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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.

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:

mmcginn@brocku.ca

Institutional Telephone Number:

905-688-5550 x 5024

The link for the EDI progress report and EDI Stipend report:

https://ca1se.voxco.com/SE/?st=jeuW6suXm8k3Ct0XM1n9bz3j3Dx9FJ0raKBzfA7tPzI%3D

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, Vice-President - Research

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 underrepresented groups (e.g. women, persons with disabilities, Indigenous peoples and racialized minorities 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 current 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:

Objective 1A: Develop and publicize a University Strategic Plan that includes a section focused on equity, diversity, and inclusion. One of two objectives comprising Brock's EDI Action Plan Goal 1: "Ensure that equity, diversity, and inclusion are embedded in institutional strategic planning." Responsibility: Provost and Vice-President, Academic

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

Systemic barriers identified in the environmental scan and the 2017 Chairholder and stakeholder consultation include: lack of diversity in the CRC candidate pool and the geographic context of the institution, which may push some potential candidates to academic institutions in the surrounding region. These barriers influence the institution's overall positioning and cannot be resolved for the institution's CRC program without consideration for the wider institutional context.

Corresponding actions undertaken to address the barriers:

Through an extensive consultation process within and beyond the institution, Brock has made an institution-wide commitment toward fostering a culture of inclusivity, accessibility, reconciliation, and decolonization. This commitment is captured as one of four strategic priorities within the integrated University Strategic Plan. Good intentions can be thwarted without the necessary financial resources. Hence, Brock has embedded these strategic priorities into all unit planning and budget decisions.

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

Metrics, milestones, and outcomes: Public version of the University Institutional Strategic Plan includes references to EDI.

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

Objective achieved in December 2018. The goal of "fostering a culture of inclusivity, accessibility, reconciliation and decolonization" is one of four strategic priorities included in the Brock University Strategic Plan 2018–2025: Niagara Roots – Global Reach. This strategic plan has been approved by Senate and the Board, and is the guiding document for the entire institution. All institutional budgetary and resource planning 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.

Challenges encountered during the reporting period:

None noted

Next Steps (indicate specific dates/timelines):

The Senior Administrative Council will continue to monitor strategic plans and annual reports from the 6 Faculties and the Library and the overall institutional mid-term progress report for the life of the Strategic Plan (i.e., until 2025) to ensure that progress continues to be made in achieving objectives related to the strategic pillar of fostering a culture of inclusivity, accessibility, reconciliation and decolonization.

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:

Objective 2E: Implement a workplace climate survey and equity census as recommended by the final report from the Brock University Human Rights Task Force. One of six objectives comprising Brock's EDI Action Plan Goal 2: "Regularly gather relevant data regarding the needs of designated employment equity-seeking groups."
Responsibility: Campus Climate Survey 2020 Working Group; Director, Human Rights and Equity

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 Brock University Human Rights Task Force recognized the need for "more and better equity data… to understand the areas of need with regard to equity-seeking groups" and recommended a comprehensive campus census to collect these data. The need for such data is important for the entire campus community and not limited to the small CRC program at Brock.

Corresponding actions undertaken to address the barriers:

Brock University contracted with Rankin & Associates Consulting to work with the Climate Study Working Group (a collection of 25 faculty, staff, and students) to develop, implement, and analyze a climate survey to provide the requisite data.

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

Metrics, milestones, and outcomes: Focus groups with faculty, staff and students conducted by external researchers. Administration of the Assessment of the Learning, Living, and Working Environment for Students and Employees at Brock survey. Presentation of results from the Assessment of the Learning, Living, and Working Environment for Students and Employees at Brock

