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Important Note

(Once you have read the statement below, click the radio button beside it.)

Please note that the information you enter in your report is only saved when clicking on the "Save and Next" button at the bottom of the page. Using the browser navigation buttons or the "Continue Later" button at the bottom of the page will not save the information entered on the page. If after clicking "Save and Next" you see a "Page has errors" message in red, near the top of the page, it means that at least one field is missing information. In such an instance, the empty field will have the words "Answer is incomplete" underneath it, in red.

This report includes mandatory reporting on 1) the CRCP institutional equity, diversity and inclusion action plan (IEDIAP) and 2) the \$50,000 EDI Stipend.

Your institution must submit the report by the deadline date indicated by the program, and must cover the reporting period identified by the program.

Institutions are required to post the most up to date version of their EDI action plan on their [public accountability web pages](#). Ensure to remove all numbers less than 5 prior to posting on your website in cases where your report includes the representation of individuals from underrepresented groups among your chairholders. This is a requirement of the *Privacy Act*.

Each year, institutions must also publicly post a copy of this report to their public accountability web pages within 7 working days after the deadline for submitting the report to TIPS. TIPS will review the report each year; in addition, the annual report(s) will be provided to the external EDI Review Committee, when it is convened every few years, to evaluate the progress made in bolstering EDI at the respective institution and to provide context for future iterations of the EDI action plan.

All sections of the form are mandatory (unless otherwise noted).

Contact information

Please complete the fields below.

Name of Institution:

Brock University

Contact Name:

Michelle McGinn

Position Title:

Associate Vice-President, Research

Institutional Email:

mmcinn@brocku.ca

Institutional Telephone Number:

905.688.5550 x 5024

Does your institution have an EDI Action Plan for the CRCP?

Yes

PART A: EDI Action Plan - Reporting on Key Objectives Analyses, Systemic Barriers, Objectives and Indicators

Date of most recent plan (e.g. latest revision of the public plan):

11/26/2020

Rating given action plan in most recent review process:

satisfies

Name of vice-president level representative responsible for ensuring the implementation of the plan:

Tim Kenyon

In developing their action plans, institutions were required to conduct: 1) an employment systems review; 2) a comparative review; and 3) an environmental scan (see program requirements [here](#)). These assessments were required in order to identify the specific systemic barriers and/or challenges that are faced by individuals from underrepresented groups (e.g. women, persons with disabilities, Indigenous Peoples and racialized minorities, LGBTQ2+ individuals) at the respective institution; institutions were then required to develop key S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) objectives and actions to address them.

Indicate what your institution's key EDI objectives are (up to six) as outlined in the most recent version of your action plan (either the one approved by TIPS or the one currently under review by TIPS), as well as the systemic barriers/challenges identified that these objectives must address. Please note that objectives should be S.M.A.R.T. and include a measurement strategy. List the corresponding actions and indicators (as indicated in your institutional EDI action plan) for each objective, and outline: a) what progress has been made during the reporting period; b) what actions were undertaken; c) the data gathered; and d) indicators used to assess the outcomes and impacts of the actions. Please note that indicators can be both quantitative and qualitative and should be specific. Outline next steps and use the contextual information box to provide any additional information (e.g., course correction, obstacles, lessons learned, etc.) for each objective.

Key Objective 1

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 1:

EDI Action Plan Objective 2A: Formalize (anonymized) documentation of discussion in twice annual group Vice President, Research (VPR) meetings. Invite feedback, both in open group setting and in confidence, about CRC experiences and ideas about how to address any concerns.

Systemic barriers -

Please provide a high-level description of the systemic barriers (e.g., summarize what the barriers are and how they were identified):

Feedback from Brock's 2020 Consultation with current, former, and future CRCs (see Brock's EDI Action Plan) communicated the historical paucity of opportunities for Chairholders to engage in inclusive communication involving back-and-forth dialogue with the institution. CRCs thought there should be more opportunities to discuss their experiences as CRCs and share ideas for improving the CRC program at Brock for current and future Chairholders. Through the 2020 Consultation, we learned that Chairholders wanted more regular communication and feedback opportunities. The 2020 Consultation made our institution cognizant of this systemic barrier and the importance of making such dialogue inclusive of the Chairholders to ensure the administration of a more equitable and sustainable CRC program at Brock.

Corresponding actions undertaken to address the barriers:

As part of our overarching goal of gathering regular data from Chairholders, the Vice-President, Research (VPR) and the Associate Vice-President, Research (AVPR) meet twice yearly in a group setting with all Chairholders to invite their feedback both in the open group setting and in confidence, about their experiences and ideas about how to address any concerns. Action items are documented at each of these meetings and supplemented by any further suggestions that arise from individual feedback received outside the group meetings.

Data gathered and Indicator(s) - can be both qualitative and quantitative:

During the reporting period, we received feedback about the following topics: a. COVID disruptions to individual Chairholder's research programs; b. Fee structures in the animal care facility that were discouraging some Chairholders from scaling up their research programs; c. Concerns about the abrupt transition for Chairholders when their terms come to an end, and they are expected to return to a full teaching load despite their continued involvement in heavy research and graduate supervision responsibilities; d. Appreciation for enhanced support in preparing the institutional elements of a CRC nomination or renewal application; and e. Concerns about an inadequate funding envelope to allow all incoming CRCs to secure suitable infrastructure support through the Canada Foundation for Innovation John R. Evans Leaders Fund and also provide some opportunities for scholars outside the CRC program to apply to this fund.

