



INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION ACTION PLAN: PROGRESS REPORT

Institution:

Contact name and information:

Instructions

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

Equity, Diversity and Inclusion Recognition

Each year, the Tri-agency Institutional Programs Secretariat recognizes an institution with exemplary recruitment, nomination and/or appointment practices that promote equity and diversity. Indicate below whether your institution would like to be considered for the program's recognition. The evaluation process for the recognition will be based on the committee's assessment of this progress report and the institution's corresponding action plan.

Yes: _____ No: _____x_____

PART A: Equity and Diversity Targets and Gaps

A.1) Provide the current targets and gaps for your institution in the table below (using the [target-setting tool](#)).

Designated group	Target (percentage)	Target (actual number)	Representation (actual number)	Gap (actual number)
Women	30	2	5	No gap
Indigenous peoples	1	0	Withheld	Withheld
Persons with disabilities	4	0	Withheld	Withheld
Visible minorities	15	1	Withheld	Withheld

* Values below 5 are withheld

Number of currently active chairs: _____8_____

Number of empty chairs: _____5_____

Number of chairs currently under peer review: _____0_____



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

Brock University is entering a period of high turnover and recruitment for CRCs.

Recruitment has begun for three chairs:

(#3, currently vacant) NSERC Tier 2 in Biological Psychology: Epigenetics

(#8, currently vacant) SSHRC Tier 2 in Child & Youth Mental Health and Performance

(#14, new) CIHR Tier 2 in Tissue Remodelling and Plasticity Throughout the Lifespan

In early 2019, recruitment will begin for the following positions:

(#11, currently vacant) NSERC Special Tier 2 in Bioinformatics/Computational Biology

(#13, new) CIHR Tier 1 in Mechanisms of Health and Disease

(#7, occupied until August 2020) SSHRC Tier 2 in Indigenous Art Practice

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

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

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

Brock University is located in the Niagara Region, which is at the outer edge of the Greater Toronto and Hamilton Area (GTHA). Employees and potential employees experience a pull toward this neighbouring region that may or may not be compensated by the smaller scale attractions of Niagara. As with many cities with a smaller population density, St. Catharines presents as a place with limited cultural diversity, which may be felt most strongly by those from designated employment equity-seeking groups despite Brock's long-standing commitments to employment equity. Brock's forthcoming workplace climate survey and equity census is expected to help us to assess the extent to which the institution and the broader geographic area may create challenges in terms of attracting and retaining scholars from the designated groups.



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

Some differences are evident with respect to the salaries and total contributions to Chairholders since the inception of the CRC program at Brock. However, given the small numbers of CRCs that have been appointed at Brock, it is difficult to provide meaningful and confidential comparisons among current and former Chairholders.

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

The environmental scan revealed generally positive impressions of Brock University as a workplace. This interpretation raises from the Canada's Top 100 Employers completion (where Brock has placed in the top 15 for the Hamilton–Niagara Region in 2017 and 2018) and from the Employee Engagement Pulse Surveys administered in May 2017 and October 2017. These generally positive impressions do not provide information specific to Canada Research Chairs or to members of the designated employment equity-seeking groups. The small numbers make such detailed analyses difficult; however, the workplace climate survey and equity census that is currently being developed will provide much needed data to enhance our understandings about the needs of designated employment equity-seeking groups (see Objective 4).

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

The initial 2017 EDI Action Plan was developed by a CRC Equity Working Group comprised of the Vice-President, Research; the Provost and Vice-President, Academic; the University Secretary; the Senior Advisor, Human Rights and Equity; the Director, Research Services; the Director, Government Relations; and a CRC holder. The development included fulsome discussion on Brock's then-current processes and policies, as well as best practices in ensuring equity in the workplace. Upon completion of the initial draft, the EDI Action Plan was shared with key stakeholders for input, including the Senate Research and Scholarship Policy Committee; Brock University Faculty Association (BUFA); then-current Brock CRCs; and the Faculty Deans. The working group and the broader group of stakeholders consulted include some members of the designated groups. Following this consultation process, the 2017 EDI Action Plan was finalized by the Working Group, and submitted to the Provost and Vice-President, Academic, for approval. The December 2018 version of the EDI Action Plan is revised from the 2017 EDI Action Plan in response to feedback received from the CRCP Secretariat and consultation with the CRC Selection Committee, including the Director, Human Rights and Equity. Broad consultation on this living document will occur in 2019 with stakeholders from across the University. The Senior Advisor, Human Rights and Equity (a member of the 2017 CRC Equity Working



Group) and the Director, Human Rights and Equity (member of the 2018 CRC Selection Committee) are experts in equity, diversity, and inclusion.

PART C: Objectives, Indicators and Actions

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

Key Objective 1:
Foreground Equity, Diversity, and Inclusion (EDI) in the Institutional Strategic Plan
Corresponding actions:
<ol style="list-style-type: none"> 1. Embed equity, diversity, and inclusion considerations in strategic planning documents as recommended by the Human Rights Task Force (recommendation 6.1.4). 2. Ensure active participation of institutional leads for equity, diversity, and inclusion as we operationalize the Institutional Strategic Plan
Indicator(s):
<ol style="list-style-type: none"> 1. Values, priorities, goals, action items, and metrics related to equity, diversity, and inclusion in the Institutional Strategic Plan 2. Values, priorities, goals, action items, and metrics related to equity, diversity, and inclusion across unit plans associated with the Institutional Strategic Plan 3. Clear evidence of the participation of institutional leads for equity, diversity, and inclusion in operationalizing the Strategic Plan as members of the Strategic Planning Implementation and Coordination Team.
Progress:
<ol style="list-style-type: none"> 1. The development of the Institutional Strategic Plan involved extensive community consultation, including the engagement of Indigenous partners. 2. Two of the eight guiding values that shape the Institutional Strategic Plan relate directly to equity, diversity, and inclusion: <ol style="list-style-type: none"> a. <i>Inclusivity, diversity, equity.</i> We recognize the dignity of each person and their right to live life to the fullest. We build inclusivity and equity through understanding and respect for diverse identities, and we reflect this in our approaches to teaching and learning, research and creativity, administration and service provision, and community engagement. b. <i>Reconciliation and decolonization.</i> We are committed to reconciliation with Indigenous communities and decolonization of the academy through promoting awareness and understanding of Indigenous culture, history, and ways of knowing across all University activities.



3. One of the four strategic priorities is to foster a culture of inclusivity, accessibility, reconciliation, and decolonization. There are associated action items, particularly those with respect to the goal of promoting effective human resource practices and philosophies that improve inclusivity, accessibility, reconciliation, and decolonization. Associated metrics are under development.
4. Unit plans are currently under development, so it is too early to assess progress at the individual unit levels.
5. Membership for the Strategic Planning Implementation and Coordination Team includes the Director, Human Rights and Equity and the Vice-Provost, Indigenous Engagement. This team is charged with coordinating the implementation of the Institutional Strategic Plan, including providing feedback on the various unit plans.
6. Recruitment (supported by a specialist recruitment firm) is currently underway for Brock’s first Vice-Provost, Indigenous Engagement; interviews have been scheduled for early 2019 with an anticipated start date of July 2019.
7. The Two Row Council is working with the engagement of all Senate committees to implement recommendations from the Indigenous Education Advisory Committee Report to advance reconciliation and decolonization.

Next steps:

1. Appointment of Brock’s first Vice-Provost, Indigenous Engagement (early 2019).
2. Review of unit plans by the Strategic Planning Implementation and Coordination Team (January–May 2019).
3. Identification of metrics associated with all goals and action items in the Institutional Strategic Plan and the associated unit plans (January–May 2019).
4. Preparation of the first annual progress report for the Institutional Strategic Plan (to be released to Senate and the Board of Trustees at the end of the academic year).
5. Continue to track and report annually on progress as the Institutional Strategic Plan is implemented over the next seven years (until 2025) with a mid-term report in 2022.

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

Brock’s Institutional Strategic Plan was released on December 14, 2018. Associated unit plans are still in development. The Institutional Strategic Plan includes a commitment to implement recommendations from the final report from the [Human Rights Task Force](#), which was released in May 2017.

Key Objective 2:

Provide Training in Unconscious Bias and Best Practices for Equity, Diversity, and Inclusion (EDI)

Corresponding actions:

1. Develop training materials related to unconscious bias and best practices for EDI
2. Offer training and support for search committees and the broader Brock University community on the principles of equity, diversity, inclusion, and cultural competency