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

A series of 20 focus groups were conducted by external researchers with 29 faculty, 37 staff and 35 students in October 2019. These focus groups included questions about participants' perceptions of the campus living, learning, and working environment; Brock initiatives and programs that have included participants' success; greatest challenges for FDGs and other identifiable groups; and suggestions to improve the campus climate. A survey was developed based upon the input from the 20 focus groups and knowledge gleaned from the research literature and prior campus climate surveys conducted at other institutions. The survey included a total of 119 questions, including 29 open-ended questions, covering the following topics: •Campus climate •Intimidating, offensive, and hostile conduct •Sexual harassment and misconduct •Faculty and staff support •Advising, training, and reporting •Awareness and use of University-provided resources •Overall satisfaction with the University The Assessment of the Learning, Living, and Working Environment for Students and Employees at Brock survey was completed in May 2020 with input from 3003 respondents (188 faculty, 315 staff, 335 graduate students, 2165 undergraduate students). The final report was released to the public and the results were publicly presented in October 2020.

Challenges encountered during the reporting period:

The survey was launched in early March 2020, just before the COVID-19 pandemic hit. In response, the data-collection timeline was extended until May 15; however, this context may have contributed to somewhat lower response rates than desired, especially for undergraduate students (12.4%). Response rates for the other participant groups were higher: graduate students (18.8%), faculty (18.3%), and staff (29.4%). It is difficult to judge whether the need to conduct the public launch of the final report in a virtual format led to higher or lower attendance than would have occurred in an in-person context.

Next Steps (indicate specific dates/timelines):

Upon completion of Objective 2E, we moved on to Objective 2F: Develop and implement action initiatives of relevance to Brock's CRC program based upon CCS2020. We conducted a series of focus groups with members of the FDGs in November 2020 intended to build ownership among attendees to launch relevant action initiatives and associated timelines to follow from the reported results. This work is progressing somewhat slowly due to the ongoing pandemic conditions, and will now extend through the 2021–2022 academic year. The second metric under Objective 2F involves the identification of specific action initiatives for Brock's CRC program built upon the data reported from the climate survey. These action items will be folded into the next version of Brock's EDI Action Plan as we continue to make progress on the remaining initiatives.

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:

Objective 3E: Provide training in unconscious bias and best practices for EDI for everyone involved in the CRC program. One of seven objectives comprising Brock's EDI Action Plan Goal 3: "Promote diversity across the complement of Canada Research Chairholders." Responsibility: Director, Human Rights and Equity.

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

Training in unconscious bias and EDI best practices address the following systemic barriers that were identified in the employment systems review and 2017 CRC and stakeholder consultation: lack of diversity in the CRC candidate pool and potential for search committee bias with regard to career interruptions and personal circumstances.

Corresponding actions undertaken to address the barriers:

Corresponding efforts to enhance diversity in the candidate pool include emphasizing the importance of considering the expected diversity of applicant pools when defining areas of specialization of interest for recruiting; employing broad and non-traditional means of advertising Chair positions with the aim of building a diverse pool of candidates; promoting and mandating the use of a Self-Identification Form during the employment application process; inclusion of EDI commitment statement in job postings; the appointment of a Vice-Provost Indigenous Engagement; and developing and publicizing a University Strategic Plan that includes a section focused on equity, diversity, and inclusion. Other actions to eliminate bias with regard to career interruptions and personal circumstances include the development and distribution of recruitment tips for CRC search committees and ensuring that an EDI champion is designated for each CRC hiring committee.

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

Metrics, milestones, and outcomes: Develop and deliver a 2-hour training program for all faculty or staff involved in any aspect of recruitment, hiring, or nomination for Chairholders. Number of sessions offered; number of people trained; participants involved in each stage of recruitment, hiring, and nomination.

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

Unconscious bias training was initially implemented in summer 2017 in preparation for the Canada 150 Research Chairs launch. This training was revised into a 2-hour training module that has been offered to all individuals involved in the selection, recruitment, or nomination of CRCs from 2018 to the present. Training has been completed by faculty and staff from all 11 departments involved in the seven recruitment efforts undertaken during the reporting period, as well as the 6 Faculty Dean ranking committees and the CRC Selection Committee (over 250 session attendees).