Progress and/or Outcomes and Impacts made during the reporting period:

The following action items have been completed: a. A COVID extension was granted to one Chairholder to make up for some research time lost due to restrictions early in the pandemic. b. A review of fees charged at other university-based animal facilities confirmed our earlier data that considerable diversity exists across the sector. Brock adopts a simplified fee structure that places it at about the middle range relative to other institutions. Nonetheless, we implemented a 10% reduction in animal care facility fees for the period of June 2022–May 2024. This reduction provides a bit of relief for researchers trying to scale up their research programs to launch new directions and to recover from earlier COVID disruptions. Researchers have been informed about the gradual increase in fees to expect thereafter, allowing time to secure additional grant funding to cover these costs in subsequent years. c. Transition funding has been established to grant former Chairholders teaching release in the first year after their terms end. d. Consistent messaging has been provided to the Deans and Associate Deans, Research to bring them into the process earlier to supplement the support possible through the central Office of Research Services. These discussions have also reinforced the need for units to plan carefully for the research space and infrastructure requirements that might be needed to support the range of possible candidates when recruitment begins for a CRC position, and to ensure that these considerations are factored into the negotiations around an appointment offer. e. Continued advocacy is needed to push for a larger funding envelope based upon the growth in Brock's research profile.

Challenges encountered during the reporting period:

Group meetings can be dominated by a few powerful voices, so we have attended carefully to the need to make space for each Chairholder to contribute to the conversations. The cluster of new CRCs appointed or nominated in the reporting period and the changeover as terms conclude for other Chairholders mean that new CRCs, including those who self-identify as members of equity-deserving groups, now dominate in Brock's CRC program. The new composition will change the nature of group conversations for the next several years.

Next Steps (indicate specific dates/timelines):

Continue with twice yearly meetings, scheduled to accommodate as many of the Chairholders as possible. Maintain open-door policy for Chairholders to meet with the Vice-President, Research and Associate Vice-President, Research individually or in smaller groups as desired. Continue to draw upon Associate Deans, Research to connect regularly with Chairholders in their respective Faculty throughout their terms.

Was funding from the CRCP EDI stipend used for this key objective?

No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

Do you have other key objectives to add?

Yes

Key Objective 2

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 2:

EDI Action Plan Objective 3C: Ensure CRC positions are posted for a minimum of 60 days.

Systemic barriers -

Please provide a high-level description of the systemic barriers (e.g., summarize what the barriers are and how they were identified):

Although Brock University's prior practice of advertising CRC positions for just slightly beyond the 30-day minimum seemed to provide traditional candidates with ready access to the postings and provide time to submit an application by the established deadline, non-traditional candidates who do not have comparable access to mailing lists or publications that advertise such opportunities or to rich networks of sponsors who may forward such opportunities were disadvantaged by this time constraint. This is so because by the time non-traditional candidates learned of the posted CRC positions, a significant number of days or weeks would have already passed since the postings were initially advertised. This delay is also evident for those potential candidates who rely upon Academica's Indigenous Top Ten (published bi-weekly) rather than Academica Top Ten (published daily), two of the outlets where we advertise all open CRC positions. Consequently, opportunities for non-traditional candidates to gather information about open positions and consult with mentors, sponsors, and peers about their suitability for any advertised role were hampered. Overall, such a situation undermined non-traditional candidates' capacity to prepare and submit applications in a timely (rather than rushed) manner. From an institutional perspective, the 30-day minimum timeframe for posting CRC positions and the disadvantage at which it placed non-traditional candidates also prevented the University from amassing a more diverse and thus richer candidate pool.

Corresponding actions undertaken to address the barriers:

To address the systemic barriers posed by the 30-day timeframe for posting CRC positions, Brock University committed to posting CRC positions for a minimum of 60 days – twice the length of time as the original minimum of 30 days. The rationale behind extending the timeframe for posting CRC positions is that non-traditional candidates would have more time to learn about and then apply for positions without rushing and thereby undermining the processes they need to prepare themselves for the application and recruitment process (e.g., seeking advice from mentors and sponsors, gathering the necessary support and reference materials, crafting the required documents).

Data gathered and Indicator(s) - can be both qualitative and quantitative:

- Initial posting date and closing date for all advertised positions. - Assessment by the hiring unit about the depth and breadth of the candidate pool as the deadline approaches.

Progress and/or Outcomes and Impacts made during the reporting period:

Both CRC positions advertised during the reporting period were posted for a minimum of 60 days (12 August 2021 to 12 October 2021; 19 August 2021 to 31 December 2021).

