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### Complete Full Report

#### 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:

The University of British Columbia

##### Contact Name:

Dr. Pamela Ratner

**Position Title:**

Vice-Provost and Associate Vice-President, Faculty Planning

**Institutional Email:**

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**Institutional Telephone Number:**

604-822-4544

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

<https://academic.ubc.ca/awards-funding/funding-opportunities/canada-research-chairs/ubcs-commitment-equity-diversity>

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):

07/28/2020

Rating given action plan in most recent review process:

Satisfies

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

Dr. Andrew Szeri, Provost, UBC Vancouver

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:

RECRUITMENT: UBC's Canada Research Chairs (CRCs) are recruited through an open and transparent process, making use of evidence-based strategies to ensure applicants are representative of the diversity of researchers available within and outside of UBC.

UBC will meet or exceed our targets for CRC representation by 2020, including developing strategies for reaching internal and external equity groups with information about CRC opportunities, as well as a database of advertising venues specifically reaching equity groups in various research fields.

#### 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 to recruiting under-represented scholars into Canada Research Chairs, identified through CRC Working Group discussions, and key informant or focus group interviews, include:

1. Ideas of merit and excellence in the academy have been narrowly constructed to privilege certain groups and types of scholarship. Expanding/re-constructing these ideas to include diversity requires intentional measures and monitoring from all levels of the system. It also requires translation of the impact of the CRC program into something that will speak to people who want to conduct research about transformation in the context of their communities, and what the worldview and rationale would be for research from that population.

2. For many Indigenous researchers, their work may be tied to territories and relationships that are very difficult to maintain and advance from a different location, making it difficult to recruit them into a CRC position away from those territories.

3. Researchers from equity groups who have been traditionally excluded from programs and awards may not have been informed about the opportunities and significance a Canada Research Chair award represents as a prestigious way to mobilize research; or they may not have been offered the mentoring or relationships to support their awareness of the requirements for greater representation in the program and the opportunity this presents.

4. The amount of the Canada Research Chair award has remained the same over the last 20 years, reducing the real value of the award of approximately 42% overall, and approximately 30% since the 2006 Canadian Human Rights Settlement Agreement. Simultaneously, Canada Excellence Research Chairs, and Canada 150 Chairs have been instituted with much bigger award funding attached to them. The decreasing funding (in real dollars) for CRCs over time has also reduced the capacity to recruit externally considering the additional costs of research and lab set up, particularly for Tier 1 researchers. More relational recruitment methods require additional resources for travel, conference fees, and/or meeting costs (hosting or attending). During this current period with no in-person conferences, it is more difficult to connect with excellent researchers from equity groups.

5. A primary challenge in diversifying the Canada Research Chair program, and the professoriate in general, is the ways in which institutionalized sexism, racism, ableism and colonialism are incorporated into our systems and processes at the societal and university

levels. This influences the size of the "pool" of available candidates, and the small number of doctoral candidates from equity groups, especially in certain fields. Further, with highly decentralized governance, and faculty hiring done primarily at the department level, senior university personnel have very limited ability to influence faculty hiring decisions. Many faculties tend to define categories or fields for searches in traditional ways. If successful in identifying candidates who self-identify as belonging to an equity group, another challenge is attracting the candidate to a department that may be predominately white and male. Without a "critical mass" of other equity deserving people, candidates may be concerned about feelings of isolation and thus may seek appointments where greater diversity already exists, compounding the challenge of diversifying some fields or disciplines.

#### Corresponding actions undertaken to address the barriers:

1. Implemented a restricted nominations program, supported by the Federal Court's 2019 Addendum and a BC Human Rights Tribunal Special Program, is established for 2019-2024.
2. Supported processes and documentation for equitable recruitment under the restricted nominations program (including an appointment file guide, advertising guidelines, FAQs, memos, etc.) are communicated to all Deans, Heads of Department, and search committee chairs at UBC.
3. Administered an applicant equity survey as part of the recruitment process, with candidates' eligibility determined by their self-identification with one or more of the federally designated equity groups. Processes for protecting confidentiality of information, and ensuring all applicants have the opportunity to complete the survey, have been developed.
4. Developed and published a resource for reaching internal and external equity groups with information about CRC opportunities at UBC, including a database of advertising venues specifically reaching equity groups in various research fields. 5. Instituted an attestation form for the selection committee chair to complete post-nomination to ensure requirements are being met.

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

1. 2020 representation of the designated equity groups in Canada Research Chair positions at UBC is: Indigenous peoples \*\*%; Racialized people 29.7%; People with disabilities \*\*%; Women 41.9% (from all 172 active chairholders as of December 2020 from CRCP in Ottawa, including nominations to December 2019). \*\*Percentage of less than five have been removed to protect the identity of chairholders.
2. December 2019-20 Applicant Pool Data analysis reveals that white and racialized women and Indigenous people are being nominated at proportions above their representation in the applicant pool, while racialized men and people with disabilities are being nominated at proportions below their representation in the applicant pool.