Challenges encountered during the reporting period:

It was relatively easy to shift the training to an online format during this pandemic period. However, we had three active searches at the interview stage when the pandemic hit, which prompted some quick shuffling and strategizing to support the hiring units that were facing a new context for their interviews. The training has now been revised to incorporate support for virtual interviewing and the relevant accessibility considerations and strategies to counteract unconscious biases in this format.

Next Steps (indicate specific dates/timelines):

Completion of training by all relevant staff and faculty members for each Canada Research Chair recruitment, hiring, and nomination process will continue to be tracked on an ongoing basis. Continue to extend this training to non-CRC faculty hiring committees and research adjudication committees.

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:

Objective 4G: Provide ongoing training in EDI and cultural topics for faculty, staff, and students. One of nine objectives comprising Brock's EDI Action Plan Goal 4: "Create a supportive and inclusive workplace for Chairholders." Responsibility: Director, Human Rights and Equity.

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 themes that emerged from the 2020 Consultation with current, former, and future CRCs was related to the concern that researchers from the FDGs may be perceived as "equity hires." One of the means by which the institution intends to combat these perceptions, and anti-diversity sentiments more broadly, is through the delivery of a broad mix of workshops and programming related to EDI topics. The goal of this programming is to make Brock University a more tolerant and welcoming environment for all faculty, staff and students.

Corresponding actions undertaken to address the barriers:

Develop a broad range of EDI workshops and training sessions to be offered by University personnel and invite appropriate guest presenters to extend these content offerings.

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

Metrics, milestones, and outcomes: Provide a broad mix of workshops and programming related to anti-racism, intercultural communications, responding to harassment and discrimination, and other EDI topics. Number of new resources developed and delivered. Develop and deliver mandatory two-hour training regarding harassment, discrimination, sexual assault, and accessibility policies. Number of attendees.

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

Workshops for staff and faculty have included Brock Leads (a program run by HR for faculty and staff seeking to their leadership skills, which includes a 3.5-hour session on inclusive leadership); Privilege and Equity in the Workplace; Bias Workshops (covered identity, definitions of EDI terms, policies overseen by Human Rights and Equity, defining bias, and bias in hiring). Workshops for students, which have been attended by a minimum of 2,500 students over the past two years, have included Law Plus Program (Human Rights and Beyond), Teaching Assistant Rapid Rounds (policies and supports from Human Rights and Equity), Student Union Presentation (with representatives from 85 clubs), Managing Conflict for Student Peer Mentors, Privilege and Equity in the Workplace, Communicating Effectively with Diverse Communities, Gender and Sexual Violence Certificate, Faith-Based Consent and Disclosure, Anti-Racism 101, and Anti-Ableism 101. Many other workshops and training opportunities were offered for faculty, staff, and students by the Human Rights and Equity team in 2019–2020, including: • Anti-Racism and Human Rights (12 sessions; 500+ attendees) • Intercultural Education (24 workshops; 629 attendees; 98 certificates awarded) • Sexual Violence Support and Education (74 workshops; 1741 attendees) • Student Justice Centre (23 workshops; at least 184 attendees note: attendance data not available for all sessions)

Challenges encountered during the reporting period:

Workshops and events all shifted to online delivery as of mid-March 2020. Some planned events have been postponed until in-person activities can resume.

Next Steps (indicate specific dates/timelines):

Consistent with the institution's strategic priority of fostering a culture of inclusivity, accessibility, reconciliation, and decolonization, Brock will continue to host a broad range of workshops and other activities to engage the entire Brock community with consistent and ongoing messaging regarding the importance of inclusivity, accessibility, reconciliation, and decolonization and the many ways that these commitments enhance the quality of research, teaching, and work life. The requirement for all units to report annually throughout the term of the University Strategic Plan (i.e., until 2025) on their progress with respect to fostering a culture of inclusivity, accessibility, reconciliation, and decolonization means that every unit is documenting the relevant activities undertaken and ensuring that these issues remain focal.

