

Report for Horizon Europe on the University of Manitoba’s Equity, Diversity, Inclusion, and Accessibility Practices

1. Preamble

On July 3, 2024, the Prime Minister announced that Canadian researchers and organizations have been given the opportunity to participate in the Horizon Europe program “on equal terms with their EU counterparts”.

The [University of Manitoba](#) (UM) understands that this opportunity comes with the commitment to implement, monitor, and evaluate actions related to gender equity considerations in its operations, and particularly within a research and innovation context. **At UM, gender equity planning is congruent with the institutional priorities of: equity, diversity, inclusion, and accessibility (EDIA) and advancing reconciliation through transformation change.**

2. Working Group

UM’s EDIA practices are evolving and ongoing, and are embedded within the University of Manitoba’s 2024-29 Strategic Plan. In the research context, EDIA is led by the Office of the Vice-President (Research & International) (VPRI), with The Office of Equity Transformation responsible for overall University of Manitoba EDIA and anti-oppression strategies and initiatives. To optimize processes, going forward we will establish a Working Group to update this document as UM implements the various strategic plans and frameworks.

3. Setting the Context

EDI in the Canadian Research Context:

The Canada Research Coordinating Committee and its tri-agency members (the Canadian Institutes of Health Research, the Natural Sciences and Engineering Research Council and the Social Sciences and Humanities Research Council) are committed to excellence in both [research practice and research design](#). One focus is the amelioration of systemic barriers that prevent members of systemically marginalized groups from participating in Canada’s research ecosystem. Systemically marginalized group groups include: women and minoritized genders, Indigenous Peoples (First Nations, Inuit, and Métis), racially marginalized individuals, persons with disabilities, and marginalized sexualities. In the

Canadian context, government employment equity categories have been reviewed and recommendations for categories moving forward are included in : [Employment Equity Act](#).

In considering systemic barriers, narrowing gaps, and dismantling barriers, emphasis is placed on using an intersectional lens to ensure that we attend to the ways in which systems of oppression intersect to create additional barriers to inclusion and success in the research arena. This is particularly relevant in the context of gender equity where cis-heterosexual, white women have traditionally benefitted more from equity and equality initiatives than women impacted by other systems of oppression, including (but not limited to) racism, ableism, homophobia and transphobia, religious hatred and discrimination.

University of Manitoba:

UM is one of Canada's 15 research-intensive universities. Its campuses can be found on original lands of Anishinaabeg, Ininiwuk, Anisihnewuk, Dakota Oyate and Dene, and on the National Homeland of the Red River Métis. Indigenous Peoples thrived on Turtle Island for thousands of years until colonization. Today's efforts at reconciliation support the resurgence of the vibrant cultures, knowledges, and traditions practiced by Indigenous nations and communities. About 18% of people living in the Province of Manitoba identify as Indigenous. The UM also hosts the [National Centre for Truth and Reconciliation](#).

UM is located in the urban centre of Winnipeg on the Canadian Prairies. It has close to 10,000 employees and is home to almost 31,000 students who can select from more than 100 programs of study. UM is very diverse, providing educational opportunities to students from 122 countries. Of the UM's student population, Indigenous undergraduate students comprise 9%, Indigenous graduate student comprise 6.5%, and international students comprise 20%.

UM's mission for research and innovation is to transform research culture, to advance understanding, and create positive societal impact. The [UM Strategic Research Plan \(2024-29\)](#) identifies seven research themes:

- Foundations
- Social Justice and Human Rights
- Research by, for and with Indigenous Peoples
- Water and Food Security
- Health and Well-Being
- Climate Action and Sustainability
- Manitoba, Hudson Bay, Arctic and the World.

