Diversity Network
- Senior Leadership
- Culture change
- “You can do anything you want!”

Leadership

- Diversity Consultant / Advisor
- Director
- Executive Director / University Advisor
- Associate Provost
- Associate Vice-President
- Vice-President

Diversity Responsibilities

- Recruitment / diversification for faculty, staff, students
 - Diversity leadership and training programs for faculty, staff, students
 - Inclusive campus climate initiatives
 - Advancing EDI through curriculum and research
 - Strategic Communication / institution’s diversity brand
 - External relations and fund-raising with key diverse constituencies
 - Assessment of offices, units, initiatives and efforts of senior leaders in advancing the institution’s diversity agenda
 - Harassment / Discrimination Complaints*
 - Affinity Group Administration*
- Williams & Wade-Golden, 2013; *not part of WWG list*

APPENDIX 4

List of stakeholders consulted and interviewed by the Advisory Group

Gaya Arasaratnam, Director, Campus Wellness & Support Services

Anna Barrafato, Interim Manager, Access Centre for Students with Disabilities

Robert Cassidy, Director, Centre for Teaching and Learning

Kelly Collins, Manager, International Students Office

Ashely Crouch, Interfaith Facilitator, Multi-faith and Spirituality Centre

Jennifer Drummond, Coordinator, Sexual Assault Resource Centre

William G. Lindsay, Senior Director, Indigenous Directions

Lisa White, Director, Office of Rights and Responsibilities

APPENDIX 5

List of stakeholders contacted by the Advisory Group

- Aboriginal Student Resource Centre
- Academic Cabinet
- Access Centre for Students with Disabilities
- Advancement and Alumni Relations
- Campus Wellness & Support Services
- Centre for Gender Advocacy
- Centre for Teaching and Learning
- Critical Disability Studies Working Group
- Dean of Gina Cody School of Engineering and Computer Science Office
- Dean of Students Office
- District 3 Centre for Innovation and Entrepreneurship
- Ethnocultural Art Histories Research in Media
- Ethnocultural Art History Research Group
- Financial Aid and Awards Office
- First Peoples Studies program
- Human Resources
- Indigenous Art Research Group
- Indigenous Directions Leadership Group
- International Students Office
- Intersectionality Research Hub
- Milieux Institute
- Multi-faith and Spirituality Centre
- Navigators
- Office of Community Engagement
- Office of Rights and Responsibilities
- Office of Sustainability
- Ombuds Office
- President's Executive Group
- Provost's Executive Team
- Religious and Spiritual Student Groups
- Security Office
- Senate
- Sexual Assault Resource Centre
- SHIFT Centre
- Student Associations (incl: Concordia Student Union and Graduate Student Association)
- Student Athletic Teams
- Student Recruitment
- Student Success Centre
- Unions and Staff Associations

APPENDIX 6

Percolab's structured interviews process

Introduction

Purpose: to build relationships, to present the process and where they fit in it

- Who we are
- How we got to you
- The process

Factual questions

Purpose: to get a picture of what they are doing

- What is your mission/purpose?
- How do you view EDI? How do you think about it?
- What is your language around EDI? What words do you hear and use?
- What are your practices relative to EDI?

Sense-making questions

Purpose: to learn, to hear about their successes/challenges and what this means to them, to listen to their ideas and their plans for the future

- What do you think needs improvement with EDI at Concordia?
- What do you think is working well with EDI at Concordia?
- What is required to advance EDI at Concordia (initiatives, processes, structures ...)?



APPENDIX 7

Percolab's ethnographic listening process

Type of ethnographic activity	Description	When is it useful?
Observation	When you pick a strategic location and hang there for a while as a way to gather informal information (for example words spoken, attitudes).	When you want to see how people are working, this is the most objective way possible. It can involve interaction at one point.
Blending in	When you actively join others in what they are doing to live an experience with them and ask questions in a way that flows and blends in with the context.	When you have targeted a specific moment. Stepping in as a participant can be more relevant than taking an outside observer role.
Designed	When you design a process or installation to elicit specific type of information from people. A provocation.	There is a short window of opportunity of interaction with people and you want to take advantage of inviting in some type of targeting information. By using design, you are focusing on the user experience.



APPENDIX 8

Summary of the feedback collected during the first creative consultation:
Collecting sense of belonging stories from students (Webster Library and Vanier Library)
– May 2, 2019, and May 3, 2019

BELONGING TO CONCORDIA – Consultation in Libraries (Triple A)

Location	Appreciate	Amplify	Adjust
D-1 down- town	Research centre that fosters a sense of community, builds relationships outside of university. Working with students and faculty. Build connections. I live in Montreal and I'm anglophone.	Advertise events/activities and make them open to public. Give more values to external contribution. Physical accessibility.	Being clear about which events are open to public. Have reasonable cost for events.
D-2	Faculty accessibility. Group of students from Africa.	Institutionalization of African studies (research centre).	Faculty hiring (faculty doesn't reflect diversity of students, example in classes on Africa).
D-3	People are approachable. Familiar spaces, faces.	More connection between head of university and students (events, talks).	More opportunity to honour the different cultures (exhibitions, events).
D-4	Nothing.	Nothing.	Employees should be able to offer services in French. Montreal is a francophone city.
D-5	Multicultural students. International Students Organization. Student Centre helps a lot.	Nothing.	Facilitate connection with others, between associations. Lack of resources to share with others (e.g. with more resources, my association could invite others for a meal).
D-6	My program (HR). Initiative like 4th space. Social events (in other programs, too). Engagement with external organization + community.	Continuing touching base with people after frosh, to facilitate connections.	Students Association could do more reaching out to more students.
D-7	Social life. Everything is close by. Good memories from his student years, as a recent immigrant.	Access to good and inexpensive food.	Nothing.
D-8	Sense of belonging because of stress during exams, like everybody else. Every day, studying, socializing. Services (medical, etc.), it's a privilege.	Have more multicultural events, bigger events, too.	Nothing. There's already a lot of opportunities. Advertise more the opportunities that exist to students.

