INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION ACTION PLAN: PROGRESS REPORT

Institution: University of Manitoba

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Instructions

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

Equity, Diversity and Inclusion Recognition

Each year, the Tri-agency Institutional Programs Secretariat recognizes an institution with exemplary recruitment, nomination and/or appointment practices that promote equity and diversity. Indicate below whether your institution would like to be considered for the program's recognition. The evaluation process for the recognition will be based on the committee's assessment of this progress report and the institution's corresponding action plan.
Yes:_____X_____   No:_____

PART A: Equity and Diversity Targets and Gaps
A.1) Provide the current targets and gaps for your institution in the table below (using the target-setting tool).

Designated group	Target (percentage)	Target (actual number)	Representation (actual number)	Gap(actual number)
Women	32%	12.8	17	No Gap
Indigenous peoples	1%	0.4	Withheld[1]	Withheld
Persons with disabilities	4%	1.6	Withheld	Withheld
Visible minorities	15%	6	11	No Gap

Number of currently active chairs: 40_____
Number of empty chairs: 6 (not including splits)_____
 Number of chairs currently under peer review: 0_____

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[1] Representation numbers below 5 are withheld, as per the Canada Research Chairs Policy - see http://www.chairs-chaires.gc.ca/program-programme/admin_guide-eng.aspx#accountability

PROTECTED B WHEN COMPLETED

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

The University has recently announced a call for proposals for recruitment and retention chairs in order to submit nominations for the empty positions by October 2019. It is currently working with faculties who are applying for the chair positions, to develop faculty-level equity plans to enable the institution achieve its CRC targets. The University is encouraging faculties to advertise widely and promote the positions using different means such as conferences and social media.

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

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

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

The Employment Systems Review was conducted by a subcommittee of 5; a current CRC Chair, Equity, Diversity and Inclusion Facilitator, HR Consultant, Director, Disabilities Studies and a Change Management Consultant. The Committee reviewed all policies and procedures (formal and informal) that could impact recruitment and retention of Chairs. We have looked at the extent to which the institution's current recruitment practices are open and transparent; identified barriers or practices that could be having an adverse effect on the employment of individuals from the FDGs and recommended corrective measures to address systematic inequities. We have objectives that are specific, measurable, aligned with the wanted outcome, realistic and timely, and include a measurement strategy for monitoring, reporting on progress, and course correcting if necessary. The Employment System Review informs our Action Plan.

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

Variables reviewed:

Salary / Stipend / Teaching release / Admin support / Travel allowance/ Mentoring / Office space

• The comparative review is only relevant for recruitment chairs because negotiated factors are not part of the process for retention chairs (e.g., salary will already be determined b/c it is a current faculty member); all other CRC related supports (e.g, stipend, teaching release, etc.) are fixed.

• With respect to recruitment chairs, salary is a difficult comparator because there are numerous variables that are taken into account, e.g., experience, publications, students, etc.

• A joint UMFA/Administration gender equity committee has committed to reviewing salary discrepancies (among other variables) as part of an upcoming review. If there are salary discrepancies based on gender, including amongst CRCs, the University will respond accordingly.

• Teaching release: no discrepancy among CRCs within unit; minimum half of normal teaching load of unit

• Fixed stipend (as of 2015) – non-negotiable

• All CRCs (as well as new hires) are eligible to compete internally for CFI funding along with other new hires of the university within 3 yrs (no special advantage); must apply successfully

• Admin support is provided centrally, i.e., through provision of research services and technology transfer offices, financial and research facilitation services. CRCs often have admin support priority, but that remains the same for all CRCs within the faculty

• All CRCs are provided office space (as per C/A)

• Travel allowance is consistent among CRCs (as per C/A)

• Mentoring is typically part of all nominations. For recruitment chairs, an established researcher is assigned to be the nominee's mentor.

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

This environmental scan includes a university-wide assessment of our ability to meet our equity, diversity, and inclusion objectives as it impacts CRCs as well as an audit specific to this group.