Leadership:

In 2019, UM's President established the **Task Force on Equity, Diversity, and Inclusion** (EDI) (the Task Force), which produced a [Final Report](#) in 2020 recommending: (a) creating an administrative structure for advancing EDI, (b) ensuring that advancing EDI is a key element to the institution's new strategic plan, (c) developing plans to evaluate and report on progress and increasing diversity, (d) increasing accessibility, (e) increasing awareness of and support for EDI including integration within academic programs and research, and (f) developing a plan to promote a greater sense of inclusion and safety. The [Office of Equity Transformation](#) is responsible for implementing the Final Report's recommendations.

UM has recently developed **three new institutional plans** with significant consultation and input from the UM community. In its 2024-2029 strategic plan, [MomentUM: Leading Change Together](#), UM has declared its commitment to empowering staff, faculty, and students to thrive and succeed by creating a culture of belonging, well-being, and inclusion. This commitment is echoed in UM's 2024-2029 strategic research plan, [Change Through Research](#). UM is also in the process of finalizing the [Truth and Reconciliation Framework: Time for Action, 2024-2029](#), driving "UM's commitment of advancing the Truth and Reconciliation Commission of Canada's Calls to Action and integrating Indigenous ways of knowing into what we do". These three new institutional plans will set the tone for the next five years.

Advancing Equity, Diversity, Inclusion, Accessibility:

UM has a long history of commitment to **EDIA initiatives**:

- By filing a human rights complaint against the Canadian Government in 2003, a group of women academics, including a researcher from UM, played a key role in seeking more equitable access to the [Canada Research Chairs Program](#). The 2006 Canadian Human Rights Settlement Agreement resulted in universities setting Canada Research Chairs minimum targets for "individuals who often face systemic barriers in employment" (women and gender minorities, person with disabilities, Indigenous Peoples, and racially marginalized minorities).
- As part of the settlement, in 2022 the Canada Research Chairs program launched the Robbins-Ollivier Excellence in Equity Award to recognize and support groundbreaking projects to advance equity. University of Manitoba received an inaugural award for the project *Dismantling Ableism and Promoting Equity for People with Disabilities: Institutional Actions and Accountability*

- The UM is among the few universities in Canada to be awarded a Natural Sciences and Engineering Research Council of Canada Chair for Women in Science and Engineering (NSERC CWSE). The NSERC CWSE and other UM researchers created “[The Workplace Climate Survey](#)” (2017) that has been administered at 21 universities across Canada. This work is seen as among the most current quantitative and qualitative data available on the gendered experiences of academics in Canadian higher education.

Since the final report of the Task Force, the UM community has reaffirmed its commitment to equity, diversity, inclusion, accessibility, and reconciliation. In 2022, UM officially endorsed the Scarborough Charter on anti-Black racism and Black Inclusion to fight anti-Black racism and promote Black inclusion in Canada’s higher education system. The University of Manitoba has been a signatory to the Age-Friendly University initiative since 2016, and was the first [Age-Friendly University](#) in Canada, joining universities in Ireland, the UK, and the USA in committing to the initiative.

- The University of Manitoba is also the only university in Canada to have two experts on the [Expert Panel on Evidence -Based Equity, Diversity and Inclusion Practices for Impactful Change](#) under the Council of Canadian Academies (CCA). CCA offers evidence-based assessments to guide public policy decisions in Canada. This panel will release its report in Fall 2024.
- UM has a comprehensive set of workshops, training, and resources on equity-based practices, dismantling barriers, and EDIA that are offered through the [Office of the VPRI](#), the [Office of Equity Transformation](#), Rady Faculty of Health Sciences Office of Equity, Access and Participation, Rady Faculty of Health Sciences Office of Anti-Racism, and other units.
- UM has been recognized as one of [Canada’s Best Diversity Employers](#) since 2017.