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

1. UBC successfully achieved 2018 CRCP representation targets for Indigenous peoples, racialized people and women, but not for people with disabilities, as of December 2020.
2. All CRC nominations in 2020 were researchers from the four Federally Designated Groups, and a preferential hiring strategy for people with disabilities was piloted and is being evaluated. Lessons learned will influence the development of further pilot programs.
3. Clearer processes, communications, and reporting structures were developed to support departments and schools in their CRC recruitment.
4. Equitable hiring processes were followed with representatives of the CRC Working Group over summer/fall 2020 to hire a graduate research assistant.

5. The “Diversifying Your Applicant Pool: Places to Advertise” (database of advertising venues) was published, forwarded to each search committee, and feedback is now requested after each search process.

6. Deeper understanding of the systemic barriers and attitudes that might hinder attempts to meet future targets, disaggregated at Tiers 1 and 2, is leading to the development of new strategies to work toward more equitable recruitment at UBC.

**Challenges encountered during the reporting period:**

COVID-related changes and increase in workloads led to delays in hiring a graduate research assistant until fall of 2020.

**Next Steps (indicate specific dates/timelines):**

- . Target setting disaggregated for Tiers 1 and 2 and reporting to CRCP (June 2, 2021).
- . Review of all recruitment processes in the context of revised targets for adjustments necessary (September 2021).
- . Modelling of projected turnover of chairs between 2021 and 2029, with several assumptions tested, to ascertain whether there will be sufficient opportunity to replace vacant chairs with new CRC holders from the four federally-designated equity groups and to meet established targets (June 2021).

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

Yes

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.

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective:

\$1800

If an amount was entered in the previous question, indicate specifically what the funds were spent on.

All expenditures for this project were for graduate research assistant's salaries and benefits.

**EDI Stipend Impact Rating**

Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this key objective:

Moderate impact (the EDI Stipend had moderate impact on achieving progress)

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

Leveraged cash or in-kind contributions from your institution (if applicable):

	Amount \$	Source / Type (cash or in-kind)
1	1000	In-kind
2	1000	In-kind

**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:

RECRUITMENT: UBC's Canada Research Chairs (CRCs) are recruited through an open and transparent process, making use of evidence-based strategies to ensure applicants are representative of the diversity of researchers available within and outside of UBC.

UBC will meet or exceed our targets for CRC representation by 2020, with particular attention to meeting targets for persons with disabilities, including a preferential hiring strategy.

**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 to recruiting under-represented scholars with disabilities into Canada Research Chairs, identified through CRC Working Group discussions, key informant or focus group interviews, include:

1. Ideas of merit and excellence in the academy have been narrowly constructed to privilege certain groups and types of scholarship – expanding/re-constructing these ideas to include diversity requires intentional measures and monitoring from all levels of the system.
2. General discomfort/lack of awareness about disability create stigma and negative interactions/ attitudes for people with disabilities. Because many researchers with disabilities are forced to respond to this stigma by managing in less than ideal situations without disclosing, their peers are able to remain oblivious, and do not develop more understanding and strategies for creating workplaces that are inclusive of people with disabilities.
3. Assumptions about the difficulty and expense of accommodations from both administrators and researchers create reluctance among researchers to disclose a disability and seek accommodations that could support a healthier and more inclusive workplace, and a greater likelihood of being successful, in spite of a duty to accommodate.
4. Training approaches that are not sustained and supported by policy changes and new processes, with measures to assess implementation and effectiveness, are unlikely to lead to inclusive workplaces.

**Corresponding actions undertaken to address the barriers:**

1. Developed a preferential hiring strategy for people with disabilities. People self-identifying with a disability/ies on the Applicant Equity Survey were moved directly to the longlist for careful review by search committees aware that representation of researchers with disabilities is important. The intention was to ensure that search committees reviewed these applications more carefully to look beyond traditional measures for other markers of research excellence.

2. The centralized accommodations pilot implementation team and other disability advocates explored training possibilities (in person and online) and clarification of parameters of the training and possible modes of delivery. They also examined theoretical models of disability to inform more targeted attitudinal/ behavioural change initiatives at UBC, including during training, etc.