The University of Manitoba was selected as one of Manitoba's Top Employers (2018) and one of Canada's Best Diversity Employers (2018) and here are some of the reasons why:
- The University of Manitoba recently established a diversity and inclusion working group to advise on a university-wide diversity and inclusion strategy, and encourages departments and faculties to create their own committees.
- The University of Manitoba created Accessibility for Manitobans Act Steering Committee to address the province's new accessibility legislation, forming four additional subcommittees to address accessibility planning, post-secondary institution, information and communications, and customer service training. There is a lack of structural accessibility at the University; however the goal is to exceed the minimum requirements of the AMA. Accessible Customer Service Training has successfully been delivered to the community in compliance with the Accessibility for Manitobans Act (AMA). This year, The University of Manitoba's Accessibility Steering Committee has selected stakeholders from our community with a focus on employment to form the Employment Sub-Committee in January 2018.
- As part of the University of Manitoba's mental health strategy, the organization employs a Campus Mental Health Facilitator and maintains a "Champions for Mental Health" working group which is responsible for implementing strategy recommendations -- the University also recently hosted its first mental health week to encourage staff and faculty to take care mentally, physically, emotionally, spiritually and socially

U of M is launching a "U Count" campaign in January 2019, encouraging faculty and staff to complete the revised Workplace Diversity Self-declaration. The new self-declaration includes more relevant and respectful language and faculty and staff will be asked "Would you like to receive information about learning opportunities and/or invitations to participate in focus groups and committees?" giving us the opportunity to connect with designated groups on a proactive level to promote opportunities. The collection of workforce information allows us to create appropriate initiatives to address underrepresentation and to determine if our initiatives are successful.

A Workforce analysis is done every 3 years, comparing our internal representation to labour market availability, with the last report generated in 2016.

Diversity & Inclusion conversation with the Deans is a series of meetings we are hosting across the University to discuss what we could do to assist the faculties, departments and units meet our inclusion goals. The meeting focuses on the following issues:
- The Faculty's 2016 Workforce Analysis Report
- Discuss the initiatives the faculty currently working on around gender, disabilities, sexuality, race/ethnicity diversity and inclusion for staff and faculty?
- How could Human Resources or Central Administration help you with their efforts?
- What are the barriers you identify to a diverse and inclusive work force?
- What kind of things would provide incentives to creating and more diverse and inclusive workforce?
- Is there anything you would like to bring to our attention?

The Campus Alliance for Diversity and Inclusion (CADI), a university-wide team has recently been created to develop awareness campaigns, educational materials, and programming to combat racism, sexism, classism, ableism, anti-Semitism, ageism and heterosexism on our campus.

Human Resources has identified EDI as a top priority and an EDI Steering Committee has been formed to create a written strategy for promoting equity, diversity, and inclusion.

Rady Faculty of Health Sciences has formed an EDI Committee to act as the main discussion and advisory committee to the RFHS Dean & Vice-Provost (Health Sciences) in relation to issues of Equity, Diversity & Inclusion. This Committee developed an EDI Policy that addresses racism and micro aggressions.

Concerns
- Winnipeg may not be seen as a desirable location to live because of the harsh winters
- The University may be perceived as a small campus without the appeal to draw world class researchers
- We may be considered a small local university with not a lot of diversity and narrow world views
- There is little guarantee for spousal hiring and low scholarship funds for dependants and spouses
- The travel and professional development allowance is small and likely not attract the candidates we are trying to reach. It is expensive to travel to and from Winnipeg.

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

The Office of the Vice-President (Research and International) (VPRI) established a working group to respond to the Canada Research Chairs (CRC) Program's call for an Institutional Equity, Diversity and Inclusion Action Plan for Management of the University of Manitoba's CRC program. The working group included current CRCs, the Vice-President (Research and International), the Associate Vice-President (Research), the Vice-Provost (Academic Affairs) and the University's Equity, Diversity and Inclusion Facilitator. All four designated groups (FDGs) were represented on the working group. Sub-committees were struck to complete an employment systems review and an environmental scan in order to provide relevant and meaningful information to the working group. The Office of Research Services conducted a comparative review that also informed the overall action plan. The Vice-President (Research and International) and the Provost and Vice-President (Academic) were responsible for approving the plan. The Office of the VPRI will be responsible for communicating the objectives and actions of the plan to the university community and will be accountable for its implementation.