Indicator(s):
<ol style="list-style-type: none"> 1. Numbers of training sessions offered 2. Number of units offered training 3. Number of people trained
Progress:
<ol style="list-style-type: none"> 1. All members of the Faculty Committees received training before participating in ranking of proposals within each Faculty for new CRC positions. 2. All members of the CRC Selection Committee received training before selecting the six CRC positions under recruitment in 2018–2019. 3. All members of the hiring committees for the three CRC positions that have been advertised received training before reviewing any applications. 4. All department members received training before participating in discussions and voting on a shortlist of candidates to be considered for nomination to CRC. 5. Time constraints prevented some members of Faculty Committees and some department members from participating in Brock’s institutional training. These individuals were permitted to participate in decision processes after affirming that they had completed CRC’s online unconscious bias training module. In the future, everyone will be required to participate in Brock’s training program before contributing to the selection or recruitment of CRCs. 6. All CRC hiring committees include an equity, diversity, and inclusion champion.
Next steps:
<ol style="list-style-type: none"> 1. Schedule training for the hiring committees and departments associated with the next three CRC positions (January–February 2019). 2. Ensure no one participates in any stage of the CRC selection or recruitment process without first completing Brock’s training. 3. Extend training to all academic units and other groups (e.g., Research Ethics Boards, award committees, tenure and promotion committees).
Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):
Initial recruitment stages had already begun for three CRC positions in September 2018 when new requirements were released from the CRCP Secretariat. Notification in midstream required quick action and flexibility to ensure training was in place prior to selection and recruitment. As a result, some individuals were permitted to participate after completing the CRC’s online training module rather than Brock’s training program. Brock’s training program will be required for all individuals participating in future CRC selection or recruitment processes.

Key Objective 3:
Increase Diversity Across the Complement of Canada Research Chairholders
Corresponding actions:



1. The Director, Human Rights and Equity takes an active role in CRC recruitment by reviewing all CRC job postings with respect to best practices for equity, diversity, and inclusion and serving as a resource at all stages of selection and recruitment.
2. Each hiring committee adopts proactive steps to prioritize equity, diversity, and inclusion.
3. Update the Employment Equity Policy and develop additional processes to attract a more diverse workforce, including advertising relevant jobs in more geographically and demographically diverse venues.
4. Establish institutional goals for the recruitment, promotion, and advancement of women, Indigenous peoples, persons with disabilities, members of visible minorities, and individuals who identify as lesbian, gay, bisexual, transgender, or queer (LGBTQ) in all employee categories at Brock.

Indicator(s):

1. Inclusion of a commitment statement in all CRC job postings
2. CRC job postings distributed through multiple channels, especially those intended to target employment equity-seeking groups
3. Encouragement provided for all applicants and CRC holders to self-identify
4. Census showing targets and current numbers for CRC holders from the five designated employment equity-seeking groups
5. Inclusion of an equity, diversity, and inclusion champion on each CRC hiring committee
6. New Employment Equity Policy reflecting best practices

Progress:

1. A revised job posting template is available.
2. All job postings are sent to the Director, Human Rights and Equity prior to posting.
3. Equity targets are being monitored carefully as recruitment proceeds for 6 new CRC nominees.
4. We are about to start recruitment for a scholar to be nominated as Canada Research Chair in Indigenous Art Practice.

Next steps:

1. Nominate candidates for CRC positions that will meet or exceed the targets for CRCs who are members of the five designated equity-seeking groups (that is, women, Indigenous peoples, persons with disabilities, visible minorities, and LGBTQ persons).
2. Continue to monitor equity targets as CRC holders approach the end of their terms and as new CRCs are recruited.
3. Identify goals for the recruitment, promotion, and advancement of women, Indigenous peoples, persons with disabilities, visible minorities, and LGBTQ persons. To meet the goals of the University, enhanced recruitment efforts will be developed to attract diverse applicants, with a commitment to doing so for all employee categories at the University.

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



Recruitment is currently underway for six new CRCs to be nominated by October 2019. This high recruitment period provides an unprecedented opportunity to enhance diversity within Brock’s CRC cohort. Recruitment will lead to six new CRC nominees to join seven continuing CRC holders.

Key Objective 4:

Secure Current Data to Enhance Understandings About the Needs of Designated Employment Equity-Seeking Groups

Corresponding actions:

1. Establish a President’s Advisory Committee on Human Rights, Equity, and Decolonization.
2. Communicate the efforts and impacts of the President’s Advisory Committee on Human Rights, Equity, and Decolonization across the campus on a regular basis.
3. Implement a workplace climate survey and equity census as recommended in the final report from the Brock University Human Rights Task Force.
4. Analyze data from the census and consult on findings.

Indicator(s):

1. Current data on the diversity and inclusivity of the Brock community.
2. Current data on the needs of equity-seeking groups at Brock.

Progress:

1. The President’s Advisory Committee on Human Rights, Equity, and Decolonization has been established.
2. Plans are underway for the workplace climate survey and equity census.

Next steps:

1. Develop and implement the workplace climate survey and equity census.
2. Analyze data from the census and consult on findings.
3. Repeat the census on a regular basis (at least every 5 years) to ensure equity data remain current and to reinforce Brock University’s commitment to equity, diversity, and inclusion.

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

The Institutional Strategic Plan has been finalized and includes a commitment from the highest levels to proceed with the workplace climate survey and equity census. Metrics and timelines will be captured in the Human Resources unit plan, which can proceed now that the Institutional Strategic Plan has been finalized.

Key Objective 5:

Create a Supportive and Inclusive Workplace for Chairholders



Corresponding actions:
<ol style="list-style-type: none"> 1. Broaden the scope of training programs for new and continuing Chairs and Directors. 2. Foster internationalization across the entire campus so that students and scholars from all parts of the world feel welcomed and supported in achieving their academic and scholarly goals. 3. Recruit and retain a diverse group of outstanding academic and non-academic staff by providing rewarding and fulfilling careers. 4. Develop ongoing training and expand programs for professional development. 5. Continue to provide competitive offers of employment, compensation, and benefits to ensure a quality work life. 6. Implement twice yearly meetings between Chairholders, the Vice-President Research, the Associate Vice-President Research, and (for one of the meetings) the Associate Deans Research.
Indicator(s):
<ol style="list-style-type: none"> 1. Number of training sessions and programs offered and to whom 2. Workplace climate measures from the workplace climate survey and equity census
Progress:
<ol style="list-style-type: none"> 1. The identified action items are drawn from the Institutional Strategic Plan. The associated Human Rights unit plan is in development.
Next steps:
<ol style="list-style-type: none"> 1. Develop metrics and timelines for this objective through the Human Resources strategic plan. 2. Implement the Human Resources strategic plan.
Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):
The identified action items are drawn from the Institutional Strategic Plan. The associated Human Rights unit plan is in development. The Human Rights unit plan will provide greater specificity, timelines, and metrics associated with this objective and the action items.

Key Objective 6:
Accelerate the Research Programs of Indigenous Scholars
Corresponding actions:
<ol style="list-style-type: none"> 1. Create a fund and associated support for Indigenous scholars.
Indicator(s):
<ol style="list-style-type: none"> 1. Value of funds dedicated to Indigenous scholars 2. Subsequent performance competitiveness of Indigenous scholars who access the internal funds and support



Progress:
<ol style="list-style-type: none">1. Dedicated funding for Indigenous research projects has been earmarked in the Vice-President, Research budget for 2019–2020.2. The specifics of the fund and associated supports are still in development, awaiting the appointment of the Vice-Provost, Indigenous Engagement.
Next steps:
<ol style="list-style-type: none">1. Recruitment of the Vice-Provost, Indigenous Engagement is underway with the support of a specialist recruitment firm to meet an expected start date of July 2019.2. The new appointee will develop terms of reference for this new fund, allocate the funding, and identify an appropriate suite of indicators for this objective.
Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):
Further action on this objective is awaiting the appointment of the Vice-Provost, Indigenous Engagement (expected to begin July 2019).

PART D: Challenges and Opportunities

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

On December 14, 2018, Brock University released the Institutional Strategic Plan 2018–2025, which means it had just been released upon the deadline for this progress report. Equity, diversity, and inclusion form one of the four pillars or strategic priorities of the Institutional Strategic Plan. It was essential therefore to await the release of the Institutional Strategic Plan before finalizing this progress report. The Institutional Strategic Plan identifies values, priorities, goals, and action items associated with realizing the institution's vision. This information has provided substantial input to the CRC EDI Action Plan, especially with respect to the key objectives identified here.

The institution's attention has now turned toward developing the associated unit plans necessary to enact the Institutional Strategic Plan and identifying appropriate metrics to allow us to monitor progress over the next several years. The timing for the roll-out of the Institutional Strategic Plan has made it possible for us to identify key next steps as an institution as reflected in the key objectives presented in this document. Further refinement will occur as the unit plans are released publicly and implementation proceeds.



One challenge with documenting our progress toward greater equity, diversity, and inclusion is the small size of our CRC program. With just 8 active Chairs (and an allocation of 13 Chairs), it is challenging to conduct analyses specific to members of the designated employment equity-seeking groups. Best practices recommend suppressing data when there are fewer than $n = 5$ in a cell, which will almost invariably be the case for our program.

After a period of turnover and uncertainty at the most senior administrative levels, Brock University now has stable leadership and is on a trajectory as a comprehensive university that offers a transformational and accessible academic and university experience; fosters a culture of inclusivity, accessibility, reconciliation and decolonization; enhances the life and vitality of our local region and beyond; and further builds the University's research capacity.