Challenges encountered during the reporting period:

During the reporting period, the institution encountered two challenges pertaining to this key objective. The first challenge was socializing hiring units to move beyond the conventional 30-day requirement for advertising job postings. This challenge was relatively easy to overcome once the EDI considerations informing the decision to extend postings to a minimum of 60 days were discussed with the hiring units. The second challenge encountered during the reporting period was that in one case, even the 60-day minimum timeframe for posting CRC positions was still not sufficient in attracting applicants and building a diverse candidate pool. The hiring committee for the CIHR Tier 2 CRC in Child Health Equity and Inclusion (the job posting which was advertised on 12 August 2021 and closed on 12 October 2021) found that the new 60-day timeframe provided enough time to attract potential candidates and subsequently amass applications. In contrast, however, the search committee for the NSERC Tier 1 CRC in Human Responses and Solutions to Extreme Workplace and Ambient Environments position sought institutional approval to extend the job posting deadline after receiving too few applications by the original deadline. The institution's approach in cases like this is to discuss with the hiring unit what their plan is to achieve success and avoid ending up in the same position some weeks down the road. As much as possible, Brock requests information on the hiring unit's revised plan before the current posting expires, to avoid any break that could discourage potential candidates. Specific details requested of the hiring unit to obtain institutional approval are as follows: a. an explanation for what steps will be taken to build a deeper candidate pool; b. any particularities that would make a specific month or time period a better recruitment time than the month or time period of the original closing date; and c. the desired new closing date. Extended deadlines are authorized only after the review of these materials. The hiring committee for this second position presented an enhanced recruitment plan and received institutional approval to extend the deadline to 31 December 2021, which resulted in a stronger candidate pool from which shortlisted candidates were identified.

Next Steps (indicate specific dates/timelines):

Moving forward, Brock University will undertake an analysis of the recruitment process for the two CRC positions posted during this reporting period as well as for postings from future reporting periods to determine whether the 60-day minimum timeframe for advertising CRC positions should be considered a sufficient minimum to address the systemic barriers posed by time-limited job postings. This analysis will commence in summer 2022 to support CRC recruitment processes to be launched in Fall 2022. In consultation with the relevant hiring units, for all new CRC postings, the institution will also build into the hiring process analyses of each recruitment plan to determine whether the minimum 60-day period is expected to be sufficient or if a longer timeline would be advantageous to eliminate the systemic barriers posed by time-limited job postings advertising CRC opportunities, such that the hiring unit reaches the desired candidate pool in each instance.

Was funding from the CRCP EDI stipend used for this key objective?

No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

Key Objective 3

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 3:

EDI Action Plan Objective 5C: Develop 1 workshop each (2 total) on anti-Black and anti-Indigenous racism, focusing both on how these discriminations are connected and how they are disparate; develop 1 workshop each (2 total) on an intersectional lens in the experiences of Black and Indigenous people.

Systemic barriers -

Please provide a high-level description of the systemic barriers (e.g., summarize what the barriers are and how they were identified):

The persistence of settler colonial and white supremacist ideologies in Canadian culture unfortunately continues to fuel systemic and incidental racism against Black and Indigenous communities and individuals. The Brock campus and the surrounding Niagara region in which the University is situated are not exempt from bearing witness to discriminatory behaviour against those who identify as Black and/or Indigenous. Given the increased incidences of hate crimes against racialized individuals and the results of Brock's Campus Climate Survey presented in October 2020, the rationale for developing the workshops described in this objective as part of Brock's EDI Action Plan is not only to educate the Brock community about anti-Black and anti-Indigenous racism and how intersectionality compounds experiences of marginalization and powerlessness, but also to foster actionable change geared towards preventing further racist and discriminatory acts from taking place on campus and in the larger community to which Brock belongs.

Corresponding actions undertaken to address the barriers:

In the aftermath of the Campus Climate Survey that Brock conducted in 2020, the University sought to develop and present workshops for the campus community that foster sustained dialogue about anti-Black and anti-Indigenous racism and the role that intersectionality plays in informing the marginalization experienced by individuals who identify as members of an equity-deserving group(s). Given the COVID-19 pandemic, most workshops were planned with virtual formats in mind. Although this was a significant departure from conventional, in-person presentations that—prior to the pandemic—were often held on campus, the virtual/online nature of these workshops allowed for those interested to attend and participate regardless of their location (and, in some cases, recording allowed on-demand viewing).

Data gathered and Indicator(s) - can be both qualitative and quantitative:

- Dates and times for anti-racism and intersectionality workshops developed and delivered for the campus community.
- Participation numbers are recorded for some workshops. For example, there were 859 visits to the Anti-Racism 101 online module.
- The Human Rights and Equity Office has also fielded an increasing number of requests for targeted anti-racism programs for various campus units.