PART C: Objectives, Indicators and Actions

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

Key Objective 1: Raise awareness with Deans and Directors on CRCs recruitment, retention & advancement
Corresponding actions: Meet with this group to advise of Action Plan including issues of emergency retention & targeted recruitment
Indicator(s): New process/procedure developed and publicized
Progress: Ongoing
Next steps:
Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):

Key Objective 2: Launch a "U Count" Campaign promoting self-declaration and EDI pulse survey to gather qualitative data
Corresponding actions: Improved self-declaration form, raise awareness around EDI, analyze data from both surveys
Indicator(s): % increase in total response; representation of the designated groups and pulse survey responses
Progress: U Count Campaign Launch is scheduled for January 2019
Next Steps: The collection of quantitative and qualitative data from the pulse survey will better inform the initiatives needed to achieve equity, diversity & inclusion
Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words): Our launch was delayed as we found value in welcoming diverse perspectives and asked others to review the language in the workplace diversity self-declaration.

Key Objective 3:
Develop procedures, including a statement within the advertising template, to provide accommodation to applicants.

Corresponding actions:
Add an accommodation statement with contact information to all job postings

Indicator(s):
Recognizing and welcoming diversity

Progress:
Finalized

Next Steps:

Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):

Key Objective 4:
Consider EDI in every CRC process

Corresponding actions:
Committee will consider EDI when making recommendations on allocation, renewals & advancement

Indicator(s):
Meeting or exceeding targets

Progress:

Next Steps:

Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):

Key Objective 5:
Encourage faculties to state EDI Goals in Strategic Plans

Corresponding actions:
Requires EDI goals in all strategic research plans for CRC recruitment, retention & advancement

Indicator(s):
All Strategic Plans have identified these goals

Progress:
As Plans are updated

Next Steps:

Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):

Key Objective 6:
Strengthen representation of the FDGs on Search Committees

Corresponding actions:
Monitor this and all requirements for each search committee

Indicator(s):
Meeting or exceeding targets

Progress:
Ongoing

Next Steps:

Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):

PART D: Challenges and Opportunities

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

Promoting and sharing CRC Best Practices for Recruitment, Hiring and Retention, incorporating CRC Bias in Peer Review Video along with Implicit Bias Training and in the first Search Committee Meeting has been successful. These Best Practices have been adopted in the Workshop for Chairs and Other Committee Members of Academic Searches.

With the national spotlight on Equity, Diversity & Inclusion, the University of Manitoba is taking full advantage of the opportunities that have been made available to us this year to advance EDI in our workplace.

The University of Manitoba along with 97 other Canadian post-secondary institutions, committed to Universities Canada's Inclusive Excellence Principles in 2017. These principles include developing and/or maintaining an equity, diversity and inclusion action plan. The actions developed through that commitment will further support our EDI goals by addressing some of the broader, systemic challenges that adversely impact individuals of under-represented groups.

The Inclusion Network of Canadian Research Universities (INCRU) is a Canada-wide Network comprised of senior executives whose portfolio encompasses diversity and inclusiveness in the U15. This Network shares knowledge and advances collaborative initiatives that promote equity, diversity and inclusiveness within member institutions for all individuals, particularly those from social groups that have historically encountered, or continue to face, systemic barriers. This Network develops and promotes strategies to boost diversity within Canada's research and scholarly community. It further seeks to advance equitable access to research opportunities and awards within the Canadian academic landscape. The first in-person meeting was held in Ottawa in June 2017 with another in-person meeting took place in September 2018 at the University of Manitoba.

The D&I Working Group made up of senior leaders, faculty and support staff, continue to work hard to address our challenges and create the initiatives needed for an inclusive workplace.

The GDIB continues to be used as a guide to measure our progress. Ongoing Diversity & Inclusion Conversations with the deans and department heads help identify some of the challenges the units, departments or faculties face; offering Diversity &Inclusion an opportunity to provide the support needed to address issues. An Equity Diversity & Inclusion Action Plan Template has been created and shared with the Deans and Department Heads.

The University's EDI Strategy is a living document that is continually edited, updated, revised, monitored and assessed regularly for progress in each of the stated quantitative and qualitative short term and long term goals and where needed, special measures are implemented and promoted in the community to address under representation of designated groups. Overall progress in every initiative is tracked and documented in the Strategy.

Supported by senior leadership, the EDI vision where faculty and staff mirror the diversity of our student body and our community; that all feel welcomed, included, respected and valued for their unique contributions and that every individual has the opportunity to realize their career goals at the University of Manitoba continues to be a priority.

Canada Research Chaires de recherche
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Appendix A - Institutional Equity, Diversity, Inclusion Action Plan Requirements

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

It is important to note that institutions can only address their gaps once chair positions become available (i.e., when their current chair holders' terms end). However, it is expected that institutions will manage their chair allocations carefully in order to meet their equity and diversity targets, which includes choosing not to renew Tier 2 or Tier 1 chair holders as necessary.