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

1. Subsequent comparative analysis of the applicant pool to successful nominations over the past year shows that further measures are necessary to ensure that excellent researchers from under-represented groups are nominated more often, particularly those with disabilities.
  2. The strategy for Preferential Hiring of CRCs with disabilities was to provide the search committee chair with the names of all those applicants who agreed to participating in the preferential hiring process and self-identified as having a disability for immediate placement on the longlist. The result was that of 60 applicants with disabilities who were placed on the longlist of eight searches, only one candidate who self-identified with a disability went forward to nomination.
  3. Consultations with search committee members and department heads with respect to how to preferentially hire yielded the following concerns:
    - a. Even if accommodations for CRCs are removed as a barrier, a renewal of the CRC term through the CRCP peer review process for someone with a disability who has not been able to produce the “expected” quantity of scholarly output will be difficult – creating a disincentive for any department hoping to sustain research support from the CRCP through two terms.
    - b. Measuring scholarly output based on quantity, for an individual with a disability (on a reduced workload or not), is likely to have a disproportionate and negative comparison for that person relative to a person without a disability. At least in some cases, all else being equal, the difference in quantity of output between one candidate and another is likely to be determinative. If the difference in quantity is a result of a disability – whether or not the candidate has a reduced workload – the failure to consider this factor likely constitutes discrimination on the basis of disability.
    - c. Lived experiences may also affect the content of scholarly activity. This is one of the reasons why diversity is considered to be beneficial. By virtue of their disability, the disabled person may bring unique perspectives, experience, and insights relative to a non-disabled person, at least in some fields or disciplines. For the same reason, almost by definition, that person’s work will not necessarily be the same in content or nature as a non-disabled person’s work.
    - d. Comparing a disabled person and a non-disabled person, using qualitative and quantitative metrics established for evaluating non-disabled persons, renders these assessment methods inherently discriminatory against disabled persons. Assessing scholarly activity of an individual with a disability should be made on that person’s own merits, without comparing that person directly or indirectly with a non-disabled person; yet, rank ordering and comparisons to the ‘norm’ are inherent in decisions about salary increments, promotion, tenure, and renewal of honours.
- UBC’s 2019 Employment Equity report findings suggest that a large disparity exists between the proportion of individuals actually receiving accommodation versus those reportedly having received accommodation. Feedback received through community consultations undertaken in 2018 and 2019, which informed the Employment Systems Review and Inclusion Action Plan, provides anecdotal evidence that several factors may inhibit faculty and staff from self-identifying as persons with disabilities or seeking work place supports or accommodations. These include that respondents:
- Do not see themselves in the definition of disability;
  - Are worried that it will have an effect on their professional growth and so do not disclose invisible disabilities;
  - May not update their responses in subsequent voluntary employment equity surveys to reflect disabilities that often occur later in life or after initial appointment. (UBC Employment Equity Report 2019, p.18)

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

1. A Preferential Hiring Strategy was piloted and evaluation is currently underway with intent to inform a revised strategy for greater effectiveness.
2. In depth assessment, based on the learning from various initiatives, clarified needs and challenges with respect to developing training for supporting more inclusive workplaces for researchers with disabilities.

### Challenges encountered during the reporting period:

COVID-19 related workloads led to a delay in hiring a graduate research assistant. Development of specific training regarding inclusive workplaces (including specific training vignettes to support more equitable inclusion of researchers with disabilities) was also delayed – both because of COVID-19 related restrictions, and because the original proposal requires revising based on the aforementioned re-assessment.

### Next Steps (indicate specific dates/timelines):

- Complete preferential hiring strategy key informant interviews (March 1- April 30)
- Complete consultations and revisions to preferential hiring strategy for people with disabilities (May/June 2021)
- Revise UBC's preferential hiring strategy and incorporate into all processes and communication materials (June/Aug 2021)
- Advance the development of an accommodations policy for faculty and staff with the participation of faculty (including CRCs) and staff with disabilities at UBC, and leveraging the learning from the Centralized Accommodations Fund Pilot for CRCs.

### Was funding from the CRCP EDI stipend used

for this key objective? Yes

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.

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective:

\$250

If an amount was entered in the previous question, indicate specifically what the funds were spent on.

Expenditures include: graduate research assistant salaries and benefits

### **EDI Stipend Impact Rating**

Please rate the extent of the impact the EDI Stipend has had on your

institution in meeting this key objective: Minor impact (the EDI Stipend had minimal impact on achieving progress)

### **Indicate in the table below any leveraged cash or in-kind contributions provided by the institution**



Leveraged cash or in-kind contributions from your institution (if applicable):

	Amount \$	Source / Type (cash or in-kind)
1	1000	In-kind
2	1000	In-kind

### Key Objective 3

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

RECRUITMENT: UBC's Canada Research Chairs (CRCs) are recruited through an open and transparent process, making use of evidence-based strategies to ensure applicants are representative of the diversity of researchers available within and outside of UBC.

- UBC will meet or exceed our targets for CRC representation by 2020, with particular attention to meeting targets for persons with disabilities, including developing research to more equitably assess scholarly activity and research productivity for researchers with disabilities.