Appendix A - Institutional Equity, Diversity, Inclusion Action Plan Requirements

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

It is important to note that institutions can only address their gaps once chair positions become available (i.e., when their current chairholders' terms end). However, it is expected that institutions will manage their chair allocations carefully in order to meet their equity and diversity targets, which includes choosing not to renew Tier 2 or Tier 1 chairholders as necessary. Institutions must have action plans posted on their websites as of December 15, 2017. They must also email a copy of their action plan by email to the program at edi-edi@chairs-chaieres.gc.ca. If an institution fails to meet these requirements by the deadlines stipulated, **the program will withhold peer review and payments for nominations submitted to the fall 2017 intake cycle, and to future cycles as necessary, until the requirements are fulfilled.**

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

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

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

1) Equity, Diversity and Inclusion Objectives and Measurement Strategies

- impactful equity, diversity and inclusion objectives, indicators, and actions that will enable swift progress towards:
 - addressing disadvantages currently experienced by individuals of the FDGs; and
 - meeting the institution's equity targets and goals by December 2019—aggressive objectives must be set using this timeline based on the number of chair allocations that are (or will become) available in the institution within the next 18 to 24 months (the 18 months starts as of December 15, 2017, when the action plan is implemented).
- objectives should be S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely), and include a measurement strategy for monitoring, reporting on progress, and course correcting if necessary, based on:
 - an employment systems review to identify the extent to which the institution's current recruitment practices are open and transparent; barriers or practices that could be having an adverse effect on the employment of individuals from the FDGs; and corrective measures that will be taken to address systematic inequities (an example of corrective measures that could be taken by institutions in Ontario is provided on the [Ontario Human Rights Commission website](#));



- a comparative review—by gender, designated group, and field of research—of the level of institutional support (e.g., protected time for research, salary and benefits, additional research funds, office space, mentoring, administrative support, equipment, etc.) provided to all current chairholders, including measures to address systemic inequities;
 - an environmental scan to gauge the health of the institution's current workplace environment and the impact that this may be having (either positive or negative) on the institution's ability to meet its equity, diversity, and inclusion objectives, and measures that will be taken to address any issues raised; and
 - the institution's unique challenges based on its characteristics (e.g., size, language requirements, geographic location, etc.) in meeting its equity targets, and how these will be managed and mitigated.
- institutions will be required to report to the program and publicly on the progress made in meeting their objectives on a yearly basis.

2) Management of Canada Research Chair Allocations

Provide a description of:

- the institution's policies and processes for recruiting Canada Research chairholders, and all safeguards that are in place to ensure that these practices are open and transparent;
- how the institution manages its allocation of chairs and who is involved in these decisions (e.g., committee(s), vice-president level administrators, deans / department heads);
- the institution's decision-making process for determining in which faculty, department, research area to allocate its chair positions, and who approves these decisions;
- the decision-making process for how the institution chooses to use the [corridor of flexibility](#) in managing its allocation of chairs, and who approves these decisions;
- the decision-making process and criteria for determining whether Tier 2 and Tier 1 chairholders will be submitted for renewal and who is involved in these decisions;
- the process and criteria for deciding whether to advance individuals from a Tier 2 chair to a Tier 1 chair, and who is involved in these decisions;
- the process and criteria for deciding which chairholder(s) will be phased-out in the case where the institution loses a chair due to the [re-allocation process](#), and who is involved in these decisions;
- the decision-making process for determining what level of support is provided to chairholders (e.g., protected time for research, salary and benefits, additional research funds, office space, mentoring, administrative support, equipment, etc.), and who within the institution is involved in these decisions;
- safeguards taken to ensure that individuals from the FDGs are not disadvantaged in negotiations related to the level of institutional support provided to them (e.g., protected time for research, salary and benefits, additional research funds, office space, mentoring, administrative support, equipment, etc.);
- measures to ensure that individuals from the FDGs are not disadvantaged when applying to a chair position in cases where they have career gaps due to parental or health related leaves or for the care and nurturing of family members; and
- training and development activities related to unconscious bias, equity, diversity and inclusion for administrators and faculty involved in the recruitment and nomination processes for chair positions (acknowledging that research has shown unconscious bias



can have adverse, unintended and negative impacts on the overall success/career of individuals, especially those from the FDGs).

3) Collection of Equity and Diversity Data

Provide a description of:

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

4) Retention and Inclusivity

Provide a description of:

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