BELONGING TO CONCORDIA – Consultation in Libraries (Triple A)

Location	Appreciate	Amplify	Adjust
D-9	No domination of a special group. Can work and study in English. Different activities, gym, workshops not even related to my studies (happiness workshop). Feels like you are cared about. Free lunch at People's Potato, feels like safety even when I don't use it. Friendly competition, helping each other.	GradProSkills workshops, helpful environment.	Some teachers less friendly, don't seem to care. "I'm the boss" attitude. Teachers need assessment on the quality of their job.
D-10	Friends.	Nothing.	To have more open space where people can meet and socialize.
D-11	Realize a goal, a dream. Happy about everything.	More scholarship for international students.	Nothing.
D-12	Belonging to a multicultural, artistic school. Being in Montreal.	Nothing.	Hard to navigate the services at the beginning. Information should be more accessible. For example, discovered only in 2nd year a useful application for students called "student care."
D-13	Arts. Photography. Teaching.		
D-14	Students are concerned with EDI. Critical approach to inclusion. Conversation ok and work needs to be done.	Events in Feb. with staff. e.g. Black students program protest in pedagogy. Awareness work to be done. Demand change by students.	More faculty with expertise in theory/research. Marginalized communities. Receptiveness to marginalized students. Approach to faculty. Accountability with action, not just talk. Lack of EDI in English department.
D-15	Respected everywhere.	Customer focus.	Too many committees.
D-16	A. People open. Great conversation. Accessibility. Open education approach. Flexible faculty.	A. Market analyst. Money go somewhere. B. More globally competitive environment. Admin. is growing but not teaching.	A. Different learning paths availability. B. Indigenous students.
D-17	Talented like everyone else. Diverse community.	I'm a Muslim. Sometimes it's hard for me to pray in private, not public.	"Any help I need, I find it."
D-18	International family away from home. Residence.	Opportunities for research. Volunteer in lab. Prof experience.	Concordia University diversity. Sharing each other's stories of diversity.
D-19	Comfortable. Like-minded people.	Diversity voice. Discuss differences.	Nothing. Too good an experience.
D-20	Multicultural feeling. International.	Feels accessibility good. Organization, event.	No exploitation. More international student days.

BELONGING TO CONCORDIA – Consultation in Libraries (Triple A)

Location	Appreciate	Amplify	Adjust
D-21	Concordia's contribution to society.		
D-22	Staff: working environment.	Relationships.	Finishing time flexibility.
D-23	Overall feeling positive.	More inclusionary. If you're not part of class, you're not part of community.	If they work on class issues, we're doing well.
D-24	A lot of student associations.	Nothing.	Wish the university would monitor student groups to ensure their inclusivity and create better understanding.
D-25	Library: really like mood and common area.	More events that include everyone.	Nothing.
D-26	People really friendly. Many cultures. Gives opportunity to youngsters.	Been here 30 years working. Daughter graduated. Helped coach the Stingers.	More security: FG, LB Building, tunnel to FG.
D-27	A lot of diversity. Don't feel singled out.	More and more foreign students.	Can't think of anything.
D-28	Friendliness. Feeling warm + welcomed.	More advertising for club spaces.	More spaces for clubs.
D-29	Nothing.	Need more group activities, like more barbecues. We work a lot but have to make community on our own.	Nothing.
D-30	Students creating community because faculty not prepared for current students - gender identities.	More attention to students' initiatives. Clearer path for events to get support.	Not enough ways to teach different people in fine arts. Have hard time with different students (students of colour).
D-31	Lecture delivery. Library services.	Washrooms' hygiene.	Getting notices earlier for events, better communication.
L-1 Loyola	Respect from the teachers. Openness. Friendliness: classmates, staff. Commitment + accountability. Transparency. Understanding from teachers (for example, impact of flooding on stage).	Difficult to access academic advising. More orientation about events, advertising through posters, students coming to classes and making friendly invitations.	Hang out with people I knew before coming to Concordia. Haven't really meet new people.
L-2	It's my first week in Montreal. Institution of learning. Tour of lab yesterday. Help from other students (for e.g. with Wi-Fi). Grateful to be here.	Too new to see that.	Procedure for registering is too complicated.

BELONGING TO CONCORDIA – Consultation in Libraries (Triple A)

Location	Appreciate	Amplify	Adjust
L-3	I'm a good worker, on time, work hard. "Good morning" and lunch together. Help from others (my educator, for e.g.).	Nothing.	Don't know.
L-4	Classes. Friendly students. Most prof, too.	Nothing.	The admin. should look into "rate my professor." Some profs are very bad.
L-5	Library, everyone works here, have same goal, doesn't matter who you are. Friendliness. Game nights at the Asian Association.	More study areas on the campus (big tables, good lighting, good ventilation).	More events not involving drinking. More clubs. More promotion to know about them.
L-6	Engineering community is inclusive. Space Concordia was fun. Group work.	Opportunity to get together with other departments.	Student fairs to present all the clubs, events, etc. Used to have one on Mackay Street, every club was there.
L-7	Opportunity here. Friendliness. Everyone ready to help.	Ensuring good information is available.	
L-8	Lots of good friends. Welcoming people.	Hire more visible minorities (First Nations, black ...).	Nothing.
L-9	Team. Sports. Supportive, inclusive and work together. Diversity of Concordia.	Cultural sharing events. Food + music culture.	Nothing.
L-10	Worked 34 years here. Contributed. Studied here too. "I belong."	Stop pandering. Laws apply to all. Equality/equity.	University is becoming ageist. "What are you still doing here?" Instead of recognizing experience.
L-11	In dorms, so meet lots of people. Staff and students very friendly.	History of Concordia. Name.	Department e.g. funding Biology.
L-12	Do my stuff.	Country-based activity.	For everyone or for none. No special treatment.
GM-1 lobby	Teachers explore inclusion. Love the atmosphere.	Involvement on different activities.	
GM-2	Really good here. Multicultural. United.	Country-based activity.	Toilets.
GM-3	Focused on research. Sad didn't have time to participate (in events, activities). Obstacles: language, new here, introverted personality, fear of losing time.	Present information in a way that international students can figure out what's going on.	Nothing.
GM-4	Listening to problems - coordinate.	More courses available.	Lower fees.

BELONGING TO CONCORDIA – Consultation in Libraries (Triple A)

Location	Appreciate	Amplify	Adjust
GM-5	Received help when needed, e.g. funding. Concordia accepts everybody. Most diverse. Gives a chance to everybody. Want to give back later if I can.	Nothing.	Nothing.
GM-6	Feel marginalized.	Critical thinking beyond fashionable fascism.	On their own conclusion.

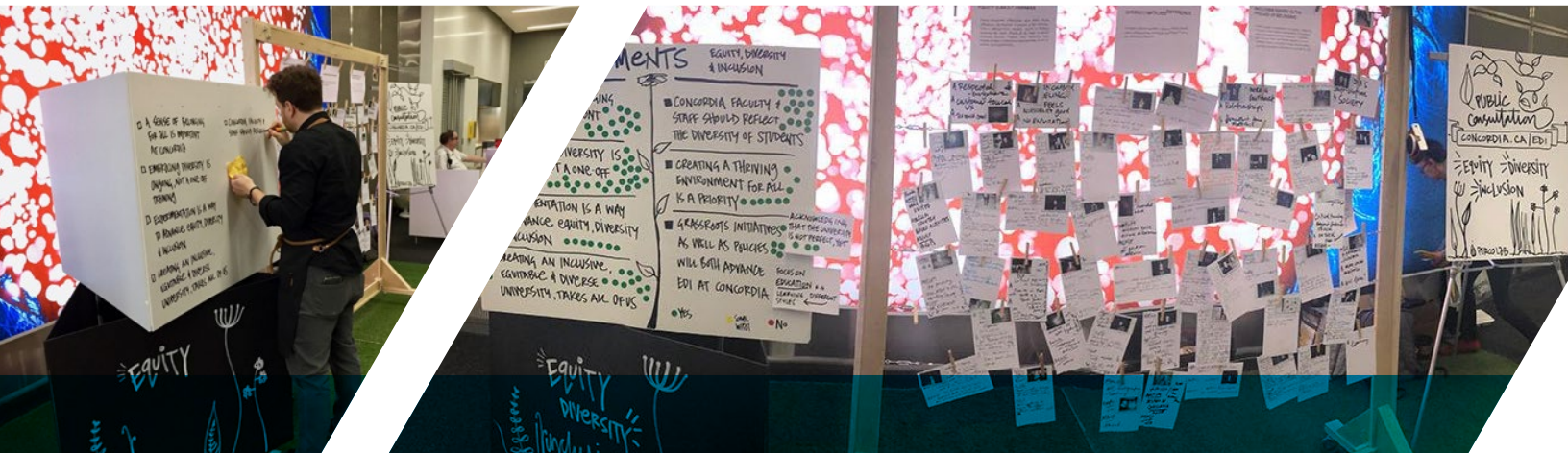
Themes: friends, multicultural/international (“international family away from home”), social life (events, associations), lots of help/services (library, workshops, health, funding), openness, engagement with external world/contribution to society, Montreal, anglophone, university is a life goal/opportunity (“Concordia gives a chance to everybody”), do my stuff/focus on research, arts, sports, good memories

Themes: name of Concordia, advertise events better (posters, for e.g.), facilitate connection (e.g. head of university and students, touching base after frosh, between departments), more multicultural/inclusive events, physical space (Muslims to pray, clubs, more study areas), discuss differences, clearer path for events to get support, make information more easily available, hire minorities, physical accessibility, access to academic advising

Themes: reasonable cost (events, fees), faculty hiring (diversity), ageism, more reaching out from student associations, different learning paths available, no special treatment, advertise opportunities more, more open space for socialization, information more accessible, more security, services in French, events not involving drinking, more promotion for clubs (student fair like before)

APPENDIX 9

Summary of the feedback collected during the second creative consultation:
Testing staff and faculty agreement with statements related to EDI (GM Building lobby) –
May 8, 2019



Order of priority:

88 stickers at the end (some people had two green dots)

- 24 stickers: Embracing diversity is ongoing, not a one-off training
- 15 stickers: Concordia faculty and staff should reflect the diversity of students
- 14 stickers: A sense of belonging for all is important at Concordia
- 11 stickers: Creating an inclusive, equitable and diverse university takes all of us
- 9 stickers: Creating a thriving environment for all is a priority
- 7 stickers: Experimentation is a way to advance EDI
- 5 stickers: Grassroots initiatives and policies will both advance EDI at Concordia
- 3 stickers: Acknowledging that the university is not perfect, yet
- Focus on education, e.g. different learning style

Observations:

- People found it difficult to choose one statement in particular. “They are all good” was a frequent comment.
- No one disagreed with any of the statements. No red dots.

Insights:

Given the reaction, the university could probably go bolder.

APPENDIX 10

Summary of the feedback collected during the four IDEAS Cafés

**What do you think needs improvement with EDI at Concordia?
Can you identify some concerns and challenges that Concordia could and should address?**

Policy and Processes

- More clarity in policies and processes to support EDI
- Greater clarity on what policies exist at the university to support EDI
- Better coordination of support services and programs in EDI
- Proactive protocols to support EDI with rewards
- Protection of gendered leaves and mat leaves and the perceptions around these leaves
- Review our policies and processes with an EDI lens
- Making people aware of acceptable behaviour
- Proactive, not reactive, processes

Hiring Processes

- More efforts to recruit diverse staff that represents Concordia students
- Redefine excellence in global terms
- Language in job descriptions
- More people of colour in the faculty
- Faculty hiring needs to formally consider diversity
- We need more faculty of colour in the humanities
- We need to hire more indigenous staff and faculty and people of colour; we need quotas
- We need to be intentional about hiring people with disabilities
- EDI training offered as part of the onboarding process at Concordia
- Language training for faculty and staff
- Hiring more people with disabilities; hiring diverse staff in student services

Training and Education

- How is EDI addressed as part of academic work?
- More training in EDI
- Training about inclusion and learning about diversity, different cultures and religions
- New faculty and staff should have diversity and inclusion emphasized
- Integration of EDI in the curriculum
- Need more intentional learning about diversity
- Make sensitivity training mandatory for all faculty and staff

- Linguistic expertise in training
- Mandatory training for all faculty and staff, something in line with the Canada Research Chair
- Diversity in age, race, gender and disability of the staff
- Normal factor education
- Guest lectures and themed organized discussions
- More workshops about multiculturalism
- Academia has to evolve on language
- Make sensitivity training mandatory for all faculty and staff

Awareness and Community Engagement

- Burden on women and underrepresented groups to do the work
- Religion is the least talked about aspect of our university diversity
- Need more support for sex workers in our community
- Many more conversations are happening now, which is great
- More avenues to get the community involved, and not just a few representatives
- More discussions on religious diversity, disability and the development of more proactive services
- Where are the men?

Leadership and the University Responsibility

- More clarity in policies and processes to support EDI
- Distrust between students and administration is unfortunate
- Administration is leading the work; we need a statement
- Need data on diversity
- We need easier ways to navigate processes
- Diversity in decision-making committees
- A clear university commitment to EDI
- Senior leadership in EDI
- More women in position of power, more women in male-dominated fields such as engineering
- Clear document of language and EDI, and also a clear university statement of values
- Clear message of the university's commitment to inclusion
- Accessibility
- Facility accessibility for those with disabilities

Campus Culture

- Need more systematic inclusion (i.e. transform culture to naturally thinking EDI and not just use a checklist when hiring and not just a course on it)

- At Concordia, we are in a fog and yelling EDI and starting to listen
- People have been hurt, this needs to be recognized
- Complexity, people are at different stages of healing
- We are a disconnected university that needs to talk more
- Better data on students and staff
- Willingness to engage in topics that might be uncomfortable
- Have a safe place
- Food diversity
- Accommodation for religious issues and concerns
- Buy-in on EDI from others beyond young women
- EDI to be informative, not damaging
- Language support for international students
- Being aware of possible microaggressions
- Sensitivity around food options
- EDI should integrate multi-faith and International Students Office (ISO) programming
- We need to set targets and objectives and resource them successfully
- A space for faculty, staff and student to interact
- Don't laugh at anxious students by staff
- Don't call black colleagues angry and loud
- Black studies and support for black profs
- Halal, kosher and vegan options on campus
- We need to address the use of outdated terminology
- We need to address exclusion in jokes and in conversations
- More awareness of Office of Rights and Responsibilities (ORR) and their role

What do you think is working well with EDI at Concordia?

Can you identify some successes and best practices on which Concordia could and should continue to build?

Concordia Spirit

- Concordia has creative processes and people
- University openness to collecting feedback from stakeholders
- We have EDI momentum
- We are an innovative university
- Concordia makes space for difficult conversations

- We would have to work hard to move backwards from here
- Live out values as Concordians

Programs and Services

- Security represents diversity, but there is no diversity in the exams office
- Curriculum office more aware of EDI issues than in the past, and therefore can flag issues in program development
- Inclusive and accessible courses
- More facilitated discussions such as in multi-faith
- Intersectionality in our sexual violence policy
- Proactive outreach of ORR and Sexual Assault Resource Centre (SARC)
- ISO, Access Centre for Students with Disabilities (ACSD), SARC and Concordia University Student Parents Centre (CUSP)
- EDI hiring workshops for faculty
- International Students Office provides good support
- Social programs offered by ISO
- Family and off-campus support by ISO
- ORR code processes addressing discrimination
- Resources supporting EDI
- Training staff about inclusion and nonjudgmental advising
- Indigenous Directions Leadership Group action plan
- Student association and clubs support EDI
- Ranking of research awards attention
- Efforts do not equal impact
- EDI units in the Provost office working with the faculty
- Programs and services that allow interaction between groups
- Team approach to supporting student cases of inequity and discrimination
- Good representation of women in senior administration
- Preferred name policy
- Introduce opportunities for both cultural integration and cultural support
- Ombuds Office that looks at fairness
- Processes and measures that address racism, religion and gender-based violence
- Students have organized themselves and support each other; how can we leverage this more?
- Concordia efforts to gather feedback on EDI from the whole university
- SARC and Sexual Assault Response Team (SART)
- Multi-faith breakfasts

- Career and Planning Services seeking diverse staff or faculty and reinforcing the idea of competence
- Intersectional approach at SARC

University Leadership

- At the university, senior leaders support EDI
- Independent working groups already contributing to faculties supporting EDI through funding
- Senior administration includes many women

What is required to advance EDI at Concordia (initiatives, processes, structures ...)?

If you had to pick one, what would be, in your view, the most important and urgent priority?

- Identify Allies, “Neighbourhood Watch” System
- More women of colour in leadership
- Need for a value statement as a university
- Accessibility on campus
- We need a human rights office that addresses freedom of expression and harassment, and promotes fair access to opportunities from marginalized groups
- We need a structure to advance and promote EDI
- Proactive unit to address and promote EDI
- Sensitize faculty and staff to issues to incorporate in their class discussions (trickle-down effect?)
- Leadership and resources
- Clear definitions
- Sensitivity training and cultural and inclusion work
- Talk to international students about what is happening outside of Canada
- Include international students intentionally in EDI priorities
- EDI could be emphasized as a way of learning, so students graduate thinking and feeling differently
- Collective university-wide efforts
- Define the scope of EDI at Concordia
- Inclusion issues in student associations need to be addressed
- More newsletters and information sessions
- More themed workshops on different elements of diversity for a greater community understanding
- Student associations (especially the Graduate Student Association) are not representing the graduate students of Concordia. They are an association that continues year after year to be only Indian, serving only the needs and interest of Indian students



Concordia



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APPENDIX 11:

Research Ethics Gender Demographics, 2019

Ethics Unit Statistics

New Protocols Per Year*

Compounded Annual Increase Over 10 years (2009-2019):	11%
Percentage Increase between 2009 and 2019:	277%

Ratio of Female/Male PIs Per Year

Year	Female PI	Male PI	Ratio Female/Male
2014	165	96	63.2%
2015	156	130	54.5%
2016	200	119	62.7%
2017	180	130	58%
2018	213	165	56.3%
2019	168	98	63.2%

* Current Staff: Manager + 2 Coordinator(s) + 1 Shared Admin. Assistant

Context:

Over the years, the number of new submissions have increased dramatically due to the following reasons: a) we started overseeing minimal risk student protocols as of September 2012, and b) in light of Concordia's Strategic Plan to double research.

Moreover, the complexity of the protocols has also increased, as we are seeing more and more team grants, multi-centric projects and alternate approvals. These files are more complex to review as they involve multiple sub-projects and players and require additional time to properly understand the protocol and evaluate the different ethics implications.

In addition, with every year, the number of queries on the process as well as the number of Annual Reports have increased proportionate to the number of new protocols. We also noticed an increase in the number of Amendment Requests as a result of the reduced pool of funding that is available.

APPENDIX 12:

EDI Action Plan for faculty hiring, retention and development

Equity, Diversity and Inclusion Action Plan for faculty hiring, retention and development

Best practices and implementation

September 2018

The present document outlines an equity, diversity and inclusion (EDI) action plan (the “Plan”) led by the Office of the Provost and Vice-President, Academic and affecting the composition and growth of Concordia University’s professorial corps. The Plan is intended to complement and intersect with consonant EDI initiatives—such as the Equity, Diversity and Inclusion Action Plan for the Canada Research Chairs (CRC) Program overseen by the Office of Research and the Employment Equity Policy administered by Human Resources. Most importantly it is aligned with broader administrative efforts to increase the participation of underrepresented groups¹ within the university community.

Overview

Concordia University embraces Universities Canada principles on equity, diversity and inclusion, put forward in their document:

<https://www.univcan.ca/wp-content/uploads/2017/10/equity-diversity-inclusion-principles-universities-canada-oct-2017.pdf>

As declared in the EDI Action Plan for the CRC Program, Concordia recognizes the essential role of diversity in fostering excellence by improving learning, advancing research, inspiring creativity, driving productivity and enhancing the experience and morale of the entire institution. We value and embrace the complexity of diversity, including but not limited to personal and social identities, perspectives, ideologies and traditions, and endeavour to cultivate the skills necessary to integrate and harness this complexity in order to effectively lead and innovate in society. We strive to cultivate an educational environment where all students, faculty and staff feel connected to the institution by seeing their experiences reflected in our curriculum, programming, partnerships and scholarship. We understand that diverse peoples and communities may require different supports, acknowledgements, accommodations and considerations in order to fully participate in the livelihood of the Concordia community and address historical and contemporary inequalities in Canadian and global society. Thus, we reaffirm our continued commitment to develop, implement and monitor programs and practices that help identify and address barriers and obstacles that may discourage the participation of underrepresented groups in academic life. Equally, we reaffirm our commitment to provide support for the inclusive hiring and proactive retention of faculty and academic administrators to build a diverse professoriate with equitable opportunities for the advancement of their academic careers in the context of a next-generation university.

The Plan objectives are to:

- implement evidence-based EDI best practices for the recruitment and retention of faculty and academic administrators;
- develop, implement and regularly adapt surveys for Concordia’s professorial corps and pool of applicants to faculty positions about their membership from underrepresented groups with the

¹ Underrepresented groups include Federal and Provincial designated groups—women, Aboriginal persons, visible minorities, ethnic minorities, and persons with disabilities—as well as, but not limited to, LGBTQ2 and non-binary persons.

aim of establishing minimum representation targets for our professorial corps, and timelines to meet them; and

- raise awareness within the university community of the importance of diversity and inclusion for the success of our mission and of the role that all and each of us have to play to support it.

Ongoing actions to achieve these objectives are described below. They include: ensuring adequate and sufficient staff support to lead and carry out the Plan; the offering of workshops to raise awareness among our professorial corps regarding EDI evidence-based best practices in hiring, performance evaluation, curriculum development, classroom management, etc., as well as to provide them with practical tools to implement such practices; and the continuous gathering and analysis of relevant data to establish minimum targets for the participation of underrepresented groups in the professoriate and academic administration positions.

Actions

Staffing

The expanded mandate of the Vice-Provost, Faculty Development and Inclusion (formerly the Vice-Provost, Faculty Relations) now includes a special focus on EDI within the professorate. Two new staff positions have been created that will assist the Vice-Provost in executing this mandate: a Senior Lead, Equity and Diversity; and a Manager, Academic Leadership and Inclusion.

Together with the Senior Lead, Equity and Diversity, this three-person staff in the Office of the Provost and Vice-President, Academic has a mandate to develop, implement, monitor and advance equity, diversity and inclusion initiatives affecting the professorial corps. The EDI activities of this team are expected to grow, notably, via sustained efforts to collaborate closely with other administrative units—such as the Centre for Teaching and Learning, the Office of Research and the Special Advisor to the Provost on Campus Life.

Training

Outreach to hiring committees tasked with reviewing application files for faculty and senior academic administration positions will now begin as soon as the hiring exercise is launched. Customized EDI training will be offered to all hiring committees, as will accompaniment throughout the process by the Senior Lead, Equity and Diversity, who serves as a dedicated resource person to academic leaders for all EDI implications of ongoing and upcoming review and hiring processes.

In addition to developing and delivering practical training for committees actively involved in the hiring of faculty and senior academic administrators, the Plan includes the development and regular delivery of a body of comprehensive EDI workshop sessions for faculty. The goal of these workshops is to provide increased and ongoing exposure to EDI evidence-based best practices, and practical tools to implement them, in the context of the various facets of the academic life of current faculty members.

This work is ongoing, and expected to expand in the coming academic cycles. Draft descriptions of EDI training sessions are appended hereto.

In order to ensure the effectiveness and exposure of EDI training throughout the professorate, certain EDI training will become a prerequisite to faculty members taking up given roles. For example, attending a comprehensive training program on equitable hiring practices will become a prerequisite to serving on a departmental hiring committee as of the 2019-2020 recruitment cycle.

Targets

As part of Concordia's commitment to employment equity within its community, and to recruiting a diverse faculty and staff, the Plan aims at establishing minimum targets for the participation of underrepresented groups in academic life. The university recognizes the need to develop sufficiently ambitious, data-driven, evidence-based EDI initiatives in order to identify and address barriers and obstacles that may discourage members of underrepresented groups to participate in academic life. The development of such initiatives and the evidence-based establishment of minimum targets is greatly hampered by a lack of available data on the composition of both current and potential academic staff.

To this end, the Plan includes surveying all applicants to full-time faculty positions about their membership in designated groups beginning in the 2018-2019 recruitment cycle. Followed by an initiative to gather equivalent data regarding the pool of applicants to part-time faculty positions beginning in the 2019-2020 part-time recruitment cycle.

A survey of current academic staff—which includes questions about both membership in designated groups and in traditionally underrepresented groups—is planned for the 2018-2019 academic cycle.

Once significant data have been gathered and analyzed, the university will propose minimum targets for the participation of underrepresented groups in academic life and will develop and implement consistent EDI initiatives to meet those targets and to support the career development of members of such groups within the Concordia community.

A working draft of the survey of applicants to full-time faculty positions is appended hereto.

Process review

The results of the above-mentioned surveys, combined with those of parallel efforts to identify potential barriers facing members of underrepresented groups, will be devoted to a comprehensive and ongoing review of recruitment processes and practices throughout the university. This review will inform both short and long-term changes in the university's recruitment processes to bring them in line with EDI evidence-based best practices, notably, by informing upcoming collective bargaining with faculty groups and the review and update of current policies.

Such reviews include, for example, the gender-based analysis of tenure-track compensation currently underway. A number of analogous analyses—such as reviews of discretionary, individual and market-based supplements, start-up funds, etc.—are envisioned or also currently

underway. Said reviews involve both a quantitative statistical analysis focused on compensation and qualitative review of policies impacting service, career progression, leaves, etc.

Appendix I: Applicant Survey Invitation and Use of Data Language

Dear applicant,

Thank you for your interest in joining the full-time faculty of Concordia University.

Concordia University is committed to employment equity within its community and aims to recruit diverse faculty and staff. In the context of ongoing efforts to identify and address barriers and obstacles that may discourage underrepresented groups to fully participate in academic life, we are conducting a survey to determine the composition of applicant pools to full-time faculty positions. Your participation in this survey will inform our efforts to ensure the full participation of all candidates within our recruitment processes and assist us in developing initiatives to promote diversity and inclusion within our professorial corps.

Participation in this survey is voluntary and confidential. No identifying information about candidates will be shared with hiring committees. If you are applying for a tenure-track hiring position and wish to self-identify as a member of a minority or underrepresented group, you should do this in your application cover letter or by writing directly to the contact person indicated in the position advertisement.

Please click [here](#) for more information about how the data will be collected and used, and [here](#) to complete the survey.

For more information, please consult Concordia University's [Employment Equity Policy](#) and our [Equity, Diversity and Inclusion \(EDI\) Action Plan for the Canada Research Chairs \(CRC\) Program](#).

I invite you to contact Mark Andrew Galang Villacorta, Senior Lead, Equity and Diversity at 514.848.2424 extension 4875 or by email at equity.vpfr@concordia.ca with any questions or comments.

Sincerely,

Graham Carr
Provost and Vice-President, Academic
Concordia University

More information about how data will be collected

Confidentiality

Candidates who choose to participate in this survey do so confidentially. Although the use of a valid email address is required to complete the survey, this email need not correspond to any email address used by applicants to submit their application(s) for full-time faculty position(s).

The complete data set will be accessible to a single individual from Concordia University's Instructional and Information Technology Services (IITS). This individual will remove 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 will be available for statistical analyses.

Use of anonymized data

Data gathered in the course of this survey shall be used exclusively for the purposes of assessing the participation of members from underrepresented groups in the applicant pool to full-time faculty positions.

At no juncture shall the participation—or lack thereof—of a given applicant be revealed to the hiring committee or used to assess the merits of their application.

Potential outcomes from survey

The *Act respecting equal access to employment in public bodies (Act)* requires some public bodies to analyse their workforce in order to ensure equal representation therein of groups that frequently encounter discrimination in employment. Information gathered in the context of such analyses is to be used exclusively to implement measures to increase the representation of designated groups, to evaluate the effectiveness of such measures, and to report to the *Commission des droits de la personne et des droits de la jeunesse (Commission)*.

This survey is part of a sustained effort by the university to assess the level of participation of underrepresented groups within its professorial corps. It is intended to supplement and complement other initiatives aimed at making the university community more equitable. To this end, the data gathered in the course of this survey may affect future recruitment cycles and inform ongoing processes reviews. Should the results of the survey suggest an underrepresentation of members of designated and historically underrepresented groups within the applicant pool, the university may consider implementing corrective measures to remove potential barriers to the inclusive growth of its faculty.

Appendix II: Applicant Survey Questionnaire

Federally and Provincially Designated Groups

Please consult relevant [federal](#) and [provincial](#) regulations for reference.

1. Gender

Do you self-identify as a woman?

- No Yes Prefer not to answer

2. Aboriginal persons

- “Aboriginal persons” means Indigenous persons from Canada and the US. This includes individuals who are members of a First Nation, Métis, Inuit, status and non-status Indians, registered and non-registered Indians, and treaty Indians.

Based on this definition, are you an Aboriginal person?

- No Yes Prefer not to answer

3. Visible minorities

- “Visible minorities” means persons who, other than Aboriginal persons, are non-white in colour / race. This includes individuals who were born in Canada and abroad.

Based on this definition, are you a visible minority?

- No Yes Prefer not to answer

4. Ethnic minorities

- “Ethnic minorities” means persons who are neither Aboriginal persons nor visible minorities and whose mother tongue is neither French nor English.

Based on this definition, are you an ethnic minority?

- No Yes Prefer not to answer

5. Persons with disabilities

- “Persons with disabilities” means persons who have long-term or recurring physical, mental, sensory, psychiatric or learning impairments.

Based on this definition, are you a person with a disability?

- No Yes Prefer not to answer

Supplementary Questions

6. Sexual orientation, Gender identity, and Gender Expression

- Do you identify as a person of minority sexual orientation or gender identity? This includes but is not limited to persons who identify as lesbian, gay, bisexual, transsexual, transgender, intersexual, queer, questioning, 2S (Two-Spirited), or asexual.

No Yes Prefer not to answer

Other

7. Please indicate the position to which you are applying:

- Building, Civil and Environmental Engineering – Construction Engineering and Management (Infrastructure Management and Simulation in Construction)
- Chemical and Materials Engineering – Surface and Thermal Spray Engineering
- Chemical and Materials Engineering – Chemical Separations Engineering
- Electrical and Computer Engineering – Pervasive Computing
- Concordia Institute for Information Systems Engineering – Machine Learning and Engineering Analytics
- Mechanical, Industrial and Aerospace Engineering – Mechanical/Mechatronic/Robotics Engineering
- Concordia Institute for Information Systems Engineering & Electrical and Computer Engineering – Internet of Things
- Computer Science and Software Engineering – Artificial Intelligence
- Economics – Applied Economics
- Education – Digital Literacy and Disruptive Pedagogies (Educational Technology)
- Education – Learning Architecture and Experience Design (Educational Technology)
- Health, Kinesiology, and Applied Physiology – Musculoskeletal Health Interventions
- Journalism – Solutions Journalism for Health Improvement
- Mathematics and Statistics – Data Science
- School of Community and Public Affairs – First Peoples Studies
- School of Community and Public Affairs – Director, First Peoples Studies Program
- Sociology and Anthropology – Urban Ethnography
- Finance – Real Estate
- Finance – Financial Institutions/FinTech

- Management – International Entrepreneurship
- Supply Chain and Business Technology Management – Business Technology Management
- Supply Chain and Business Technology Management – Business Analytics/Applied Data Science
- Cinema – Critical Sexuality Studies in Film and Media
- Design and Computation Arts – Material Futures
- Studio Arts – Ceramics
- Studio Arts – Fibres and Material Practices

8. How did you hear about this position? Check all that apply.

- Concordia University website
 - Canadian Association of University Teachers (CAUT)
 - University Affairs
 - Posting in academic journal
 - Other
 - I don't know
 - Prefer not to answer
- If selected "Other" the following question will appear:
 - Please indicate the other ways that you heard about this position: _____

Thank you for completing this survey.

Frequently Asked Questions

Is participating in this survey mandatory?

Participation in this survey is voluntary and confidential.

Why should I complete the survey?

Your participation in this survey will inform Concordia University's efforts to ensure the full participation of all candidates within our recruitment processes and assist us in developing initiatives to promote diversity and inclusion within our professorial corps.

If I choose to complete the survey, will my responses be known to the hiring committee?

No identifying information about candidates will be shared with hiring committees. If you are applying for a tenure-track hiring position and wish to self-identify as a member of a minority or underrepresented group, you should do this in your application cover letter or by writing directly to the contact person indicated in the position advertisement.

Could my decision not to participate negatively affect my candidacy?

At no juncture shall the participation—or lack thereof—of a given applicant be revealed to the hiring committee or used to assess the merits of their application. Hiring committees will not be made aware whether any given applicant has chosen or declined to participate in the survey.

Who will have access to my responses?

The complete data set will be accessible to a single individual from Concordia University's Instructional and Information Technology Services (IITS). This individual will remove 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 will be available for statistical analyses.

How will this data be used?

The *Act respecting equal access to employment in public bodies (Act)* requires some public bodies to analyse their workforce in order to ensure equal representation therein of groups that frequently encounter discrimination in employment. Information gathered in the context of such analyses is to be used exclusively to implement measures to increase the representation of designated groups, to evaluate the effectiveness of such measures, and to report to the *Commission des droits de la personne et des droits de la jeunesse (Commission)*.

Data gathered in the course of this survey shall be used exclusively for the purposes of assessing the participation of members from underrepresented groups in the applicant pool to full-time faculty positions.

What other steps is the university taking to promote equity, diversity and inclusion in the professorial corps?

This survey is part of a sustained effort by the university to assess the level of participation of underrepresented groups within its professorial corps. It is intended to supplement and complement other initiatives aimed at making the university community more equitable. To this end, the data gathered in the course of this survey may affect future recruitment cycles and inform ongoing processes reviews. Should the results of the survey suggest an underrepresentation of members of designated and historically underrepresented groups within the applicant pool, the university may consider implementing corrective measures to remove potential barriers to the inclusive growth of its faculty.

How was this survey developed?

This survey was developed in reference to the four federally designated groups, the additional provincial designated group, past practices at Concordia University, and comparable initiatives at peer higher education institutions. It was informed by consultations with representatives from diverse communities.

In addition to the above groups, Concordia University deemed it important to inquire about sexual and gender identity diversity. This will support the full participation of these communities in our workforce, and is consistent with emerging practices at peer institutions across Canada.

Appendix III: Current Faculty Survey Questionnaire

TBD (under review / discussion with Legal Counsel and HR)

Appendix IV: EDI training session draft descriptions

“Equitable Hiring Practices for Department Hiring Committees”

These sessions provide training in equitable hiring practices for all faculty at Concordia University. The goal of the sessions is to provide practical, evidence-based information and approaches to the recruitment and hiring of full-time faculty. Training will be provided through two distinct sessions, an All-Faculty Session and a Hiring Committee Session, each focusing on different sets of best practices.

The “All-Faculty Session: Best Practices for Starting the Search Process” will cover five best practices to be considered early in the search process: (1) Craft an Inclusive Job Ad, (2) Build an effective search committee, (3) Develop consensus around inclusive job criteria, (4) Actively develop a diverse pool of applicants, (5) Make sustained and conscious efforts to counter potential evaluation bias. The All-Faculty Sessions will be open to all faculty regardless of whether they are actually participating on a hiring committee at the time or not. Faculty who will be on a hiring committee during the academic year must have attended this session in order to be eligible and in order to attend the Hiring Committee Session. This session will be provided at least twice a semester, for example two sessions in September and two sessions in April. The sessions will be split between Loyola campus and Sir George William campus, and may be increased depending on demand.

The “Hiring Committee Session: Reviewing Applications, Evaluating Candidates and Securing the Final Hire” will cover five best practices to be considered during the mid- to late-portion of the search timeline: (6) Discuss how you will address non-traditional career paths & work-interruptions, (7) Rank applicant dossiers using all evidence provided, (8) Provide a welcoming environment during the interview that will allow you to see the candidate at their best, (9) Facilitate a structured interview process with EDI goals woven into the process, (10) Using only job relevant criteria, rank final candidates using all evidence provided by the candidates. The Hiring Committee Session will be requested by the committee chair, required for all members of active hiring committees for specific positions, and should be completed prior to the application deadline and before the review of applications begins. All committee members must have attended the All-Faculty Session in order to be eligible for the Hiring Committee Session.

In both sessions supplementary materials and case examples will be provided to support the committee’s processes. This will include sample candidate evaluation forms, examples of successful implementation of each practice, and resources for further learning.

“Civility and Inclusion in the Academic Workplace” Workshop

Workplaces that embrace diversity are more innovative, productive and well governed. The academic workplace in particular can benefit from high level engagement and management of colleagues with diverse experiences due to their focus on education and cutting-edge research. As diversity includes a range of aspects including experience, thought, research agenda, and personal identity, we as colleagues must be able to navigate complexity while helping our units fulfill their missions over the long term. This workshop offers a foundational introduction to inclusive workplace practices and offers a framework

within which to discuss department specific opportunities and challenges with respect to diversity. The workshop outcomes are as follows:

- Create a sense of belonging for all faculty and departmental/faculty staff
- Recognize micro-aggressions and the negative impact on individuals and organizational goals
- Use proven tools to interrupt and shift negative dynamics in the moment
- Collectively set expectations to accelerate department success
- Create space for respectful dialogue and disagreements
- Engage in authentic dialogue about current organizational climate through an inclusion lens
- Practice the skills of civility and inclusion

This workshop will be available upon request to academic departments. As the aim of the workshop is to create space to discuss climate issues specific to departments and their particular personnel, general sessions will not be offered.

“The Inclusive Classroom” Workshop

Faculty efforts at creating a welcoming and inclusive classroom greatly enhances student learning. These are learning environments where diversity is engaged by instructors, in both the course curriculum and classroom demographics, and in which all students feel safe to express their opinions and share their experiences. This workshop will offer faculty a foundational orientation to principles of inclusive teaching based on research and best practices in higher education pedagogy.

The workshop main objectives are to develop and explore strategies to:

- Create a sense of belonging for all students
- Actively help all students see themselves in the materials you are teaching
- Collectively set expectations to accelerate learning and student success
- Minimize micro-aggressions
- Create space for respectful dialogue and disagreements
- Increase capacity to navigate difficult conversations

This workshop is a partnership between the Centre for Teaching and Learning and the Vice Provost, Faculty Development and Inclusion. This workshop will debut at the 2019 Winterfest, hosted by the Centre for Teaching and Learning, which will be focused on inclusive teaching practices. In subsequent years the workshop will be offered twice annually and will be split between the two campuses. Individual departments can also request the workshop.

APPENDIX 13:
Criteria for CRC Renewals

EVALUATION CRITERIA FOR CRC RENEWALS

CRC TIER I		
Topic	Criteria	Achieved
Quality of the Chair	<ul style="list-style-type: none"> • Continue to distinguish themselves as an outstanding, world-class researcher 	
Dissemination of Results	<ul style="list-style-type: none"> • Type of dissemination produced: peer-reviewed journals, monographs and books, conferences, patents, copyrights, products, services, technology transfer, creative/artistic works • The significant impact that each type of dissemination has made in the field 	
Training of Highly Qualified Personnel (HQP)	<ul style="list-style-type: none"> • Training strategies created to attract students, trainees and future researchers • Encouragement provided to these individuals to develop expertise • Creation of an environment that attracts, develops and retains outstanding researchers in areas and technologies that are critical to Canada's cultural, social and economic growth, vital public policy issues, and quality of life 	
Program of Research	<ul style="list-style-type: none"> • The goals achieved for the program of research • Improvement to Canada's ability to lead in research that has high social, cultural, scientific, or technological impact 	
Integration with the University's Strategic Research Plan	<ul style="list-style-type: none"> • Relationship building with other research initiatives in Canada and abroad • Impacts produced that demonstrate the institution's strategic development of research • Improvement to the institution's ability to leverage additional research funding (if applicable) 	
Benefits to Canada	<ul style="list-style-type: none"> • Benefits to society, health, the environment, quality of life, or public policy • Increased economic activity 	

QUESTIONS

Quality of the Chair:

How will you continue to distinguish yourself as an outstanding, world-class researcher?

Dissemination of Results:

What types of dissemination have resulted from you holding the Chair?

Examples: peer-reviewed journals, monographs and books, conferences, patents, copyrights, products, services, technology transfer, creative/artistic works.

What types of non-academic dissemination have you produced?

Which audiences – both academic and non-academic - have benefited from the dissemination of your research results?

What is the significant impact that each type of dissemination has made in your field, and on each of the audiences described above?

Training of Highly Qualified Personnel (HQP):

As a Chair, what training strategies have you created in order to attract students, trainees and future researchers?

What types of encouragement have you provided to these individuals in order to develop their expertise?

What kind of environment have you created in order to attract, develop, and retain outstanding researchers in areas and technologies that are critical to Canada's cultural, social and economic growth, vital public policy issues, and quality of life?

Program of Research:

How has the Chair added to your research program - what can you do now that you could not do before receiving the Chair?

Have you achieved the goals set out for your program of research?

How have you improved Canada's ability to lead in research that has high social, cultural, scientific, or technological impact?

Integration with the University's Strategic Research Plan:

What kinds of relationship building have you conducted with other research initiatives in Canada and abroad, and what types of collaborations have resulted?

What outcomes have the collaborations produced?

What are the impacts produced that demonstrate the institution's strategic development of research?

What improvements to the institution's ability to leverage additional research funding have occurred through your Chair?

Benefits to Society:

What are the expected benefits of your research, how will they be realized, and what is the timeframe over which they are expected?

Who are the potential users of the technology developed, or of the research results?

What are your plans for the translation of knowledge, including potential contributions to policy and practice?

What are your plans for the transfer of technology and skills, and for the commercialization of products, services and processes?

CRC TIER II		
Topic	Criteria	Achieved
Quality of the Chair	<ul style="list-style-type: none"> Developing into an outstanding, original and creative researcher of world-class caliber, and is poised to become a leader in their field 	
Dissemination of Results	<ul style="list-style-type: none"> Type of dissemination produced: peer-reviewed journals, monographs and books, conferences, patents, copyrights, products, services, technology transfer, creative/artistic works The significant impact that each type of dissemination has made in the field 	
Training of Highly Qualified Personnel (HQP)	<ul style="list-style-type: none"> Training strategies created to attract students, trainees and future researchers Encouragement provided to these individuals to develop expertise Creation of an environment that attracts, develops and retains outstanding researchers in areas and technologies that are critical to Canada's cultural, social and economic growth, vital public policy issues, and quality of life 	
Program of Research	<ul style="list-style-type: none"> The goals achieved for the program of research Improvement to Canada's ability to lead in research that has high social, cultural, scientific, or technological impact 	
Integration with the University's Strategic Research Plan	<ul style="list-style-type: none"> Relationship building with other research initiatives in Canada and abroad Impacts produced that demonstrate the institution's strategic development of research Improvement to the institution's ability to leverage additional research funding (if applicable) 	
	<ul style="list-style-type: none"> Benefits to society, health, the environment, quality of life, or public policy 	

Benefits to Canada	<ul style="list-style-type: none"> • Increased economic activity 	
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QUESTIONS

Quality of the Chair:

How are you developing into an outstanding, original and creative researcher of world-class caliber who is poised to become a leader in your field?

Dissemination of Results:

What types of dissemination have resulted from you holding the Chair?

Examples: peer-reviewed journals, monographs and books, conferences, patents, copyrights, products, services, technology transfer, creative/artistic works.

What types of non-academic dissemination have you produced?

Which audiences – both academic and non-academic - have benefited from the dissemination of your research results?

What is the significant impact that each type of dissemination has made in your field, and on each of the audiences described above?

Training of Highly Qualified Personnel (HQP):

As a Chair, what training strategies have you created in order to attract students, trainees and future researchers?

What types of encouragement have you provided to these individuals in order to develop their expertise?

What kind of environment have you created in order to attract, develop, and retain outstanding researchers in areas and technologies that are critical to Canada's cultural, social and economic growth, vital public policy issues, and quality of life?

Program of Research:

How has the Chair added to your research program - what can you do now that you could not do before receiving the Chair?

Have you achieved the goals set out for your program of research?

How have you improved Canada's ability to lead in research that has high social, cultural, scientific, or technological impact?

Integration with the University's Strategic Research Plan:

What kinds of relationship building have you conducted with other research initiatives in Canada and abroad, and what types of collaborations have resulted?

What outcomes have the collaborations produced?

What are the impacts produced that demonstrate the institution's strategic development of research?

What improvements to the institution's ability to leverage additional research funding have occurred through your Chair?

Benefits to Society:

What are the expected benefits of your research, how will they be realized, and what is the timeframe over which they are expected?

Who are the potential users of the technology developed, or of the research results?

What are your plans for the translation of knowledge, including potential contributions to policy and practice?

What are your plans for the transfer of technology and skills, and for the commercialization of products, services and processes?