Systemic barriers -

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

1. Ideas of merit and excellence in the academy have been narrowly constructed to privilege certain groups and types of scholarship: current measures of research productivity use the same qualitative and quantitative metrics for evaluating a scholar with disabilities as were established for evaluating a non-disabled scholar. This "bakes" discrimination against disabled persons into the assessment methods themselves.
2. Search committees' understanding of how to assess research productivity equitably for scholars with disabilities, particularly if career interruptions are involved, is limited.
3. With UBC's targets and efforts to increase chair awards to exceptional researchers with disabilities, the question has arisen about how those disabilities are accommodated, and how that accommodation affects the review process for the renewal of the chair award at 5 or 7 years.
4. Most of the current guidelines speak to parental leave and illness, which implies relatively discrete events, rather than long-term and potentially continuous or deteriorating health issues that may affect productivity.
5. Responses at the institutional level tend to focus on making adjustments based on each individual case, rather than creating changes in the policies, processes, cultures, and environments that would accommodate fluctuations and variations in ability across every researcher's career.

Corresponding actions undertaken to address the barriers:

1. Developed proposal for EDI stipend funding
2. Conducted literature review and comparative analysis of practices and strategies to create more equitable assessments, in anticipation of next steps in the research.
3. Developed and are in the process of implementing a plan for key informant and focus group research to explore barriers and potential strategies to more equitably assess scholarly activity and research productivity for CRCs with disabilities.

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

- Tier 1 and Tier 2 CRCs across Canada in 2020 were more likely to prefer not to answer about disability (6.2%) than to self-identify with a disability (5.5%).
- NSERC and SSHRC Chairholders also tended to prefer not to answer than to self-identify with a disability, while CIHR Chairholders self-identified at slightly higher rates. [Source: [https://www.chairs-chaires.gc.ca/about\\_us-a\\_notre\\_sujet/statistics-statistiques-eng.aspx](https://www.chairs-chaires.gc.ca/about_us-a_notre_sujet/statistics-statistiques-eng.aspx)]
- In consultations with faculty and administrators, a concern was raised that even if accommodations for CRCs are removed as a barrier, a renewal of the CRC term for someone with a disability who has not been able to produce the expected quantity of scholarly output will be difficult – creating a disincentive for any department hoping to sustain research support from the CRCP through two terms.

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

1. Equitable hiring processes were followed with representatives of the CRC Working Group over summer/fall 2020 to hire the graduate research assistant.
2. From November 2020, a research project has been underway to better understand and guide search committees to more equitable research productivity assessments for candidates with disabilities. This project includes a literature review, key informant interviews to inform focus group research questions, focus groups with participation from across Canada, and follow-up participant validation of findings and input to recommendations.

### Challenges encountered during the reporting period:

COVID-19-related workloads led to a delay in implementing the equitable productivity assessments research project till fall 2020.

### Next Steps (indicate specific dates/timelines):

- Key Informant Interviews to inform Equitable Productivity Assessments focus groups (January 2021) • Equitable Productivity Assessments Focus Groups (March 26-April 16 2021)
- Analysis of focus group data re: more equitable research productivity assessments for findings (May 2021)
- Planning and holding Review/validation of Findings and Development of Recommendations workshop with focus group participants and others (June 2021)
- Final report of Equitable Productivity Assessments research findings and recommendations (September 2021)

### Was funding from the CRCP EDI stipend used

for this key objective? Yes

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.

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective:

\$2000

If an amount was entered in the previous question, indicate specifically what the funds were spent on.

Expenditures include: graduate academic assistant salaries and benefits.

### **EDI Stipend Impact Rating**

Please rate the extent of the impact the EDI Stipend has had on your

institution in meeting this key objective: Extensive impact (the EDI Stipend had an extensive impact on achieving progress)

### **Key Objective**

**4**

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

RECRUITMENT: UBC's Canada Research Chairs (CRCs) are recruited through an open and transparent process, making use of evidence-based strategies to ensure applicants are representative of the diversity of researchers available within and outside of UBC.

UBC will meet or exceed our targets for CRC representation by 2020, with particular attention to meeting targets for persons with disabilities, including piloting a centralized accommodations fund for CRCs.

#### **Systemic barriers -**

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

1. Information on accessibility and accommodations for employees with disabilities at UBC is difficult to locate and navigate, and there is no centralized accommodations fund.
2. Departments' understanding of how to create an effective, accommodating, and inclusive workplace and research environment is variable.
3. Institutional culture has contributed to perceptions among researchers with disabilities that departmental budgets are too limited to provide accommodations without foregoing other expenditures in support of the department as a whole.
4. Assumptions about the difficulty and expense of accommodations along with discomfort/ignorance about disability create barriers and stigma for people with disabilities, which in turn creates reluctance to disclose a disability and seek accommodations that could support a healthier and more inclusive workplace.