Structure & Governance:

UM is a decentralized university. As is clearly articulated in UM’s three major strategic planning documents there is significant central leadership support for advancing EDIA. Under the Vice-Provost (Equity), the recommendations from the President’s Task Force on EDI have all been implemented, with an institutional structure developed for ongoing action. This work is now embedded in the UM 2024-29 Strategic Plan. This movement has been made possible as a result of significant consultation and input from the larger UM community on the Strategic Plan. The UM recognizes systemic change can only occur when all academic and non-academic units across UM are engaged in moving this key mission forward, with academic and non-academic units having designated EDIA leads to guide the

work and ensure accountability. In addition, the UM Strategic Plan Implementation Committee is currently working on implementation strategies. Such strategies will also be developed in the context of the other strategic initiatives, and will include clearly- identified EDIA accountability measures across the UM.

4. UM's Report

Public Document:

As suggested by Horizon Europe, gender equity or equality plans do not have to be stand-alone documents, but may also be **comprised of different institutional documents** and must be endorsed by the organizational leadership. Such documents must be broadly known both within and outside of UM. UM's three new institutional plans, from which this Report has been developed, are available on UM's website. Each plan is also being shared broadly with all interested external partners and groups through UM's media strategy via multiple communication avenues and UM's media channels.

This Report has been made publicly available on the UM's website and will be introduced to the UM community via the Office of the Vice-President (Research and International) and through Faculty leaders such as Deans and Associate Deans.

The Report is a living summary and will be updated as implementation of the institutional plans continues. Figure 1 provides a snapshot of the progress to date and anticipated future work.

Figure 1: UM Equity, Diversity, Inclusion, and Accessibility Phases



Dedicated Resources:

In response to the Task Force’s Final Report, the **Office of Equity Transformation** was created to provide “leadership and coordination at the University of Manitoba to dismantle all forms of oppression, reduce barriers to meaningful participation and narrow inequities to build an institution and community rooted in equity and our [UM] commitment to accessibility, diversity and inclusion”. The Office is led by the Vice-Provost (Equity) and has dedicated resources to carry out its mandate. Within the Office of the VPRI, the Director of Research EDIA and Advisor of Research EDIA, led by the Associate Vice-President Research and supported by the Vice-President (Indigenous), provide supports related to equity, diversity, inclusion, accessibility and reconciliation in research, and will ensure UM’s ongoing commitment to meet Horizon Europe requirements. Faculties, Colleges, Schools and non-academic units across UM have EDIA Leads and committees, with additional EDIA positions in key central units including Human Resources.

Data Collection and Monitoring:

Present State: UM collects and publishes **gender-disaggregated data** on students and faculty annually via the [Office of Institutional Analysis](#). The gender categories include man, woman, non-binary, another gender. Current response rates for collection of socio-demographic data for academic and non-academic staff is low, with non-response rates ranging from 75% to 85% on gender identity. UM is currently reviewing socio-demographic data collection, revising questions and categories, and developing materials to demonstrate how the data will be used to advance equity. This work will be guided by data-for-equity and data justice approaches, whereby data collection is rooted in human rights purpose of employment equity, and is used to identify systemic inequities and narrow gaps. UM recognizes this approach is essential to build trust in data collection.

Given the low response rates, current information is very limited as an indicator of gender diversity across UM, or within specific units. Data from 2022-2023 shows an increase in the number of respondents who identify as female full-time teaching staff across 16 of 19 faculties/ colleges/ schools when compared with 2013-2014. However, the percentage of respondents who identified as female teaching staff only slightly increased overall, from 36.4% in 2013-2014 to 40.9% in 2022-2023. Faculties in which female and minoritized genders are underrepresented amongst respondents include: Price Faculty of Engineering (15.4%), Faculty of Science (25.7%), Asper School of Business (31.3%), Faculty of Agricultural and Food Sciences (32.1%), Marcel A. Desautels Faculty of Music (33.3%), Clayton H. Riddell Faculty of Environment, Earth, and Resources (35.9%), and Faculty of Law (39.1%).