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:

Objective 4H: Implement twice yearly meetings between Chairholders, the Vice-President Research, the Associate Vice-President Research, and (for one of the meetings) the Associate Deans of Research. One of nine objectives comprising Brock's EDI Action Plan Goal 4: "Create a supportive and inclusive workplace for Chairholders." Responsibility: Vice-President, Research.

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

A recommendation was made during the individual consultations conducted by a confidential third party with Chairholders and intended nominees that meetings between the Chairholders and the Vice-President Research be increased to twice a year (from annual) and to document the follow-through processes. These meetings provide opportunities to address potential Chairholder concerns, including those pertaining to EDI. Feedback is invited, both in the open group setting and in confidence, about Chairholder's experiences.

Corresponding actions undertaken to address the barriers:

Beginning in 2021, the Director, Human Rights and Equity will also conduct confidential annual one-on-one meetings with each of the Chairholders and provide recommendations for addressing any concerns that Chairholders have identified.

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

Metrics, milestones, and outcomes: Implement twice yearly meetings between Chairholders, the Vice-President Research, the Associate Vice-President Research, and (for one of the meetings) the Associate Deans of Research.

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

The most recent meeting involving all Chairholders took place in November 2020. The meeting with the Associate Deans Research and the Chairholders will be scheduled this summer.

Challenges encountered during the reporting period:

None noted

Next Steps (indicate specific dates/timelines):

Twice annual meetings will continue on an ongoing basis. Prior to the meeting later this summer, an anonymized documentation form will be formalized as a means of tracking any concerns that are raised and the associated actions taken.

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:

Objective 5F: Develop policy and program supports for Indigenous Chairholder and other Indigenous scholars. Objective 5f is one of seven objectives comprising Brock's EDI Action Plan Goal 5: "Support the research aspirations of and engagement with racialized scholars, with a focus on supporting Indigenous and Black scholars." Responsibility: Vice-President, Research; Vice-Provost, Indigenous Engagement, Human Rights and Equity Office

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 need for additional supports for Indigenous Chairholders and Indigenous scholars was identified through the 2017 CRC and Stakeholder Consultation as well as the Environmental Scan. Key barriers for success of Indigenous students and researchers centre around, for example, issues of how best to integrate Indigenous knowledge into the curriculum and into research programs, and the undue service burden that can result when there is not a critical mass of other Indigenous scholars to share the load. Recruitment and retention of Indigenous students and researchers can be challenging in the absence of an existing critical mass.

Corresponding actions undertaken to address the barriers:

A key program to support Indigenous scholars is the recently launched Indigenous Research Grant. The Interim Vice-Provost, Indigenous Engagement led extensive consultations with Two Row Council, the Aboriginal Education Council, other Indigenous members of the Brock community and staff from the Office of Research Services to define the Terms of Reference for Brock's First Indigenous Research Grant. Valued at up to $7,500 per proposal, the program was launched in January 2021 and was allocated an initial annual funding envelope of $50,000. The granting program is Indigenous-centred: developed in conjunction with Indigenous Peoples and is contributing in positive, reciprocal ways to Indigenous Peoples.

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

Metrics, milestones, and outcomes: Allocate annual funding to support Indigenous scholars. Develop terms of reference and launch new annual funding program for Indigenous scholars. Develop and publicize a list of available programs and services to support Indigenous scholars (in progress; not yet reported) Develop and deliver new policies and programs that support Indigenous scholars

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

Priority research themes for the granting program identified through the consultations noted above were specifically selected to address the barriers faced by Indigenous students and researchers. At the time of reporting, a total of 5 research grants valued at over $37,000 were awarded. Project titles of the inaugural cohort of grant recipients include: "Decolonization and Brock University: A Qualitative Analysis of the Caring Society 'Spirit Bear' Program," "Authentic and Equitable Youth Engagement," and "Early Warning Signs of Developing Heart Disease: An Indigenous Research Creation Proposal." The program continues and receives applications for adjudication on an on-going basis. Progress made toward formal recognition of Indigenous knowledge and of Traditional Knowledge Carriers/Keepers and Elders also contributes to the policy supports for Indigenous Chairholders and other Indigenous scholars. During the reporting period, the University and the faculty association negotiated the current collective agreement, which now includes provisions for recognizing alternative credentializing for Indigenous scholars (Objective 5G). The new collective agreement provisions apply to Canada Research Chairs as they do to all faculty researchers and librarians. Specifically, the parties have agreed to the following: 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. All statements in the collective agreement regarding degree credentials or recognized forms of scholarly/creative practice now also incorporate references to Indigenous knowledges. Indigenous Elders and/or Traditional Knowledge Carriers/Keepers are identified as appropriate sources of evidence in assessment processes and as resource personnel eligible to attend meetings along with Indigenous scholars.

Challenges encountered during the reporting period:

Extensive consultation with Indigenous stakeholders takes time. As a result, by the time the program launched, we were unable to process the full allocated funding envelope in the first year of administration.

Next Steps (indicate specific dates/timelines):

The Indigenous Research Grant program is on-going and has received appropriations for a second year. Applications are taken in on an on-going basis. We are still refining the adjudication process suitable to Indigenous-centric research priorities and perspectives. The committee will meet on June 16, 2021 to discuss next steps. Further consultation with Two Row Council and other bodies may occur thereafter. Our plans to develop and publicize a list of available programs and services to support Indigenous scholars have been delayed until later this academic year when enhanced staffing resources will be in place

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):

Progress on some of the objectives described in institution's EDI Action Plan was deferred until a satisfactory rating could be achieved. The Plan did not achieve a "Satisfied" rating until March 27, 2021. However, the delayed satisfactory rating enabled the institution to perform additional consultations with its Chairholders. The results of the 2020 consultation with current, former, and future (i.e., those with nominations in progress) Canada Research Chairholders informed objectives related to the following Action Plan goals: regularly gather relevant data regarding the needs of designated employment-seeking groups; promote diversity across the complement of Chairholders; create a supportive and inclusive workplace for Chairholders; and support the research aspirations of and engagement with racialized scholars, with a focus on supporting Indigenous and Black scholars. COVID-19 has affected implementation of the Action Plan insofar as the Office of the VPR, one of the key parties responsible for the Plan's administration, was also involved in developing and administering the institution's COVID response framework during this time to guide all operational units, including research and faculty, in their adaptation to the pandemic. Other parties with responsibility for administering the Plan's objectives, including but not limited to the Office of Human Rights and Equity and the Office of Research Services, were shifting their processes and the supports they offer to the University community to adapt to the new remote work setting.

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:

Revise Brock University's EDI Action Plan.

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

The initiative's success is indicated by achieving a minimum rating of 'satisfies' on the revised Action Plan.

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

Brock University's EDI Action Plan was re-written (Phase 3) to address feedback from the Tri-Agency Institutional Programs Secretariat. The revised plan was submitted for review in June 2020. A "partially satisfies" rating was received in October 2020, and the plan was revised again (Phase 4) to address additional feedback from the Secretariat. The November 2020 version of the Plan achieved a "satisfies" rating in March 2021.

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective: 13269

Institutional commitment (if applicable):   0

Total funds spent:

Indicate in the table below any leveraged cash or in-kind contributions provided by your institution:

	Amount $	Source / Type (cash or in-kind)
1	0	0
2	0	0

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:

Extensive impact (the EDI Stipend had an extensive impact on achieving progress)

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

A private consultant was hired to rewrite the Action Plan in Phase 3, bringing the institution closer to achieving a satisfies rating. For the Phase 4 revision, a newly hired Research Officer with background in EDI was seconded to work on the finalization of the Plan. This was at a lower cost than engaging the consultant who drafted Phase 3 of the plan.

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)

Members of the underrepresented groups were involved in the focus groups that contributed to the climate survey, in the implementation of the climate survey, and in the follow-up focus groups to develop action initiatives based upon the survey results (see Key Objective 2 identified above). The resulting report provides rich data about the barriers, challenges, and successes experienced by faculty, staff, and students from the underrepresented groups. Finer-grained analyses and the resulting action initiatives undertaken by Brock community members are important opportunities for continued progress toward fostering a culture of inclusivity, accessibility, reconciliation, and decolonization at Brock. Chairholders who are members of the underrepresented groups were consulted in 2017 and in 2020 as part of the development of Brock's EDI Action Plan (see pp. 25–26 of Brock University's Canada Research Chairs Equity, Diversity, and Inclusion Action Plan). Their feedback was incorporated into the current version of Brock's EDI Action Plan. ██ ██ The expanded size and diversity of Brock's CRC program represents a richer cohort to consult on an ongoing basis than had been possible historically. However, it is important to note that the size of Brock's CRC program (total allocation of 14 Chairs) means that we must continue to attend to the importance of confidentiality in our reporting efforts. Once this new cohort is in place, our attention will shift from recruitment to retention.

"Note; For reasons of confidentiality, the Tri-agency Institutional Programs Secretariat (TIPS) requires that all data that could identify individual Chairholders as being from federally designated, equity seeking groups be redacted."

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 possible. 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)

Key Objectives 1 and 2 are institution-wide initiatives that are critical to the context for Brock's CRC program and all other University units. The strategic priority placed on fostering a culture of inclusivity, accessibility, reconciliation, and decolonization ensures that all institutional planning and resourcing is undertaken with a lens toward addressing systemic barriers faced by under-represented groups. In addition to the details noted in the sections above, some other highlights relevant to ensuring an equitable, diverse and inclusive research environment include the following: • The Brock Horizon Graduate Scholarship program (https://brocku.ca/and/horizon-scholarship/) is a 10-year, $1-million program launched in 2020 to support high-achieving graduate students from Black, Indigenous, People of Colour (BIPOC) and other under-represented groups. Twenty students from research-based programs will be chosen each year to receive a one-time award of $5,000. The scholarship is intended to help Brock attract top researchers and students from various fields while building a diverse and inclusive university community. • Brock is formalizing a series of initiatives framed around the International Day of Girls and Women in Science. These initiatives respond to the persistent gender gap and intersectionalities at all levels of science, technology, engineering and mathematics (STEM) disciplines. Diverse graduate students take leadership roles in developing and implementing programming to engage participants from within and beyond the Brock community. See, for example, the flagship networking event from 2021. (https://experiencebu.brocku.ca/event/175780) • Brock's Women in Leadership Initiative (https://brocku.ca/social-sciences/wil/) was inspired by Brock participants who attended a Senior Women Academic Administrators of Canada conference and builds upon the earlier roots in the Caucus of Women. The goal of the Women in Leadership Initiative is to support women in formal and informal leadership positions, and to encourage the next generation of potential women leaders. • A monthly Decolonial Reading Circle was launched in September 2019 and expanded into multiple circles offered in a virtual format for 2020–2021. This initiative will continue to expand in new directions as members of the Brock and wider Niagara community continue to read and educate themselves around Indigenous issues, including those raised through the National Inquiry into Missing and Murdered Indigenous Women and Girls. (https://brocku.ca/brock-news/2020/07/decolonial-reading-circle-returns-grows-goes-virtual-this-fall/) • A teaching lodge is under construction on campus to be used for research, teaching, and other community initiatives. • Efforts are underway to revise the campus smudging policy to provide greater flexibility and responsiveness to the needs of Indigenous members of the campus community.

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

I have reviewed my responses and I am ready to submit my report.

A reminder that institutions are required to post a copy of this report (as submitted) on their public accountability and transparency web pages within 7 working days of the deadline for submitting the report to TIPS.

This information will be sent to the Tri-agency Institutional Programs Secretariat when you click 'Submit.'

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