Corresponding actions undertaken to address the barriers:

1. Designated one accommodations specialist on each campus (UBC-Vancouver and UBC-Okanagan) as the conduit for accessing information, support, and any necessary accommodations for the CRC recruitment process and/or workplace and research environment.
2. Piloted a centralized accommodations fund for CRCs to test new processes for ensuring that necessary accommodations are easily and expertly assessed, procured, and set up for CRCs with disabilities in advance.
3. Ensured all CRC position advertisements have contact details for an accommodations specialist so that prospective candidates or search administrators can discuss any

accommodation- related concerns during the recruitment process.

4. Ensured that all applicant equity surveys also include accommodations information for candidates, and whom to contact for confidential consultations regarding their personal situation.

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

1. In the 2018 Employment Systems Review, "...One challenge identified for a new employee with a disability is that the cost to develop a functional workplace falls almost entirely on the unit/department and often requires the individual to advocate for themselves. HR Advisors within faculties/units can provide support in setting up a workplace with dignity, however, new employees have little guidance on the process or requirements and may hesitate to reveal their need for more information and support to make this successful." (p.31)

2. Concerns from researchers with disabilities currently at UBC are that their departments do not have the budget available to cover accommodations expenses, and/or the process to obtain them is difficult to navigate and has onerous and time-consuming requirements.

3. One newly nominated and hired Canada Research Chair has successfully been accommodated through the Centralized Accommodations Fund pilot for CRCs. In addition, an accommodations specialist fielded two telephone inquiries with respect to accommodations for the successful CRC applicant.

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

1. A collaborative proposal involving five units across UBC was developed to pilot a centralized accommodations fund.

2. The Centralized Accommodations Fund Pilot team has developed communications and financial processes to support CRC candidates with disabilities from advertisement through interviews to nomination and set up of accommodations in the work environment.

3. All CRC positions are posted with information about how to reach an accommodations specialist with any questions about accommodations throughout the recruitment process.

4. One newly nominated and hired Canada Research Chair has successfully been accommodated, in advance of start date, through the Centralized Accommodations Fund pilot for CRCs.

5. The Centralized Accommodations Fund Pilot team has developed a deeper understanding of the attitudes and assumptions that create barriers to inclusive workplaces and research environments.

**Challenges encountered during the reporting period:**

• Navigating and developing processes across different units and financial systems in a large decentralized institution. • Developing clear and compelling communications regarding how to access the accommodations for CRCs.

**Next Steps (indicate specific dates/timelines):**

Advance the development of an accommodations policy for faculty and staff with the participation of faculty (including CRCs) and staff with disabilities at UBC, leveraging the learning from the Centralized Accommodations Fund Pilot for CRCs (August/September 2021).

**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:

**SUCCESS:** In alignment with Shaping the Next Century, UBC's 2018 Strategic Plan, UBC's Canada Research Chairs are able to collaborate and innovate with their peers while feeling supported and included in a diverse culture of research excellence.

- Conduct an annual comparative review by surveying each department with one or more chairholders for reports of their institutional supports provided, and surveying all Chairholders for their experiences including support, and the collection and analysis of disaggregated and intersectional data, to improve understanding of the current state and any existing disparities in the range of institutional supports provided to each chairholder.
- Provide new nominees information about the range of institutional supports for comparable chairs as part of the hiring process, and based on the annual comparative review.
- Conduct annual focus groups with different equity groups around their sense of inclusion in the workplace and what might be done to improve that and contribute to their ability to do good research.
- Establish, through the Equity & Inclusion Office, Resource/ Affinity Groups for individuals identifying as members of federally designated groups to facilitate supportive networking, etc.

#### **Systemic barriers -**

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

1. Significant differences between disciplines, as well as between faculties and fields of research, create confounding and specific requirements for research support that make comparisons difficult.
2. The amount of the Canada Research Chair award has remained the same over the last 20 years, reducing the real value of the award by 42%, and by approximately 30% since the 2006 Canadian Human Rights Settlement Agreement. This decreasing support has also reduced the capacity to recruit externally considering the additional costs of research and lab set up in particular disciplines, particularly for Tier 1 researchers.
3. UBC is a large, decentralized institution and it can be especially difficult during a pandemic to find a community.

#### **Corresponding actions undertaken to address the barriers:**

1. Conducted annual (2019, 2020) CRC Experiences surveys to better understand perceptions of inequities amongst CRCs, with analysis discussed with deans where concerns were raised.
2. Developed a project to conduct focus groups to explore the experiences and ideas for improvement from former CRCs, and those nominated under the current restricted program.
3. Revised a plan to study uneven workload among those with intersectional identities, including cultural taxation and unrecognized emotional labour as this was being studied

elsewhere at UBC, and we await the results of that research to frame any further strategies or research questions.