As part of the work of the Task Force, UM undertook an on-line **climate survey** in 2020 (Appendix E of the [Final Report](#)). Just under 4,000 members of the UM community took part. The survey consisted of a 72-item questionnaire that included demographic information as well as measures pertaining to: diversity; sense of belonging to UM; perceptions of safety at UM; incivility, harassment, and discrimination; microaggressions; equity; and campus accessibility. Included in the survey were five open-ended questions where participants were invited to explain or elaborate on their experiences, perspectives, and opinions. A general summary of the analysis revealed the following:

In general, the majority of students, faculty members, and staff who responded to the survey were positive in their perceptions of diversity and inclusion at UM and agreed that UM is welcoming, cares about diversity, is accessible, and is inclusive. That said, the survey found differences in the perceptions of EDI, experiences of microaggression, and sense of inclusion among various members of the community. The least positive perceptions of EDI generally were reported by women faculty and trans/non-binary students, faculty, and staff. Students, staff, and faculty who reported various types of disabilities also reported lower than average perceptions of EDI. Faculty members reported lower scores than students and staff on the overall measure of EDI at UM.

UM recognizes the importance of ongoing check-ins to determine whether efforts to enhance equity, diversity, inclusion, accessibility, and reconciliation are having a positive effect on our community. The Office of Equity Transformation will be conducting a Climate Survey on a 5-year cycle, with the next UM Climate Survey scheduled for Fall 2025.

Moving Forward: Notwithstanding this information, UM understands that more needs to be done in terms of data collection. The Office of Equity Transformation, Office of the Vice-President Indigenous, and Vice-Provost (Teaching and Learning) are leading the development of more robust socio-economic data governance, stewardship, collection, and analysis to ensure best practices of equity data collection, governance, and analysis. They are also identifying key measures for regular public reporting. These two elements are essential components of UM strategies and accountability to advance equity for all systemically marginalized people, including gender equity. The analyses and indicators developed therefrom will form part of this plan once the data collection initiative has been implemented.

Canada Research Chairs Program Accountability and Transparency: The UM is required to set equity targets with respect to the number of its Canada Research Chairs (CRC) identifying as belonging to four underrepresented groups named by this program (i.e., women and gender minorities, Indigenous Peoples, persons with disabilities, and racialized minorities). The number of CRCs in each underrepresented group by university are publicly

available through the [CRC website](#). The 2022-2029 UM target for women and gender minorities, as a percentage of total CRCs at the UM, is as follows:

- 36% (2022),
- 46% (2025),
- 48% (2027), and
- 50.9% (2029) representing gender parity.

The actual percentage of women holding Canada Research Chairs at UM as of July 2023 is 51.1%.

Training:

UM is deeply committed to providing educational opportunities for its faculty, staff, and students in the areas of gender equity, equity, diversity, inclusion, accessibility, and to advance reconciliation. These opportunities include options from introductory overviews to intensive learning experiences. University of Manitoba also must be compliant with the Accessibility for Manitobans Act, which includes mandatory training of all staff and faculty in delivery standards related to customer service, employment, and information and communication. In addition, training on a broad range of topics is expected to include EDIA considerations, content, and frameworks as relevant. Many units are involved in offering EDIA education, including Vice-Provost (Academic), Centre for Advancement of Teaching and Learning, Office of Equity Transformation, Extended Education, Sexual Violence Resource Centre, Human Resources, Learning and Organizational Development, Office of Human Rights and Conflict Management, and other units.

Examples of educational sessions available to the UM community:

- [EDIA Foundations](#) (blended),
- [EDI Micro-Certificate](#) (blended),
- Intersectionality: Building Understanding and Application
- Anti-Oppression: Framework and Practice
- Incorporating EDI into Your Course and Teaching (on-line, self-paced),
- Sexual Violence Awareness (on-line, self-paced),
- University of Manitoba Sexual Violence Prevention Workshop (trauma-informed, on-line, self-paced),
- Accessibility Training (Customer Service Standard, Employment Standard, Information and Communication Standard) (online, self-paced, mandatory),
- Intersectionality: Developing Critical Skills for Action (in development),

- Specialized sessions in Equity-based Approaches in Academic Hiring, Equity, Anti-Oppression and EDIA at UM, EDI Considerations for Hiring Canada Research Chairs (in-person or on-line options),
- Summer Institute on Literacy in Indigenous Content (blended),
- Inclusive hiring practices (non-academic staff) (in-person), and
- Managing the Respectful Workplace (in person).

Examples of Speaker Series and Regular Ongoing Programming:

- EDIA Community of Practice Monthly Discussion Sessions. Interest in this group has been significant as the Community of Practice now includes over 300 members,
- Women in Science: Development, Outreach, and Mentorship Sessions,
- Indigenous Speaker Series, including Fireside Chats and National Week for Truth and Reconciliation Programming
- Anti-Ableism and Accessibility Speaker Series.
- Listening, Learning, and Leading Series (Office of Equity Transformation)
- Listen Up! Taking Down Ableism Working Group Speakers Series
- Black History Month speakers and events
- 2SLGBTQIA+ and Pride Month events, and 2LSGBTQIA+ History Month Canada events and speakers

5. Thematic Content Areas

Work-life balance and organizational culture:

UM is dedicated to ensuring that women and minoritized genders, whether they are faculty members, staff, or students, are supported as they work towards balancing their careers at UM with their other life responsibilities.

Policies: Institutional policies and procedures that promote a work/life balance and enhance organizational culture include:

- Employment Equity Policy,
- Leaves of Absence Policy/Procedure including maternity/parental leaves and compassionate care leaves. The specific provisions vary by employment group are outlined in the relevant collective agreements for those within specific unions. For faculty members, most fall under the UM-UMFA Collective Agreement.
- Parental leaves including leaves for adoptive parents,
- Special hiring provisions in University of Manitoba/University of Manitoba Faculty Association Collective Agreement for spousal/partner recruitment,

- Working Alone Procedure for safety,
- Accessibility Policy for accessible environments and reasonable accommodations,
- Respectful Working and Learning Policy, and
- Sexual Violence Policy.

Resources: UM has recently established a Family Resources Hub. This resource provides supports for those managing care responsibilities, including childcare responsibilities or elder care responsibilities. Supports include:

- Identifying breastfeeding/child friendly spaces on UM campuses,
- Identifying the location of baby change tables,
- Providing an online Babysitter Directory,
- Supporting the Event Child Minding Program
- Assisting mothers searching for childcare,
- Supporting the Adult Companionship Services Directory,
- Partnering with the UM's Centre on Aging to support older adult care, and
- Hosting a support group for parents and caregivers of children with disability.

Recognizing Women's Achievements: The Office of the VPRI is responsible for nominating researchers for various awards and accolades. In this endeavor, the Office clearly articulates the central role that EDIA considerations play in all award nominations. The number of nominees of all genders is monitored to ensure at least parity in nominations between women and minoritized genders, and men. Attention is given to external awards specifically aimed at women and minoritized genders, and every effort is made to nominate multiple UM scholars for these awards. Successful award winners are celebrated both internally and externally through media channels and annual celebrations.

Gender balance in leadership and decision-making:

UM's is committed to enhancing representation of members of systemically marginalized groups in leadership positions. It is actively working to accomplish this goal by:

- Committing to greater diversity of those in leadership positions,
- Ensuring all search committees for the hiring/appointment of senior administrators and deans of faculties receive a presentation on equitable practices in hiring, including implicit bias awareness and strategies to mitigate systemic inequities,
- Encouraging applications by women and minoritized genders who may not see themselves in leadership roles, given ongoing gender stereotypes, sexism, and patriarchy,

- Creating rubrics to assess candidates that involve expansive indicators of excellence, thereby addressing existing barriers and mitigating bias in the evaluation process,
- Monitoring committee conversations to ensure focus remains on agreed-to assessment criteria,
- Assessing career interruptions equitably, keeping in mind that women and minoritized genders may have disproportionate care burdens; and that the impacts are often intersectional,
- Recognizing that women and minoritized genders may have disproportionate service loads and expectations of emotional labour in the workplace; and that the impacts are often intersectional,
- Giving close attention to the wording in letters of reference which may not accurately describe or may minimize contributions made by women and minoritized genders, and
- Providing accommodations if/as required.

UM Leadership: UM has joined the [50-30 Challenge](#), an initiative launched in 2020 between the government of Canada, Canadian businesses, and diversity organizations. The 50-30 Challenge asks that organizations aspire to 2 goals: (a) gender parity (50% women and and/or non-binary people) on Canada Boards and/or senior management; (b) significant representation (30%) on Canadian Boards and/or senior management of members of systemically marginalized groups, including Indigenous people, racially marginalized people, people with disabilities, 2SLGBTQ+ and/or gender or sexually diverse individuals. The Office of Equity Transformation monitors UM progress toward these goals. Beginning in 2023, this includes the UM Senior Leadership Diversity Survey.

The results of the UM Senior Leadership Diversity Survey (2023) demonstrate that UM has met the first goal of the Challenge – 61.5% of UM Leadership identifies as women or non-binary. Moreover, the proportion of women or non-binary individuals exceeds 50% at both the senior leadership (67%) and deans and directors’ levels (58%).

To determine whether or not UM has met goal #2, the survey defined the following broad inclusion criterion: If the respondent positively indicates on at least one of the following identities: Indigenous identity, non-white racialized identity, non-heterosexual sexual identity, disability identity, chronic health identity --they would be considered part of “the 30%”. Overall, 47.5% of UM leadership positively indicated on at least one of the above underrepresented identities, exceeding the benchmark of 30%. Moreover, 69% of Senior Leadership and 33% of Deans and Directors positively indicated on at least one underrepresented identity. Many of “the 30%” also identified as women or with a non-binary gender identity. That means, a significant portion “the 30%” are also counted in “the 50%”

of goal 1 (gender parity), emphasizing the importance of intersectional diversity and intersectional approaches to equity.

UM Board of Governors (BoG): The BoG is comprised of 23 members, with twelve of these members are appointed by the Lieutenant Governor in Council. Appointments to Manitoba government agencies, boards, and commissions include equity considerations and a voluntary self-declaration for equity groups is part of all application/nomination forms. Equity groups are identified as women, Indigenous Peoples, visible minorities, and persons with disabilities. The Chair of UM’s BoG and UM’s Chancellor self-identify as women. Following on the survey of UM Senior Leadership Diversity Survey (2023), next steps include a survey of BoG for equity-based reporting on BoG composition.

The BoG has a number of committees reporting. Terms of reference for these committees include a reminder about UM’s commitment to “equity, diversity, inclusion, Indigenous engagement, and reconciliation”.

UM Senate: The composition of UM’s Senate is a combination of membership associated with specific roles, election by Faculties, and elected Student representatives. Equity considerations of Senate membership are part of considerations for nominating units, with discussions having taken place in Senate about representation and best practices at the unit level for diversity in nomination slates. This includes consideration of gender equity, diversity of lived experiences and self-identification, diversity of ranks, disciplines, and perspectives, and intersectionality. UM has worked hard to support women and minoritized genders in leadership roles, and this is also reflected in Senate membership. Senate has also committed to improving Indigenous representation, with the addition of five dedicated Indigenous Senators. Following on the survey of UM Senior Leadership Diversity Survey (2023), next steps include a survey of Senate for equity-based reporting on Senate composition.

Gender equity in recruitment and career progression:

Recruitment and Hiring: The hiring of academics at UM is the responsibility of the Office of the Provost and Vice-President (Academic) and governed by Article 18 of the UM/University of Manitoba Faculty Association (UMFA) 2021-2024 Collective Agreement. On the issue of diversity, the Agreement says: “The University and the Association agree to the principle of employment equity for women, visible minorities, Indigenous peoples and persons with disabilities...”. The Agreement goes on to say that “whenever a department has at least ten members of one gender and none of the other gender holding probationary

appointments or appointments with tenure, the next available probationary or tenured position in the department ... shall, if possible, be filled by hiring a qualified applicant of the gender not represented...”. Finally, “there shall be at least two persons of each gender on each search committee wherever possible although there shall always be at least one person of each gender”.

The Office of the Provost and Vice-President (Academic) has created a comprehensive resource around **equity in academic hiring**. This guidance includes information for those at the institutional level, faculty level, and department level on creating hiring plans, following best practices in recruitment and hiring including carefully developing evaluation criteria and key indicators, addressing structural inequities, facilitating networking opportunities and promoting mentorship, and retaining faculty members who identify as a member of one or more underrepresented groups, including women. A [toolkit](#) has also been created for all Canada Research Chair hiring committees.

UM hiring advertisements must contain the following language:

The University of Manitoba is committed to the principles of equity, diversity & inclusion and to promoting opportunities in hiring, promotion and tenure (where applicable) for systemically marginalized groups who have been excluded from full participation at the University and the larger community including Indigenous Peoples, women, racialized persons, persons with disabilities and those who identify as 2SLGBTQIA+ (Two Spirit, lesbian, gay, bisexual, trans, questioning, intersex, asexual and other diverse sexual identities). All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority.

Pay equity: In 2019, the UM-UMFA [Joint Committee on Gender-Based Salary Differentials](#) released its report and recommendations. Although the Report found no evidence of systemic gender-based salary differentials, several concerns were raised. These included: (a) women take longer to be promoted to Professor, (b) high seniority women are less likely to hold the rank of Professor, and (c) there was a lower likelihood of women being promoted to Professor in certain disciplines including health, science, and engineering.

Career Progression: The issues raised in the report highlight the importance of tenure and promotion guidelines and criteria that move beyond traditional academic metrics to recognize that there may be gender inequities in assessing performance and achievement. The Collective Agreement states that the development of tenure and promotion guidelines and the structure of tenure and promotion committees are the responsibility of each faculty/school. The Agreement does mandate that there be at least one person of each gender on tenure committees and that gender parity be sought on all promotion

committees where feasible, recognizing that there must be at least one person of each gender represented. Gender representation and parity is also required on the Promotion Appeal Committees.

In recognition of the challenges that women and minoritized genders, and members of other underrepresented groups face as they enter the academy, plans are being developed to: (a) enhance pre-arrival, arrival, and early career support (two years) for new faculty members, (b) provide longer-term mentorship opportunities (five years), and (c) offer ongoing professional development including support for advancement to leadership positions.

Integration of gender dimensions into research and teaching content:

EDIA Funding Proposal Support: The VRPI recognizes the importance of incorporating the concepts of EDIA in research practice and EDIA in research design as integral parts of funding proposals. However, it is also clear that some researchers are unfamiliar with how to include these best practices in their submissions. To address this knowledge gap and support researchers more fully, the [Office of Research EDIA](#) was created in 2024. One aspect of the Office's mission is to support researchers to better understand the importance of including EDIA as part of research design and research practice. The Office of Research EDIA is in the process of creating tools and identify resources to guide researchers to creating EDIA plans, and how to effectively implement their plans.

The goals of this initiative are to:

- Have excellent EDIA plans in all funding proposals submitted by UM researchers,
- Enhance the understanding of UM researchers in creating EDIA plans in research design and research practice, and
- Promote the creation of inclusive research and research-training places and spaces.

Assessments will include both quantitative (e.g. number of researchers engaged, number of tools developed, number of educational sessions offered, number of successful funding proposals, etc.) and qualitative (e.g. surveys, short interviews) measures to determine the extent to which researchers have enhanced their knowledge and practices and perceived ability to implement EDIA plans in their research and research-training. The more researchers who implement EDIA in these ways, the more positive change will occur within UM's research ecosystem.

Funding Adjudication: UM's Office of Research Services (ORS) offers several internal research funding streams for UM researchers. In order to ensure equitable assessment

processes, UM has begun to pay more attention to the composition of adjudication committees and assessment criteria. Goals for all adjudication committees are to:

- Ensure gender parity between women and minoritized genders and men, and
- Ensure diversity of identities, expertise, and experiences.

In addition to committee composition, it is also critical to ensure that the way in which funding proposals are assessed is equitable. Attention is therefore given to the assessment criteria, with annual review and updating as required.

ORS has also recently begun collecting data on application and success rates by self-identified gender as it relates to UM's external grant programs submissions. These data will enable ORS to target proposal development supports to areas where such support is most needed.

Equitable Hiring and Inclusive Environments: The Office of the VPRI is currently implementing its own set of best equitable hiring practices. The goal is to eliminate barriers to hiring diverse applicants. To accomplish this goal the Office:

- Creates inclusive job postings to ensure language is inclusive and gender-neutral, job requirements are all necessary to the position, and the UM diversity statement is included,
- Creates hiring committees that are comprised of at least three people and gender parity, unless this requirement places an undue burden on members of one gender, in which case workload adjustments will be made,
- Mandates that all committee members take implicit bias training before beginning their service,
- Creates a rubric with appropriate assessment criteria and indicators for each search to mitigate bias,
- Ensures any requested accommodations have been met, and
- Evaluates all qualified candidates using the rubric.

The Office of the VPRI also encourages an inclusive environment for all staff by supporting wellness initiatives, organizing social events, participating in the UM's work from home program, supporting ongoing professional development, and offering work flexibility for women who are responsible for childcare and elder care.

Teaching: The UM's Centre for the Advancement of Teaching and Learning has developed a number of resources and educational opportunities for instructors around [inclusive pedagogies](#). Workshops are offered on a range of EDIA-related topics including:

- Decolonizing course content,
- Universal design for learning,

- Microaggressions,
- Intercultural teaching competence,
- Anti-racist pedagogies, and
- Inclusive groupwork strategies.

Measures against gender-based violence, including sexual harassment:

UM has taken measures against gender-based violence. Two policies guide behavioral expectations: the **Respectful Work and Learning Environment (RWLE) Policy** and the **Sexual Violence Policy**.

The focus of the RWLE policy is ensuring that the work and learning environment promotes and supports “a community which embraces diversity and inclusion, provides equity, and recognizes the dignity of all people” and is free from discrimination and harassment.

The Sexual Violence Policy has three guiding principles:

(a) Sexual Violence is a significant and systemic social issue that can affect anyone at the University. Anyone can experience sexual violence, regardless of a person’s social position or position within the University structures, hierarchies, and power relations.

(b) Some individuals or groups experience sexual violence at higher rates and in different ways. Every effort to address sexual violence should be grounded in Intersectionality and an understanding that each person’s experience will be affected by many factors.

(c) Sexual Violence does not exist or operate in isolation. Acts of sexual violence can also be acts of discrimination. University strategies to address sexual violence are therefore informed by broader equity, diversity and anti-discrimination initiatives and goals.

This Policy sets out the commitments of UM, the responsibilities of the UM community, the provision of education training and support, investigations and discipline, and required annual reporting.

The Disclosure and Complaints Procedure provides operational details including making disclosures of sexual harassment and/or sexual violence, responding to disclosures, informal resolution processes, making formal complaints, conducting preliminary assessments, implementing interim measures, undertaking university-instituted investigations, finding of policy breaches, and disciplinary matters.

UM established a **Sexual Violence Resource Centre (SVRC)**, which provides trauma-informed and survivor-centred support, education, resources, and referral services for



students, staff, and faculty members affected by sexual violence. Educational opportunities include the on-line Sexual Violence Awareness Modules, Responding to Disclosures of Sexual Violence workshops, Healthy Relationships workshops, and Bringing in the Bystander training.