Institutions must have action plans posted on their websites as of December 15, 2017. They must also email a copy of their action plan by email to the program at edi-edi@chairs-chaires.gc.ca. If an institution fails to meet these requirements by the deadlines stipulated, **the program will withhold peer review and payments for nominations submitted to the fall 2017 intake cycle, and to future cycles as necessary, until the requirements are fulfilled**.

Institutions must inform the Tri-agency Institutional Programs Secretariat when they revise or update their action plans by emailing edi-edi@chairs-chaires.gc.ca.

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

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

1) Equity, Diversity and Inclusion Objectives and Measurement Strategies

- impactful equity, diversity and inclusion objectives, indicators, and actions that will enable swift progress towards:
  - o addressing disadvantages currently experienced by individuals of the FDGs; and
  - o meeting the institution's equity targets and goals by December 2019—aggressive objectives must be set using this timeline based on the number of chair allocations that are (or will become) available in the institution within the next 18 to 24 months (the 18 months starts as of December 15, 2017, when the action plan is implemented).

- objectives should be S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely), and include a measurement strategy for monitoring, reporting on progress, and course correcting if necessary, based on:
    - an employment systems review to identify the extent to which the institution's current recruitment practices are open and transparent; barriers or practices that could be having an adverse effect on the employment of individuals from the FDGs; and corrective measures that will be taken to address systematic inequities (an example of corrective measures that could be taken by institutions in Ontario is provided on the Ontario Human Rights Commission website);
    - a comparative review—by gender, designated group, and field of research—of the level of institutional support (e.g., protected time for research, salary and benefits, additional research funds, office space, mentoring, administrative support, equipment, etc.) provided to all current chair holders, including measures to address systemic inequities;
    - an environmental scan to gauge the health of the institution's current workplace environment and the impact that this may be having (either positive or negative) on the institution's ability to meet its equity, diversity, and inclusion objectives, and measures that will be taken to address any issues raised; and
    - the institution's unique challenges based on its characteristics (e.g., size, language requirements, geographic location, etc.) in meeting its equity targets, and how these will be managed and mitigated.
- institutions will be required to report to the program and publicly on the progress made in meeting their objectives on a yearly basis.

2) Management of Canada Research Chair Allocations

Provide a description of:

- the institution's policies and processes for recruiting Canada Research chair holders, and all safeguards that are in place to ensure that these practices are open and transparent;
- how the institution manages its allocation of chairs and who is involved in these decisions (e.g., committee(s), vice-president level administrators, deans / department heads);
- the institution's decision-making process for determining in which faculty, department, research area to allocate its chair positions, and who approves these decisions;
- the decision-making process for how the institution chooses to use the corridor of flexibility in managing its allocation of chairs, and who approves these decisions;
- the decision-making process and criteria for determining whether Tier 2 and Tier 1 chair holders will be submitted for renewal and who is involved in these decisions;
- the process and criteria for deciding whether to advance individuals from a Tier 2 chair to a Tier 1 chair, and who is involved in these decisions;
- the process and criteria for deciding which chair holder(s) will be phased-out in the case where the institution loses a chair due to the re-allocation process, and who is involved in these decisions;

- the decision-making process for determining what level of support is provided to chair holders (e.g., protected time for research, salary and benefits, additional research funds, office space, mentoring, administrative support, equipment, etc.), and who within the institution is involved in these decisions;
- safeguards taken to ensure that individuals from the FDGs are not disadvantaged in negotiations related to the level of institutional support provided to them (e.g., protected time for research, salary and benefits, additional research funds, office space, mentoring, administrative support, equipment, etc.);
- measures to ensure that individuals from the FDGs are not disadvantaged when applying to a chair position in cases where they have career gaps due to parental or health related leaves or for the care and nurturing of family members; and
- training and development activities related to unconscious bias, equity, diversity and inclusion for administrators and faculty involved in the recruitment and nomination processes for chair positions (acknowledging that research has shown unconscious bias can have adverse, unintended and negative impacts on the overall success/career of individuals, especially those from the FDGs).

3) Collection of Equity and Diversity Data

Provide a description of:

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

4) Retention and Inclusivity

Provide a description of:

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