4. Working with the Dimensions project team to ensure greater clarity on available research supports across the institution, and develop an action plan to address gaps and disparities as determined through UBC's self-assessment.

5. Established an IBPOC Connections group, an IGNITE Book Club for racialized faculty, a Disability Affinity Group, the Trans, Two-Spirit and Gender Diversity Task Force, while a collective of Black faculty, staff, and students have established the Black Caucus at UBC.

6. Working with the EIO's Education, Partnerships, and Engagement team to promote their "Through the Lens" workshops to begin to address workplace experiences of federally designated groups.

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

The 2019 Chairholder Experience Survey had an 80% response rate, and the 2020 Chairholder Experience Survey had an 89% response rate. In 2019, key findings include:

a. Overall levels of satisfaction for 117 respondents from all five equity groups were as follows: 96% satisfaction with adequate office space, 88% for adequate research or lab space, 60% for protected time for research, 91% for access to research equipment, and 79% for access to graduate students/post-docs;

b. Racialized chairholders reported the greatest satisfaction with each of the five categories of institutional supports for research, and were significantly more satisfied than chairholders who didn't self-identify as racialized with their protected time for research, access to research equipment, and access to research students.

c. Women chairholders' satisfaction levels were comparable to men chairholders for office and research/lab space; 4% fewer women chairholders agreed or strongly agreed that they were satisfied with their protected time for research, and 6% fewer were satisfied with their access to research students. Conversely, 8% more women chairholders than men chairholders agreed or strongly agreed that they had access to necessary research equipment.

d. LGBTQ\* Chairholders were significantly less likely than those who did not self-identify as LGBTQ\* to agree or strongly agree that they were satisfied with their protected time for research (-26%), their office space (-15%), or their access to research students (-6%). However, they were much more likely to agree or strongly agree that they had been provided with adequate research or laboratory space.

e. Because there were fewer than 5 participants who self-identified as Indigenous chairholders and/or Chairholders with disabilities, satisfaction data for these equity groups cannot be reported.

f. Chairholders reported the least satisfaction, across all equity groups, with protected time for research. Protected time for research also showed significant differences when looking across disciplines:

i. Chairholders in the Health Sciences reported a much higher average % time on research (71% of time, compared to 54% in Applied Sciences, 47% in Sciences, and 46% in Social Sciences and Humanities).

ii. Health Sciences Chairholders were much more likely to report being satisfied with their protected time for research (90% satisfaction, compared to 82% in Applied Sciences, 44% in Sciences, and 44% in Social Sciences and Humanities).

g. Chairholders were also asked about their sense of inclusion in the workplace. Women Chairholders, LGBTQ\* Chairholders, and Chairholders with disabilities were less likely than their comparator groups to agree with positive workplace experience statements. Racialized Chairholders were more likely to agree or strongly agree with positive workplace experience

statements. Indigenous Chairholders were too few to be able to report the results, due to privacy protocols.

h. 2019 Chairholders were asked the following: "Have you experienced any barriers to achieving your career objectives at UBC? If so, please describe in as much detail as feels comfortable to you." Barriers most commonly described by survey respondents included:

i. Institutional culture or bureaucracy impeding their work (n=15) j. Resource or funding issues (n=11) k. Explicit equity or inclusion issues (n=8) l. Lack of time or protected time for research (n=7) About a fifth (n=25 of 128) of chairholders said they had experienced no meaningful barriers. CRC Working Group members have regularly expressed their sense that navigation of UBC and the CRC program for CRCs requires intentional relationship-building with other CRCs.

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

1. Three years of Chairholders' experiences data are providing a baseline that can support trend data over time.
2. The CRC Working Group includes representation from all equity groups as well as UBC's senior advisors to the President or Provost, and the Dimensions project team, and is meeting regularly to help shape the actions of the CRC Program Team, and the focus group research

#### Challenges encountered during the reporting period:

COVID-related workloads led to a delay in implementing the CRC experiences focus groups project till 2021.

#### Next Steps (indicate specific dates/timelines):

- Analysis of the 2020 Chairholder Experience Survey data and reporting of findings to Deans and Heads (May 2021)
- Conduct focus groups with former CRCs, and with new CRCs recruited under the restricted nominations program (May-July 2021)
- Review the results of the service workload study and explore possibilities for new strategies to mitigate inequities in the CRC program (September 2021).
- Analyze focus group data for findings and ideas/recommendations for increasing representation of emerging and exceptional researchers self-identifying from equity groups. (August-September 2021)
- Update CRC website and communications materials to reflect new opportunities and strategies to support more inclusive opportunities for CRCs (October-November 2021)

#### Was funding from the CRCP EDI stipend used

for this key objective? Yes

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.