Progress and/or Outcomes and Impacts made during the reporting period:

Two key anti-racism initiatives targeting the respective foci of anti-Black and anti-Indigenous racism were presented during the reporting period. On 14 January 2021, HRE's Anti-Racism department coordinated with the Student Justice Centre and the Brock University Students' Union to present "Delving Deeper: Town Hall on Anti-Black Racism," which focused on the systemic, cultural, and social impacts of anti-Black racism on Black-identified Brock students. This virtual Town Hall was then followed by the "Delving Deeper Deux: Creative Poetry Session," an online reflective writing workshop that took place on 18 March 2021 and centred on breaking isolation, confronting misogyny, reclaiming space, and actioning community pride through the written word. Throughout the year, the Decolonial Reading Circle fostered sustained dialogue focused on anti-Indigenous racism. Hosted by the Vice-Provost Indigenous Engagement, the Circle examines issues related to the National Inquiry into Missing and Murdered Indigenous Women and Girls. Together, the Circle focused their efforts on working through the calls for justice in the National Inquiry and developing an action plan for Brock. Two workshops provided an explicitly intersectional lens on the experiences of Black and Indigenous people. As part of the Brock Student Justice Centre's Anti-Oppression Workshop Series and Brock 2S&LGBTQ+ Pride Week 2021, a workshop was held on 1 April 2021 for 2SQTBIPOC folks only (Two-Spirit, Queer &/or Trans* Black, Indigenous, People of Colour). This workshop focused on exploring homophobia experienced by QBIPOC individuals, especially within racialized spaces and communities. The session employed an intersectional approach in its examination of the roles that race, ethnicity, class, gender, colonization, etc. have in experiences of homophobia and transphobia. Then on 22 February 2021, the Decolonization Working Group of the Brock University President's Advisory Committee on Human Rights, Equity and Decolonization (PACHRED) hosted a panel on anti-racism and Indigenous children, with a specific focus on the high rates of suicide amongst Indigenous youth. This virtual panel session was led by We Matter, an Indigenous youth-led organization dedicated to Indigenous youth support, hope and life promotion. The four highlighted initiatives were supplemented by a range of antiracism programming for the Brock community. Most notably, the Human Rights and Equity Office (HRE) designed and launched an Anti-Racism 101 online module available to students through the institution's learning management system. This integrative and informative module covers all forms of anti-racism and includes links to extensive resources to support further learning.

Challenges encountered during the reporting period:

One of the major challenges related to this objective that was encountered during the reporting period had to do with promoting these events—all of which assumed a virtual format due to the COVID-19 pandemic—and ensuring good turnout on the day they were held. Since the primary modes of advertising these workshops and talks were through email, mailing lists, articles on the Brock News website, and social media posts, the announcements of such events often had to compete for the attention of readers/recipients alongside email correspondence, notices, and other documents. During the pandemic, email fatigue became a common issue among students, faculty, and staff who were still adjusting to missing in-person/on-site communication as one of their primary ways of learning about events taking place on campus. As such, given the circumstances during the various waves of pandemic lockdowns, effective outreach promoting these events proved challenging to achieve.

Next Steps (indicate specific dates/timelines):

A slate of anti-racism workshops and other educational opportunities will continue to be offered for all members of the Brock University community.

Was funding from the CRCP EDI stipend used for this key objective?

No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

Key Objective 4

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 4:

EDI Action Plan Objective 5D: Appoint an Indigenous Chairholder.

Systemic barriers -

Please provide a high-level description of the systemic barriers (e.g., summarize what the barriers are and how they were identified):

This key objective addresses the underrepresentation of members of the federally designated groups in the Canada Research Chairs program. More specifically, Brock's objective of appointing an Indigenous Chairholder aims to help dismantle the settler colonial frameworks that inform higher education institutions in favour of realizing the values of reconciliation and decolonization as well as taking up in sustained and meaningful ways the Truth and Reconciliation Commission's Calls to Action – especially as they pertain to the incorporation of Indigenous knowledges and practices in university contexts as well as the elimination of educational and employment disparities between Indigenous and settler scholars and students. The colonial structures of mainstream institutions are systemic barriers that undermine or disrupt the work and sense of belonging experienced by Indigenous peoples. Indigenous scholars are severely under-represented in Canadian universities, and Indigenous scholarship is not well understood across the university sector. Reports such as *Lighting the Fire: Experiences of Indigenous Faculty in Ontario Universities* (Joint Working Group of the Ontario Council of Academic Vice-Presidents and the Reference Group on Aboriginal Education, 2020; <https://ontariosuniversities.ca/reports/experiences-of-indigenous-faculty>) provide an overview of the barriers and challenges faced by Indigenous scholars. Brock has few self-identified Indigenous scholars but is working to change this situation through cultural and financial support for Indigenous students and through a cluster hire of Indigenous scholars. Until we have more Indigenous scholars on our campus, we are limited to drawing upon general knowledge and research rather than specific data from Brock. We do know from Brock's campus climate survey, *Assessment of the Learning, Living, and Working Environment for Students and Employees* (<https://brocku.ca/campus-climate-survey/>), that Indigenous respondents were more likely to experience exclusionary, intimidating, offensive, or hostile conduct than other racialized or non-racialized individuals. However, the numbers are too small to be able to connect those experiences with the CRC program.

Corresponding actions undertaken to address the barriers:

To address the systemic barriers mentioned above, Brock University has allocated a Canada Research Chair position expressly for the appointment of a Chairholder who is a qualified candidate and self-identifies as an Indigenous person.

Data gathered and Indicator(s) - can be both qualitative and quantitative:

The recruitment of an Indigenous scholar for this position and the nominated candidate's successful appointment by the CRCP as a CRC will be the key indicator of progress that the institution has made with regards to this objective.

Progress and/or Outcomes and Impacts made during the reporting period:

In Spring 2021, while awaiting the result of their CRC nomination application (submitted in November 2020), an Indigenous art practitioner and scholar selected to be Brock's SSHRC Tier 2 CRC in Indigenous Art Practice withdrew their candidacy and decided not to continue an appointment at Brock. The University held another internal selection process in Summer/Fall 2021 to replace the CRC in Indigenous Art Practice position and subsequently advertised a job posting for a SSHRC Tier 2 CRC in Indigenous Child and Youth Wellbeing. This posting is currently open and has a closing date of 31 August 2022.

Challenges encountered during the reporting period:

As mentioned, Brock's selected candidate for the SSHRC Tier 2 CRC in Indigenous Art Practice withdrew their candidacy and decided not to continue their appointment at Brock University. This led to the University needing to launch another call for proposals in Summer/Fall 2021 to fill a Tier 2 CRC position expressly intended for a qualified candidate who self-identifies as an Indigenous person. Another related challenge encountered during the reporting period was determining additional venues (beyond the usual academic job sites/publications that may be frequently visited/perused by settler scholars but not by Indigenous scholars) to promote CRC postings intended for potential candidates who identify as Indigenous persons. To help the hiring committee at Brock with strategies for reaching a broader pool of potential Indigenous candidates, the University has engaged the services of an external recruitment agency with relevant expertise to assist in promoting the SSHRC Tier 2 CRC in Indigenous Child and Youth Wellbeing position.

Next Steps (indicate specific dates/timelines):

The job posting for the SSHRC Tier 2 CRC in Indigenous Child and Youth Wellbeing has a closing date of 31 August 2022. Brock University intends to submit to the CRC Secretariat a nomination for this position by 18 April 2023 (the Spring 2023 CRC submission deadline).

Was funding from the CRCP EDI stipend used for this key objective?

No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

Key Objective 5

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 5:

EDI Action Plan Objective 5F: Develop policy and program supports for Indigenous Chairholder and other Indigenous scholars.

Systemic barriers -

Please provide a high-level description of the systemic barriers (e.g., summarize what the barriers are and how they were identified):

The systemic barriers that undermine education, recruitment, and retention of Indigenous scholars also affect research funding structures. Traditional research grants and grant adjudication processes favour scholars who adopt disciplinary research approaches, not the transdisciplinary and community-based approaches that engage Indigenous communities. There is a need for capacity building in institutions to advance Indigenous scholarship. Small-scale and seed funding represents important first steps toward developing ideas and providing opportunities to train Indigenous students.

Corresponding actions undertaken to address the barriers:

The Vice-President, Research launched an Indigenous Research Grant program in January 2021. This program provides up to \$30,000 in each fiscal year to support Brock researchers to undertake research or creative activities in any discipline and on any topic that relates to Indigenous peoples. The Vice-Provost Indigenous Engagement led consultations with Indigenous scholars and community members and with their allies on Brock's Two-Row Council and Aboriginal Education Council to support the development of the program and the terms of reference for the adjudication committee.

Data gathered and Indicator(s) - can be both qualitative and quantitative:

- Completed program Guide for the Indigenous Research Grant - Completed Terms of Reference for the adjudication committee - Application numbers - Funds disbursed

Progress and/or Outcomes and Impacts made during the reporting period:

We developed terms of reference and a program guide and then launched this new annual funding program for Indigenous research in January 2021. Funding was provided for 5 projects during the reporting period (\$37,442 total value). Unfunded projects received feedback and encouragement to revise and resubmit.

Challenges encountered during the reporting period:

As per the recommendation that came through the consultation process, applications are accepted on a continuous basis to provide flexibility that is essential in Indigenous research. However, this stance raises two challenges for us: a) The Brock research community is accustomed to set deadlines and hence tends to submit a flurry of applications as the application window closes at the end of a fiscal year. This last-minute activity introduces financial accounting challenges to establish research accounts and transfer funds while trying to initiate fiscal year-end close-out activities. b) The adjudication committee prefers to discuss a cluster of applications together to provide the most informed decisions about which projects to fund. Given the ethical imperative for community engagement in Indigenous research, we were conscious that our initial one-year funding timeline was insufficient to advance some research projects. Such engagement takes time and has been further challenged by COVID-19. We therefore made the following changes in 2021-2022: i) extended the funding duration from one to two years; ii) provided an option for researchers to seek extensions beyond two years if needed; and iii) clarified that researchers may apply for a subsequent grant in the next fiscal year if the previous grant is complete, even if two years have not yet passed.

Next Steps (indicate specific dates/timelines):

An additional 4 projects (valued at \$23,177) were funded in the remaining 2021-2022 fiscal year after the end of the reporting period. For 2022-2023, we are actively encouraging applications earlier in the fiscal year through a related Brock News story (<https://brocku.ca/brock-news/2022/06/indigenous-research-grant-projects-to-explore-critical-issues/>) timed to coincide with National Indigenous Peoples Day (21 June 2022). We are scheduling adjudication committee meetings on a quarterly basis to review applications received to date while maintaining flexibility to review an individual application more quickly if there are relevant time sensitivities. As part of our strategy to encourage Indigenous scholars and Indigenous-focused research, all recipients of Indigenous Research Grants will be invited to meet with the CRC in Indigenous Child and Youth Wellbeing once that individual begins their appointment at Brock (recruitment underway for a nomination in April 2023; see key objective 4). The CRC in Indigenous Child and Youth Wellbeing and the other Indigenous scholars appointed through the cluster hire initiative will all be invited directly to apply to the Indigenous Research Grant.

Was funding from the CRCP EDI stipend used for this key objective?

No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

Key Objective 6

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 6:

EDI Action Plan Objective 5G: Develop methods of recognizing alternative credentializing for Indigenous scholars.

Systemic barriers -

Please provide a high-level description of the systemic barriers (e.g., summarize what the barriers are and how they were identified):

One of the barriers that affects career flourishing for Indigenous scholars is the lack of recognition for the Indigenous knowledge that informs their work and the extensive service contributions that they provide to Indigenous students and communities. Indigenous scholars are often expected to meet exacting academic standards and at the same time to attain and exemplify Indigenous cultural knowledge.

Corresponding actions undertaken to address the barriers:

In June 2020, the Brock University Faculty Association ratified a new collective agreement with the University. This agreement included language regarding the equivalency of Indigenous knowledge to Ph.D.: "In determining a Ph.D. equivalency for Indigenous knowledge, consideration shall be given, but not limited to, the level of knowledge of the language and/or traditional customs including protocols, spirituality, traditions, practices, ceremonies, histories, and teachings of a particular group of Indigenous people or peoples. This knowledge may have been acquired through lived experience; active and lengthy participation in Indigenous forms of self-determination and governance, cultural structures, and processes; and a careful study and reflection of their philosophical underpinnings. In many cases, acquiring this knowledge will have involved studying with an Indigenous Elder or Traditional Knowledge Carrier/Keeper." The Vice-Provost, Indigenous Engagement led a review process throughout the reporting year as three new Indigenous faculty appointments were made with consideration for this new clause.

Data gathered and Indicator(s) - can be both qualitative and quantitative:

- Candidate materials submitted in response to recruitment.

Progress and/or Outcomes and Impacts made during the reporting period:

Codification of the equivalency of Indigenous knowledge to a doctoral degree in the collective agreement provides assurances that Indigenous knowledge will be explicitly recognized during hiring, tenure, and promotion decisions.

Challenges encountered during the reporting period:

Academic peers have a wealth of experience assessing mainstream academic credentials. It will take time to build expertise and fully socialize the comparable assessment of Indigenous credentials across all units. Successful recruitment and retention of Indigenous scholars is critical to making progress in this regard.

Next Steps (indicate specific dates/timelines):

Continued implementation of this new standard with subsequent academic appointments, including the appointment of the CRC in Indigenous Child and Youth Wellbeing, and during promotion and tenure decisions. The Vice-Provost, Indigenous Engagement has been working with the Brock Library to proactively think through how this clause can best be applied to future professional librarian hiring and promotion decisions.

Was funding from the CRCP EDI stipend used for this key objective?

No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

Challenges and Opportunities

Other than what has been outlined in the section above, outline any challenges and opportunities or successes regarding the implementation of the EDI action plan, as well as best practices that have been discovered to date. If COVID-19 has had an impact on the implementation of the institution's action plan, please outline how below. How has or will the institution address these challenges and opportunities? (limit: 5100 characters):

In terms of challenges, progress toward some objectives in Brock's EDI Action Plan has slowed due to staff turnover and competing responsibilities in the two offices that have been sharing the workload associated with these initiatives: the Office of Research Services (ORS) and the Office of Human Rights and Equity (OHRE). In response, we have decided to hire a full-time Equity, Diversity, and Inclusion in Research Advisor. Dedicated attention from a full-time research administrator experienced in leading equity, diversity, and inclusion initiatives will ensure clear and consistent progress toward achieving the University's five major EDI Action Plan goals of: 1. Ensuring that equity, diversity, and inclusion are embedded in institutional strategic planning; 2. Regularly gathering relevant data regarding the needs of designated employment equity-seeking groups; 3. Promoting diversity across the complement of Canada Research Chairholders; 4. Creating a supportive and inclusive workplace for Chairholders; and 5. Supporting the research aspirations of and engagement with Indigenous and Black scholars. Brock's EDI Action Plan (pp. 31–44) identifies explicit performance indicators for each goal and subgoal. This Action Plan will be used to monitor the overall success attained with a dedicated staff person in place. In terms of successes and opportunities, Brock has the most diverse cohort of Chairholders ever, due in large part to the successful results announced during the reporting period for 4 new CRC nominations and 1 CRC renewal. The 4 new CRC nominations contributed to helping the University meet its targets for hiring individuals who identify as members of the federally designated employment equity-deserving groups (FDGs). This outcome is further strengthened by 1 additional CRC nomination and 1 CRC renewal submitted during the reporting period. Best practices that have been discovered to date include directing Deans to consult with one another to promote consistency in negotiating research funding support offers to potential Chair nominees to ensure functional equity in terms of dollars and research space. Also, creating and incorporating into unconscious bias training videos guidance materials that directly address EDI considerations in virtual interview contexts have proven beneficial for hiring committee members and internal adjudication committees for Faculty Chair allocation proposals during the reporting period. COVID-19 necessitated the widespread implementation of virtual candidate interviews during CRC recruitment.

Reporting on EDI Stipend objectives not accounted for in Part A

Instructions:

- Institutions with EDI Action Plans, use this section to report on EDI Stipend objectives that are not accounted for in Section A.
- Institutions without EDI Action Plans, use this section to report on EDI Stipend objectives.

Objectives associated with your institution's EDI Stipend application

Table C1. Provide information on the objectives associated with your institution's EDI Stipend application, including the funding and timelines, for the reporting period.

EDI Stipend Objective 1

Indicate the S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) objective(s) towards which this funding has been directed:

Develop an EDI CRC and Faculty Search Toolkit and Resource File.

Indicator(s): Describe indicators, as presented in the EDI Stipend application, and how they are calculated.

Successes include the development of resources in digital and print format that are used by search committees. Methods are being explored to track the extent to which these resources are used in downstream recruitment and CRC nomination actions.

Progress: Describe results observed, including indicator results, outcomes, impacts. Include timelines (start and end dates).

Some progress has been made on expanding the toolkit and resource file; however, the project has not yet been completed due to leaves and resignations by staff members. Further development is slated for the upcoming year as a key priority for the soon-to-be-appointed Equity, Diversity, and Inclusion in Research Advisor. As articulated in the second EDI Stipend Application, dedicated attention from a full-time research administrator experienced in leading equity, diversity, and inclusion initiatives will ensure success in the coming year. Interviews are currently underway for this position with the expectation that the successful candidate will be in place by August 2022.

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective: 23086

Total funds spent:

Table C2. EDI Stipend Impact Rating

Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this objective as identified in your application, for the reporting period:

Major impact (the EDI Stipend had a major impact on achieving progress)

Provide a high level summary of how the stipend was used:

Funds were used to provide partial secondment of existing staff in the Office of Research Services and the Human Rights and Equity Office.

Do you have other objectives to add?

No

Additional Objectives (if applicable)

Table C1. Provide information on the objectives associated with your institution's EDI Stipend application, including the funding and timelines, for the reporting period.

EDI Stipend Objective 2

EDI Stipend Objective 3

EDI Stipend Objective 4

EDI Stipend Objective 5

EDI Stipend Objective 6

Part D: Engagement with individuals from underrepresented groups

Outline how the institution has engaged with underrepresented groups: e.g., racialized minorities, Indigenous Peoples, persons with disabilities, women, LGBTQ2+ individuals, during the implementation of the action plan (during the reporting period), including how they have been involved in identifying and implementing any course corrections/adjustments, if applicable. For example, how was feedback gathered on whether the measures being implemented are resulting in a more inclusive research environment for chairholders of underrepresented groups? How has intersectionality been considered in developing and implementing the plan (if applicable)? Have new gaps been identified? How will members of underrepresented groups continue to be engaged? (limit: 10 200 characters)

An important emphasis for Brock since the last progress report has been the recruitment and nomination of scholars from equity-deserving groups to Canada Research Chair positions. Scholars appointed to these roles in the reporting period are focused on transitioning (or expanding) their research programs at Brock. Key Objective 1 outlines input they presented during the regular meetings with the Vice-President, Research and Associate Vice-President, Research and subsequent actions taken. These scholars are still awaiting the research infrastructure funding secured through the John R. Evans Leaders Fund to be able to scale their research programs to the desired level. Beyond the CRC cohort, engagement with other individuals from underrepresented groups occurred through focus groups conducted as follow up from the campus climate survey. Key consulting groups include Two-Row Council, the Aboriginal Education Council, Women in Leadership group, the Black Community Forum at Brock, the President's Advisory Committee on Human Rights, Equity and Decolonization (PACHRED), including its working groups on Anti-Ableism and Mental Health; Decolonization; Sexual Violence Prevention; Anti-Racism; Two-Spirit and Lesbian, Gay, Bisexual, Trans and Queer (2S&LGBTQ+) and its Ad Hoc Black Cluster Committee. Among the ways in which Brock fostered greater engagement in this regard was through the implementation of new initiatives or ongoing delivery of non-academic programs intended to generate respectful critical dialogue among members of the campus community, especially about such difficult and challenging topics as sexism, racism, and settler colonialism. Other guidance is gleaned from speakers and participants from the many related workshops and activities hosted by campus and community partners throughout the year. Attending to the stories of recipients of the Horizon Graduate Student Scholarship also informs our understandings about how to advance an inclusive learning and research environment. The first recipients of this scholarship were announced in February 2021. Each year, over the next ten years, 20 students from research-based programs will be named the recipients of this scholarship. These one-time awards of \$5,000 are presented to high-achieving graduate students from Black, Indigenous, People of Colour (BIPOC) and other under-represented groups.

PART E: Efforts to Address Systemic Barriers More Broadly within the Institution

Briefly outline other EDI initiatives underway at the institution (that are broader than those tied to the CRCP) that are expected to address systemic barriers and foster an equitable, diverse and inclusive research environment. For example, are there projects underway that underscore the importance of EDI to research excellence? Is there additional training being offered to the faculty at large? Are there initiatives to improve the campus climate? Please provide hyperlinks where relevant, using the hyperlink boxes provided below (URLs should include https://). Note that collecting this information from institutions is a requirement of the 2019 Addendum to the 2006 Canadian Human Rights Settlement Agreement and provides context for the work the institution is doing in addressing barriers for the CRCP. (limit: 4080 characters)

<https://brocku.ca/strategic-plan/priority-inclusivity/>
<https://brocku.ca/brock-news/2022/04/equity-diversity-and-inclusion-progress-challenges-highlighted-at-brock-town-hall/>
<https://brocku.ca/president/pachred/>
<https://brocku.ca/human-rights/>
<https://brocku.ca/social-justice-research-institute/>
<https://brocku.ca/goodman/community-services/indigenous-leaders-speaker-series/>

Fostering a culture of inclusivity, accessibility, reconciliation, and decolonization is one of four strategic priorities identified in Brock's Strategic Plan 2018–2025 (<https://brocku.ca/strategic-plan/>). As reported in our 2020 progress report, all institutional budgetary and resource planning at Brock is performed in the service of the four strategic priorities of the Plan. From Brock's multi-year fiscal framework document through to in-year budgetary considerations, institutional decision-making implicates and is held responsible to an underlying commitment to EDI in multiple forms. With EDI embedded at the highest levels of the institution and reinforced through budgetary and planning decisions, it is a central pillar of all activities at the University. The University hosted a Town Hall on 8 April 2022 to identify progress and highlight key initiatives related to equity, diversity, and inclusion. Working groups of the President's Advisory Committee for Human Rights, Equity and Decolonization (PACHRED) focus on such key topics as Anti-Ableism and Mental Health; Decolonization; Sexual Violence Prevention; Anti-Racism; and Two-Spirit and Lesbian, Gay, Bisexual, Trans and Queer (2S&LGBTQ+). These working groups alongside the Human Rights and Equity Office provide extensive programming and resources designed to breakdown systemic barriers and support individuals who face challenges. The primary mission of Brock's Social Justice Research Institute is to create and mobilize knowledge that addresses contemporary social problems, opens pathways to progressive social change, and ultimately, helps to build a more just society in and beyond the Niagara Region. One initiative in partnership with United Way Niagara and Brock's Government Relations Office was the Equity, Diversity, and Inclusion: Exploring Best Practices series. The three webinars in April and May 2022 were "The Challenge": What challenges do organizations face in terms of identifying and meeting EDI goals?; "Best Practices": What is working in terms of organizations meeting and identifying EDI goals?; and "Next Steps": Exploring strategies for sharing and operationalizing best practices for meeting EDI goals. By working alongside community partners, this series has impact far beyond Brock's campus and the CRC program. Brock is a signatory to the Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education. The President's Advisory Committee on Human Rights, Equity and Decolonization (PACHRED); the Anti-Racism Committee; the PACHRED Ad Hoc Black Cluster Committee; and the Black Community Forum at Brock (BCFaB) are important leaders in advancing inclusion for Black members in the Brock community. Brock has launched a cluster hire of 12 Black scholars to expand the number of faculty members and professional librarians educating the next generation and advancing scholarship across all disciplines. The Scarborough Charter has been identified as the basis of the annual retreat for the Senior Administrative Council on 22 August 2022. Additional action items for senior leaders across all areas of Brock will follow from this retreat. The cluster hire of Black scholars follows on the heels of a cluster hire of Indigenous scholars that was launched earlier in the year. The proposed CRC in Indigenous Child and Youth Wellbeing is one of these new hires. Adopting a cluster hiring approach provides a critical mass of scholars who will be well positioned to support each other. The Indigenous Leaders Speaker Series is an important initiative from Brock's Vice-Provost Indigenous Engagement Office and the Goodman School of Business to address systemic barriers for Indigenous business owners. The inaugural event in 2021 featured Jenn Harper, Founder and CEO of cosmetics company Cheekbone Beauty, which is committed to helping close the educational funding gap that exists between Indigenous and non-Indigenous students. Mallory Yawnghwe, Founder and CEO of Indigenous Box, presented in 2022.

<https://brocku.ca/strategic-plan/priority-inclusivity/>

<https://brocku.ca/brock-news/2022/04/equity-diversity-and-inclusion-progress-challenges-highlighted-at-brock-town-hall/>

<https://brocku.ca/president/pachred/>

<https://brocku.ca/human-rights/>

<https://brocku.ca/social-justice-research-institute/>

<https://brocku.ca/goodman/community-services/indigenous-leaders-speaker-series/>

Before submitting your report, please ensure that your responses are complete. You will not be able to edit the information after it is submitted.

This information will be sent to the Tri-agency Institutional Programs Secretariat when you click 'Submit'. You will receive a confirmation email with a copy of your completed form in HTML format once it is submitted.

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