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective:

\$400

If an amount was entered in the previous question, indicate specifically what the funds were

spent on.

Expenditures include: graduate research assistant salaries and benefits.

### **EDI Stipend Impact Rating**

Please rate the extent of the impact the EDI Stipend has had on your

institution in meeting this key objective: Extensive impact (the EDI Stipend had an extensive impact on achieving progress)

### **Indicate in the table below any leveraged cash or in-kind contributions provided by the institution**

Leveraged cash or in-kind contributions from your institution (if applicable):

	<b>Amount \$</b>	<b>Source / Type (cash or in-kind)</b>
1	5000	In-kind
2	5000	In-kind

### **Key Objective**

**6**

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):

Challenges during this reporting period included ensuring that the deans and heads across UBC understood the implications of the 2019 Addendum and the decision of the federal court for UBC's CRC program. The CRC Program also sustained a period of transition due to changes in leadership within the Provost's Office. Finally, UBC's response to the impacts of the COVID-19 pandemic necessitated a diversion of attention and resources to other areas, as well as delays to recruitment of students and particularly of CRCs with zoom interviews and immigration restrictions.

The pandemic also made creating and filming the training vignettes impractical. However, other research and learning during this reporting period more fulsomely demonstrated that training development needs to be a focus that is implemented once policies, processes, and procedures elsewhere in the system have also shifted to support more inclusive workplaces for researchers with disabilities; training alone cannot make substantive changes.

Opportunities during this reporting period included the allocation of 25 new EDI Chairs for recruitment of researchers from FDGs – specifically for external recruitments, which were connected to Faculty Hiring Plans at UBC. The EDI Stipend Funding also created a tremendous opportunity to advance important research questions and special projects with the focused attention of graduate academic researchers, which will inform potential improvements to the CRC program.

Opportunities arising from the pandemic have been to involve more of the current and former



CRCs from across UBC-Vancouver and UBC-Okanagan in the CRC Working Group more frequently through online meetings. We have also been able to involve and effectively accommodate more people at greater distance in the focus group research projects at much less cost and effort than if we were trying to do it using pre-pandemic methods. This has allowed a wider set of perspectives from a broader range of contexts and lived experience to inform the research processes.

UBC has leveraged various strategies and collaborations developed within the CRC program to further efforts for broader system-wide changes to programs, policies, and recruitment of under-represented groups across the institution, such as:

- Ethical and transparent data processes including development and dissemination of messaging to encourage self-identification to advance equity in hiring.
- Applicant pool data collection and analysis to inform understanding of proportional representation of applicants compared to new hires and where gaps and disparities in hiring persist.
- the BC Human Rights Commission’s Special Programs for restricted or preferential recruitment
- Development of the “Diversifying your Applicant Pool” advertising database/resource to increase awareness of opportunities in and garner interest from more broad and diverse networks of researchers.
- The centralized accommodations fund pilot learning and processes to provide impetus to an Accessibility/Disability Working Group at institutional leadership tables, etc.

These promising practices demonstrate the need to explore under-representation of identity groups from multiple perspectives and consider all the different aspects of the system that operate to hold inequitable access in place. Piloting different strategies to create change in the system requires careful attention to results, and a commitment to learning from what didn’t work and developing new strategies that might.

## **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**

### **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)

The CRC program team has ensured that CRCs self-identifying from all five UBC equity groups are represented on the CRC Working Group, which meets bi-monthly to review the EDI Action Plan and discuss progress and strategies to advance. Those discussions are robust and include various perspectives, lived experiences, and disciplinary contexts, leading to a rich appreciation for the complexities of creating change in UBC's large decentralized faculties and divisions.

The CRC-specific projects/initiatives are constantly examined from the lens of equity, diversity, and inclusion, and research projects are careful to include broad representation and intersecting identities. Key informant interview and focus group questionnaires are reviewed by Working Group members with a focus on how these questions will surface inequities and nuances of particular experiences among under-represented groups. Participants in all of these initiatives to increase equity, diversity, and inclusion, and improve the CRC program at UBC are invited to share their experiences, knowledge, and wisdom from the perspectives of their lived experience, and care is taken to ensure that as many perspectives as possible are included in these discussions. Both qualitative and quantitative data from these efforts is analyzed using an intersectional lens, wherever numbers permit.

CRC Working Group members, other consultation participants, and key informant and focus group participants have been frank and open with respect to the barriers they encounter, and

have also proposed solutions. Some of the barriers and gaps identified are in the national CRC program set up and requirements, some are in the ways that UBC operates at a system-wide level, and some are particular to the implementation of the CRC program at UBC. Reports on the current research projects for both more equitable research productivity assessments and CRC experiences at UBC will be available in September 2021, and will set out gaps and recommendations for next steps in more detail.

UBC has leveraged strategies and collaborations developed within the CRC program to further efforts for broader system-wide changes to programs, policies, and recruitment of under-represented groups, such as the BC Human Rights Commission's Special Programs, the "Diversifying your Applicant Pool" database/resource, the pilot centralized accommodations fund learning and processes to create an Accessibility/Disability Working Group at institutional leadership tables, etc. Advancing the CRC EDIAP in the context of UBC's recent adoption of the Inclusion Action Plan, the Indigenous Strategic Plan, and President Santa Ono's Commitments against Racism and Injustice have necessitated that Senior Advisors to the President and Provost are included in Working Group meetings, and that interested parties also understand where these plans align and intersect. All equity groups have been consulted in the development of these plans and commitments, and in the subsequent implementation of their actions. UBC's resource/affinity groups have developed solid community standing in recent years, and are developing various channels to advance justice, equity, diversity, and inclusion in the context of decolonization.

Various task forces and resource groups are supported by new technologies to be more informed and engaged across both campuses. These opportunities are furthering system-wide changes to representation and success for under-represented groups, including in the CRC program.

## **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)

Shaping UBC's Next Century: UBC's Strategic Plan has Inclusion as one of its three themes, with Collaboration and Innovation, and Inclusive Excellence as Strategy 4. Operationalizing the theme of Inclusion is the recently adopted Inclusion Action Plan, with specific reference to the CRC EDI Action Plan in Action 4D. The Indigenous Strategic Plan is specifically focused on decolonizing the institution, and President Santa Ono's Commitments against Racism and Injustice have given rise to an Anti- Racism Task Force that considers racism in the context of decolonization on these lands.

UBC's participation in the federal Dimensions pilot project includes undertaking a comprehensive institutional scan of EDI-related policies, programs, practices and initiatives, and performing an in-depth, reflective assessment of the university's research-related systems, practices and culture. This will help to inform the development of an action plan with goals that address identified gaps, barriers and trends in EDI within the UBC research ecosystem. UBC's Global Engagement Strategy: In Service also considers how research, learning, and engagement is partnering across sectors and geographies. UBC Wellbeing arose from the Okanagan Charter, and is a framework for wellbeing of faculty, staff, and students across all aspects of campus culture. In addition, the Focus on People 2025 framework also works to embed equity, diversity, and inclusion into the environment for

faculty and staff at UBC.

All equity groups have been consulted in the development of these plans and commitments, and in the subsequent implementation of their actions. UBC's resource/affinity groups have developed solid community standing in recent years, and are working as well through various channels to advance justice, equity, diversity, and inclusion in the context of decolonization.

EDI training and capacity-building efforts focused on recruitment, retention, and success and understanding various lived experiences are offered for faculty, staff, and students through the Equity & Inclusion Office, the Centre for Teaching, Learning & Technology/Centre for Teaching & Learning, various offerings from Extended Learnings, etc.

These efforts are shifting the conversation around research excellence, and ensuring that there are shifts in how research excellence among previously ignored groups of researchers is understood at UBC. Changing cultures and mental models requires sustained and intentional efforts at many levels and sites in such a broad system.

**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.'**

Jointly administered by:





## Name of Institution:

The University of British Columbia

## Institutional Vice-President Level Representative Name (with financial authority):

Andrew Szeri, VP Academic

## Total Amount Requested:

40400

## Total Amount Spent at March 31, 2021:

10588

## Total Funds Committed as of March 31, 2021(to be spent during the six-month phase-out period – April 1, 2021 - September 30, 2021):

29812

For each expense category you identified in your EDI Stipend application, please indicate which expenditures have been made during the reporting period (April 1 2020 to March 31, 2021) by completing the following table.

Expense Category	Budget for the period covered (as outlined in application)	Actual expenditures for the period covered	Institutional Commitment	Planned expenditures to the end of the project
<b>c) Other staff with EDI expertise (specify)</b>	25200	10588	6000	24812
Graduate Research Assistants (x2) hired with this funding. In kind institutional commitment includes supervision, consultation, project management, etc.				
<b>Implementation of a Project in CRCP EDI Action Plan</b>	15200		3000	5000
<b>Totals</b>	40400	10588	9000	29812

Provide an explanation for any deviations from what was originally proposed in your EDI Stipend application (e.g. a change in expense category or amount allocated to an expense category).

COVID-19 produced a delay in funding receipt to July, 2020, as well as a delay in initial hiring of graduate research assistants for focus group research. In addition, it made filming training videos impracticable and unpredictable. That portion of the project was postponed to a future project to be more constructively informed by the results of the Equitable Assessments and CRC Experiences focus group research. Additional expenses are ASL interpretation and honoraria for the focus groups and report production.

Jointly administered by:

