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Submit and Exit Survey

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:

Dayle Levine

Contact Name:

Dayle Levine

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

<https://ca1se.voxco.com/SE/?st=jeuW6suXm8k3Ct0XM1n9bz3j3Dx9FJ0r7RbWIEB12bA%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):

12/17/2018

Rating given action plan in most recent review process:

Fully satisfies

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

Dr. Steven N. Liss (VPRI) and Dr. Denise O'Neil Green (VPECI)

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:

Provide a structure to embed EDI into research leadership and plans, establish accountability mechanisms and broaden the scope of research topics and questions within the university's research priorities.

Systemic barriers -

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

Evidence suggests that research interests, methods and community interactions of scholars from underrepresented equity deserving groups are less valued and often seen as biased if they involve communities they are part of. There is a staunch unwillingness and resistance at the administrative and managerial levels in post-secondary institutions in Canada to acknowledge the racialized dynamics of power relations in academia across time and space. Research shows that racism in the Canadian academy operates through recruitment decisions such as tenure, equity, inclusion, and diversity policies, as well as university culture. Using an intersectional lens to understand and address specific barriers faced by marginalized and underrepresented faculty. The CRC Recruitment to Retention (R2R) Professional Development Series, funded by the EDI Stipend grant, provided faculty hiring committees with an opportunity to examine their processes and to develop a new process that will begin to see movement to address systemic barriers - a step to changing faculty representation.

Corresponding actions undertaken to address the barriers:

The inclusion of the Vice President, Equity and Community Inclusion (VPECI) on the Executive Committee for CRC Planning. This brought an EDI lens to committee decisions, such as assessing EDI criteria in proposals from Faculties for internal CRC allocations. Additionally, it established an accountability mechanism in the CRC hiring process so that Equity Representatives on committees report on what actions they took to identify and value the scholarship of researchers from underrepresented equity deserving groups, which is considered when determining whether to submit the hire for CRC nomination.

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

Candidates are asked to complete Ryerson's self-ID survey at the time of completing their applications. Aggregate data is then forwarded to the hiring committees.

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

New CRC research topics identified for Ryerson CRCs, such as CRC in Biskaabiyang and Indigenous Political Resurgence (awarded in 2020). In addition, the Executive Committee for CRC Planning has allocated two SSHRC Tier 2s to the following topics: 1) Indigenous Digital Humanities (pending CRC submission) and 2) Migration and Democracy in a Settler-Colonial Context (in the process of hiring). The Executive Committee for CRC Planning votes on all potential nominations; in some cases, they have asked for further clarification from the departmental hiring committees around what steps were followed to identify excellent diverse candidates from underrepresented equity deserving groups. In a couple of cases, the departmental hiring committees have even instructed to restart the hiring process.

Challenges encountered during the reporting period:

Some Faculties were challenged to incorporate EDI into their proposals for internal CRC allocations and were asked to provide further information before final internal allocations were determined.

Next Steps (indicate specific dates/timelines):

Over the upcoming year, Ryerson will review accountability mechanisms and structures as part of review and update of the 2017 CRC EDI plan.

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:**

Ryerson's aspirational goal is to have diverse, excellent CRCs who reflect the diversity of our students and our community.

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

Barriers in the hiring process for scholars and faculty were identified by gathering evidence in the literature that document a range of issues, illustrating the lack of intentional action resulting in hiring the same types of scholars, and excluding excellent diverse scholars from underrepresented groups. This included content on the CRC website. The Offices of the Vice President, Research and Innovation (OVPRI), the Office of the Vice Provost Faculty Affairs (OVVFA), the Office of the Vice President Equity and Community Inclusion (OVPECI) and Human Resources (HR) reviewed the CRC hiring process to identify opportunities to intentionally infuse EDI into the process, with the goal of finding excellence in different forms, bringing diverse perspectives, knowledges and experiences to research, and who will help to build the pipeline of talent for future hiring.

Corresponding actions undertaken to address the barriers:

Developed training and tools for CRC hiring committees, building on the EDI training and tools developed for faculty hiring committees, as these committees typically hire CRCs as well. This includes a guide (<https://www.ryerson.ca/equity/resources/recruiting-hiring-diverse-faculty-guidelines/>) to hiring diverse faculty that details actions to infuse EDI at all stages of the hiring process, such as by including EDI selection criteria. In addition, created specific tools for CRC hiring committees, including a rubric that broadens assessment criteria for identifying research quality and impact, suggested interview questions and a process for collecting and using applicant diversity data in the CRC hiring process. CRC hiring committees also select an Equity Representative from amongst their members who brings relevant applicant diversity data to the attention of the committee and raises options to infuse EDI at different stages of the hiring process, e.g. outreach to identify candidates from underrepresented equity deserving groups, and reporting, also charged with calling out bias that appears in the process. Ryerson is currently exceeding its 2019 CRC Equity Targets for equity deserving groups.

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

Applicant diversity data; each applicant is asked to complete a self-ID survey at the time of their application. This information is available to the hiring committees and is summarized as part of the report that the hiring committees provides to the Executive Committee for CRC Planning. The EDI stipend funded the CRC R2R series, which provided a session for stakeholders currently involved in the departmental hiring process - the hiring committees for the Departments of Sociology and Psychology and the Associate Dean for the Faculty of Arts. Results from a pre-program participation survey undertaken with the Stakeholders reported an overall understanding of EDI as an intersectional approach to recruitment that spans the population of equity deserving groups; that an EDI recruitment campaign requires the adoption of culturally relevant attitudes and practices within research teams. These teams must have principles of equity focused research methods embedded, such as Participant Action Research (PAR). The Stakeholders also reported experiencing some challenges related to culturally existing notions or mindsets that are considered barriers to EDI in research - for instance, not acknowledging some of the barriers women might face in some fields like science and engineering, or the notion in some STEM fields that EDI considerations are marginal, since the focus is on building tools and delivering products. Other concerns identified in the survey results showed that there is a perceived compromise that occurs when embedding EDI into scientific research and scientific knowledge building, as most of the current knowledge is created in the global North. Incorporating additional sources of knowledge (indigenous, non-Western, or other sources) actually enriches and diversifies the body of knowledge scholars can obtain. Scientism advocates that sciences occur in a vacuum, but EDI demonstrates, time and again, that this is not the case. Lastly, as researchers work with human populations, EDI must be a consideration from initial planning research, to execution and evaluation to building teams, labs and engaging with colleagues.

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

More diverse applicants identified, some of whom turned down job offers. More diverse CRCs from all five equity deserving groups: women (including in STEM), racialized people, including a recent racialized woman nominee, Aboriginal Peoples, persons with disabilities and 2SLGBTQ+ people. Mandatory EDI content included in Tier 1 and 2 job posting templates, including the language that indicates the university is looking for scholars to contribute to advancing EDI at Ryerson. Optional language also provided in templates to indicate a preference for hiring a CRC who brings lived experiences, perspectives, knowledges and working with specific communities connected to an equity deserving group.

Challenges encountered during the reporting period:

Not all CRC hiring committees are using the applicant self-ID data and other tools fully to identify opportunities to expand and enrich their scholarship by hiring excellent diverse candidates. Some departments/schools need to take steps to create more inclusive and supportive environments for CRCs from underrepresented equity deserving groups.

Next Steps (indicate specific dates/timelines):

Over the upcoming year, Ryerson will review CRC hiring processes and practices as part of review and update of the 2017 CRC EDI plan.

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:

5000

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

Approximately \$5,000 was spent on the development of the materials and the delivery of the session to members of the Departmental Hiring Committees who were in the process of posting CRC job ads at the time (Sociology and Psychology), as well as their Associate Dean. This work was performed by both Office of the Vice President of Equity and Community Inclusion (Ryerson) staff and an external consultant.

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	0	NA
2	0	NA

Key Objective 3

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

Ryerson CRCs will be included in four EDI related sessions designed to address EDI in the recruitment process and to establish a pipeline of issues that will be centred on the removal of barriers impacting the ability of Ryerson faculty from underrepresented equity deserving groups to advance their research agendas.

Systemic barriers -

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

Scholars from underrepresented equity deserving groups often encounter barriers to advancing their research, such as barriers to funding, publication and stereotypes and biases, and they may be isolated and excluded within their department/school and/or Faculty. Barriers to entry into the academy from equity deserving groups are documented in the literature. These barriers were identified several years ago at Ryerson in discussions with the Ryerson Faculty Association, HR and the OVPFA, who we worked with to conduct a literature review to provide evidence in support of what we were hearing from faculty members. In 2018, the Ryerson equity and community inclusion (ECI) Faculty Chair conducted interviews with CRCs about their experiences of EDI processes in their hiring (both internal and external hires), as well as about how they address EDI in their work - SRC content and methods, team formation and management.

Corresponding actions undertaken to address the barriers:

Stakeholders attending the R2R professional development session identified some challenges in terms of applying EDI in hiring candidates from equity-deserving groups. They spoke about the importance of adopting an EDI lens in all the administrative and academic functions they perform at the university, and identified several learning needs, such as sharing best practices in recruitment and retention and championing methods that have been successful in hiring from equity-deserving groups e.g. unconventional outreach strategies.

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

The R2R program organizers distributed a pre-participation and a post-participation survey to assess Chairholders' current understanding of EDI and identifying learning needs of the group for the future. In the future, we may offer workshops commensurate with Chairholders' experience with EDI - some work Chairholders work is directly engaged with equity while others only work with HQP hiring eg. certain types of STEM-based research. Dimensions Pilot Program conducted a faculty survey June 25-July 31, 2020, related to the impact of the COVID-19 pandemic, after the university's move to remote working, on the research capacity of all faculty. The survey included mandatory demographic questions so that data could be analyzed in relation to the 5 equity-seeking groups. (see below: "challenges encountered")

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

R2R brought chairholders together in four professional development sessions that focused on aspects of EDI pertinent to CRCs. The first session was an overview of the R2R program and a literature review exploring the history of the CRC Program and the timeline of the Program's equity, diversity and inclusion journey. The second session had Chairholders discuss the literature review and engage with the only diagram in the literature that looks at the perceptions and experiences of CRCs in the academy. (Grant and Drakich, 2010, p.37-38) The chairholders reconceptualized the diagram to reflect how they view themselves and their work fits within Ryerson's values. Session three included a discussion on the five global approaches to EDI, along with the Global diversity and inclusion benchmarks and the five benchmarking levels. The session also focused on impediments to EDI implementations, such as unconscious bias and microaggressions and offered ways to counter microaggressions, in addition to feasible practices to include EDI in the research ecosystem. One Chairholder presented the Code of Conduct they have co-developed together with their research group to ensure everyone's. Session four focused on formulating an effective EDI statement, along with approaches to avoid when writing one, as well as the value of having an EDI statement. In the post-participation survey, the chairholders rated the program as successful, as the sessions provided relevant and well-organized subject-matter content knowledge and provided an opportunity for them to connect with other CRCs (prior to these sessions the CRCs had almost never engaged with others outside of their Faculties), and engage in dialogue regarding EDI in research and academic practices. The program helped the chairholders to visualize adopting some EDI strategies and practices in their research, and the Chairholders demonstrated interest in ongoing discussions with each other around EDI and to meet quarterly in-person upon return to campus. Overall, R2R provided dialogic professional development opportunities between CRCs to foster social constructivism and enhance participants' subject-matter content knowledge and practices in embedding EDI in the academy.

Challenges encountered during the reporting period:

Impact of pandemic restrictions on research for women in particular set back progress on inclusion in work and SRC due to caregiving responsibilities. One of the R2R challenges was around suitable timing so that maximum participation in the development of the informal Community of Practice could occur. The development of an informal, collaborative CRC peer learning training program was to allow chairholders to share expertise, support new grant holders, and share best practices with each other. As stated in the Ryerson EDI Action Plan for Canada Research Chairs, CRCs "are role models and supervisors for future researchers, colleagues who collaborate to build a community of innovation, and scholars who generate new knowledge that can have a substantial impact on lives and inspire social change." The CRC peer learning training program will be CRC-led (with OVPRI and OVPECI providing administrative support, consultation and input as needed). Between June 25-July 31, 2020 the Dimensions Program opened a survey for all full-time faculty regarding the impact of Covid 19 on faculty SRC capacity. The response rate was 25% of full-time faculty; a 95% confidence that, within a 6% error rate, the results can be generalized to the full-time faculty population; respondents reflect representation by rank and Faculty, as well as by most equity groups. Asked to compare the periods before and after the campus move to remote work (March 16, 2020), women respondents reported a 35% decrease in the time they could give to SRC (19% for respondents who did not identify as women). The question: "Has the impact of the COVID-19 pandemic caused or worsened any of the following?" 83% of women respondents selected "burn out or exhaustion," compared to 74% of all respondents. Half of respondents indicated that their caregiving responsibilities have "increased a lot" since the start of the pandemic (61% women; 54% racialized; 50% 2SLGBTQ+; 44% persons with disabilities).

Next Steps (indicate specific dates/timelines):

Over the upcoming year, Ryerson will review CRC inclusion as part of review and update of the 2017 CRC EDI plan. The R2R program identified further professional development topics Chairholders were interested in, such as EDI in recruitment, hiring and mentorship and EDI in study design. Additionally, at no cost to the R2R program, CRCs and stakeholders will be offered a closing session from Dr. Malinda Smith (Vice-Provost, Equity, Diversity and Inclusion at the University of Calgary and the co-author of *The Equity Myth: Racialization and Indigeneity at Canadian Universities*) by the end of June (date is still to be confirmed). In addition, OVPRI will be setting up a private forum on its website, at no cost to the program, to allow the CRCs to meet/chat amongst themselves to discuss a wide variety of CRC issues (to be operational by the end of June).

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:

Establish Ryerson as a leader in advancing EDI in the research ecosystem at Ryerson and beyond, to identify and share strategies and actions to remove barriers impacting the advancement of scholars from under-represented equity deserving groups and to amplify the voices of scholars from those groups.

Systemic barriers -

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

Barriers to EDI in research at Ryerson also exist at other institutions, which impact the pipelines and potential for research partnerships that include scholars and students from underrepresented equity groups. There are also changes needed to infuse EDI into grant proposals and for peer reviewers in the CRCP and funding agencies to be able to recognize and value excellence in different forms. Changes required to infuse EDI into the CRC program and diversify CRCs require strategies, information sharing, partnerships and collaborations that involve research administrators, EDI and HR professionals, faculty engaged in research, CRCs, and administrators from funding agencies. It takes collective action.

Corresponding actions undertaken to address the barriers:

In collaboration with NSERC, Ryerson hosted 2 roundtable events (2018 and 2019), bringing together stakeholders to discuss challenges and identify solutions to infusing EDI into the research ecosystem and create more opportunities for diverse scholars from underrepresented equity deserving groups. Ryerson was selected to be part of the Dimensions Pilot. In alignment with the Dimensions Charter, the pilot program aims to assess systemic barriers in post-secondary SRC activity environments, particularly those experienced by members of underrepresented or marginalized groups. Ryerson has appointed a Dimensions Director from our faculty, who has worked with the OVPECI before as Ryerson's ECI Faculty Chair. The Director's position is part-time, based on 2 course releases and a modest stipend. The Director reports to the VPECI and VPRI. The Director has organized the Pilot across the university, based on a "localized knowledges" structure which involves 8 "Dimensions Faculty Chairs" (DFCs) one in each Faculty plus the Library and the School of Graduate Studies. Each DFC hires their team from among the Faculty's students -- one undergraduate, one graduate, and in some cases also a postdoctoral fellow. The Director and DFCs have written and administered 2 university-wide surveys of graduate students and postdoctoral fellows, asking detailed questions about barriers (e.g. racism, sexism, ableism, homophobia, sexual harassment) they have experienced or witnessed while engaged in research at Ryerson. In the 2020-2021 academic year, the Director and DFCs have hosted 13 town hall events addressing EDI & barriers in research for faculty, undergraduates, graduate students and postdocs, and visited almost every department, school and program to discuss the Dimensions program and to ask for feedback from faculty. The Director is now recruiting 2 Dimensions Leads - 1 from among Indigenous faculty and 1 from among faculty who identify as persons with a disability - to identify the specific research-EDI barriers faced by those two most underrepresented groups at Ryerson. Further work will continue through the academic year 2021-2022. The VPECI and the Dimensions Director have spoken about EDI and research at a number of conferences, such as the Canadian REsearch Administrator Association (CARA) conference and the Canadian Science Policy conference.

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

Attendance at roundtables and speaking events and ongoing contacts about EDI practices at Ryerson suggest that the university is recognized as a leader in the post-secondary sector.

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

As a result of the first 2 Dimensions roundtables and Ryerson's current participation in the Dimensions pilot, Ryerson is contacted by many organizations to learn from our groundbreaking work to infuse EDI into the research ecosystem. Internally, as a result of funding agencies requiring specific EDI information and plans in grant proposals, many faculty now connect with the OVPECI office to develop actions they can take to infuse EDI into their research and teams. In addition, the VPECI and the Dimensions Director have spoken about EDI and research at a number of conferences, such as the CARA conference.

Challenges encountered during the reporting period:

Plans for a Fall 2020 Dimensions roundtable event were put on hold due to pandemic restrictions.

Next Steps (indicate specific dates/timelines):

Over the upcoming year, Ryerson will consider advancing its EDI leadership role in infusing EDI in the Canadian research ecosystem as part of reviewing and updating the 2017 CRC EDI plan. Dimensions Pilot Program work will continue in 2021-2022 academic year: conducting qualitative research into EDI barriers in research through focus groups, individual interviews, and a final survey directed at undergraduate RAs and research support staff such as technicians, associates, lab managers, etc. In August 2021, Dimensions will form its Self-Assessment Team (SAT), which will include all 8 DFCs, the 2 Dimensions Leads for the perspectives of Indigenous faculty, students and postdocs and those who identify as persons with a disability, as well as some member of the Dimensions Advisory Board, plus undergrad, grad and postdoc representatives. The SAT will review all data gathered by the Dimensions Pilot teams to write up the critical self-assessment and 3-year targeted action plan required for the submission in summer 2022 of an application for a national Dimensions recognition award.

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

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

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):

Barriers in the hiring process for scholars and faculty were identified by gathering evidence in the literature that document a range of issues, illustrating the lack of intentional action resulting in hiring the same types of scholars, and excluding excellent diverse scholars from underrepresented groups. This included content on the CRC website. The Offices of the Vice President, Research and Innovation (OVPRI), the Office of the Vice Provost Faculty Affairs (OVVFA), the Office of the Vice President Equity and Community Inclusion (OVPECI) and Human Resources (HR) reviewed the CRC hiring process to identify opportunities to intentionally infuse EDI into the process, with the goal of finding excellence in different forms, bringing diverse perspectives, knowledges and experiences to research, and who will help to build the pipeline of talent for future hiring. All SRC on Ryerson campus was paused as of March 20, 2020, which has had significant impact on faculty, student and administrative work on campus. Ryerson has pivoted to working remotely, offering courses virtually, with as many on campus activities as provincial and public health guidelines permit, along with an array of online extra-curricular programming and academic supports. Ryerson has implemented important processes to limit the spread of COVID-19, for employees required to continue to come to campus, including: Following physical distancing guidelines. Toronto Public Health has recently reinforced direction to ensure physical distancing of employees takes place by at least two metres throughout the workplace and during eating and rest periods (e.g., lunchrooms, change rooms, washrooms). Wearing a mask when required while on campus as outlined by the Mask Use Guidelines. The new order requires masks to be worn at all times while indoors (including in offices) and recommends masks be worn outdoors if physical distancing of two metres cannot be maintained. The mask policy will be updated to reflect this. Completing Ryerson's health screening form prior to attending campus each day. Reviewing information on what to do if you feel unwell while on campus. Information about Planning for a Gradual Return to Campus has been distributed online, and department-specific guidelines, such as department-specific contact tracing logs, have been established for labs requiring in-person work. With the safety and well being of the community our top priority, Ryerson continues to follow the advice and direction of government and health authorities.

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:

Ryerson continues to be deeply committed to fostering research excellence, innovation, and creativity across all disciplines through increased operationalization of equity, diversity, and inclusion (EDI). Ryerson's EDI Action Plan, "Leading Research through Diversity" and the Strategic Research Plan (SRP) reflect these core values, which form the basis of our commitment to going beyond the minimum CRC compliance requirements. We are also committed to processes of decolonization, with specific attention to Indigenous knowledges and perspectives as well as the emergence of research leaders from the designated employment equity groups. Our aspirational goal is to have our faculty and staff reflect our diverse student body and community, and intentionally incorporate EDI into both the CRC hiring and retention processes. With this commitment, Ryerson recognizes the interconnected challenges that scholars from marginalized groups experience even as they contribute to the research ecosystem through diverse perspectives, knowledges, and experiences. In order to continue to advance EDI requirements of the CRCP, Ryerson University will use this stipend to enhance its current recruitment and retention CRC EDI training environment by developing an integrated and systematically coordinated strategy. The CRC Recruitment to Retention Training Strategy provided improved guidance to faculty and academic leaders, including our commitment to Indigenous thought and resurgence, in the training and support of hiring committees, CRC equity representatives, and CRCs. The goal of the CRC Recruitment to Retention Training Strategy was to enhance the adoption and implementation of EDI best practices that will ultimately result in increased diversity of Ryerson CRCs. In addition, this training strategy integrated more thoroughly EDI values into their scholarly research, leadership, creative activities and teams, thereby building a more equitable and inclusive research ecosystem at the university and beyond. The funding was directed towards the piloting (refinement, implementation, and testing) of EDI professional learning tools that are in development at Ryerson University. The tools include: (1) CRC Self-ID Form; (2) Unconscious Bias Tool; (3) CRC Applicant Assessment Rubric, which measures the degree to which EDI is woven into the application in terms of leadership, research, service, diversity of research team inclusive of graduate students, etc.; (4) CRC Suggested Interview Questions with EDI focus for SRC, Teaching and Service; (5) Recruiting and Hiring Diverse Faculty; and (6) Creating an informal Collaborative CRC Network connecting CRCs with each other to share expertise and EDI best practices. As stated in our EDI Action Plan for Canada Research Chairs, CRCs "are role models and supervisors for future researchers, colleagues who collaborate to build a community of innovation, and scholars who generate new knowledge that can have a substantial impact on lives and inspire social change." The Collaborative CRC Network commenced by including a series of workshops led by OVPECI with participation from the CRCs. The second phase will be CRC-led (with Office of the Vice-President, Research and Innovation and Office of the Vice-President, Equity and Community Inclusion providing administrative support, consultation and input as needed). The six tools will serve as the foundation for Ryerson's CRC Recruitment to Retention Professional Development Strategy. All professional learning tools will incorporate regular feedback and refinement opportunities. CRC Recruitment: From the planning and recruitment process to the hiring and nomination of a CRC, each committee at every stage of the process requires enhanced professional development to ensure that recruitment strategies align with our EDI-based CRC hiring goals and with the University's SRP. Relevant tools to be used by hiring committees in the CRC recruitment process - (1) CRC Self-ID Form; (2) Unconscious Bias Tool; (3) CRC Applicant Assessment Rubric; (4) CRC Suggested Interview Questions; (5) Recruiting and Hiring Diverse Faculty; and (6) Creating an informal Collaborative CRC Network. CRC Retention: Currently, there is no integrated professional development program at Ryerson to support CRCs or to ensure EDI best practices are incorporated from early planning stages of research into all aspects of the CRCs' project development, including research programs, facilities or teams. The lack of a coordinated professional development strategy may impact the successful retention of CRCs, whether they are members of underrepresented and/or marginalized groups or if they face challenges in the recruitment of equity-deserving highly qualified personnel (HQP). In addition, this training opportunity benefitted CRC renewal applications, including how to document and highlight EDI practices and HQP team recruitment processes during the first term. Relevant tools to be used by CRCs - (1) CRC Self-ID form; (2) Unconscious Bias Tool; (4) CRC Suggested Interview Questions; and (6) Creating an informal Collaborative CRC Network.

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

A number of professional learning tools were developed, refined, launched, and tested, including but not limited to: ○ CRC Self-ID Form (to be submitted with application; reviewed periodically by CRC holder upon hire as they deem relevant and necessary); ○ CRC Application Assessment Rubric incorporating unconscious bias, alternative knowledges (training delivered to hiring committees); ○ Unconscious Bias Tool (training delivered to hiring committees; all CRCs must complete the CRC Unconscious Bias Tool); ○ CRC Suggested Interview Questions with EDI focus in SRC, Teaching, Service (training delivered to hiring committees); ○ EDI and Hiring at Ryerson (training delivered to hiring committees); ○ an informal Collaborative CRC Network connecting CRCs with each other, allowing them to mentor new chairholders, and share expertise and best practices; ○ online Accessibility for Ontarians with Disabilities Act (AODA) Training Module (already in place; completion is mandatory for Ryerson employees); ○ online Workplace Violence Prevention and Response Training Module (already in place; completion is mandatory for Ryerson employees). Other performance indicators include the increase in the implementation of: ○ Hiring committee Equity Representative participation rates in use of training tools; ○ CRC participation in cohort training program; ○ CRC recruitment of HQP from underrepresented and/or marginalized groups; ○ Development of an informal Collaborative CRC Network to engage and train current CRCs on EDI strategies and best practices for SRC team building, mentoring, and research design; ○ CRC search committees and CRC participants will increase self awareness regarding their biases, increase EDI knowledge; and increase related EDI skills, including application of tools; ○ Feedback from stakeholders about increased understanding of EDI and incorporation into research and research environments. Finally, it is expected that greater detail and expression of EDI in CRC and CERC self reporting, renewal, and completion processes.

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

All Ryerson staff, faculty and students must complete the Accessibility for Ontarians with Disabilities Act (AODA) Training Module and the Workplace Violence Prevention and Response Training Module. OVPECI has already incorporated the Self-ID Form, the Application Assessment Rubric, the Unconscious Bias Tool into training provided to stakeholders involved in the CRC hiring processes. The stakeholders receive an "EDI and Hiring at Ryerson" training from an OVPECI specialist, and can connect with the specialist throughout the hiring process to receive support around EDI practices. Hiring committee members must retake the training every three years, if they remain involved with hiring, to ensure they are up to date with current Ryerson EDI hiring practices. Additionally, hiring committees must identify an equity Representative on the committee, who will report on what actions they took to identify and value the scholarship of researchers from underrepresented equity deserving groups. This information is considered when determining whether to submit the hire for CRC nomination, and shared throughout the internal review process (e.g. when the nomination is reviewed by the Associate Dean of the relevant Faculty, and then forwarded to the Executive Committee for CRC Planning. The R2R program, delivered to CRC search committees in the process of hiring (Sociology and Psychology), their Faculty Dean, and to chairholders was successful in increasing self awareness regarding their biases, increasing EDI knowledge; and increasing related EDI skills, including application of tools. While only one session was delivered to search committee members, the pre-participation survey identified a strong commitment to EDI in hiring practices from the hiring committees, and ongoing work on the members' behalf in expanding their understanding of different axes of discrimination and exclusion in the academy. The four sessions delivered to the chairholders were successful in engaging Chairholders from a broad range of academic backgrounds, research themes and levels of engaging with EDI in conversations about EDI together. Chairs unable to attend the live sessions received recordings of the sessions; all Chairholders received take-home materials about EDI, and will receive an EDI handbook to summarize the training they received and to provide links to various existing resources, both within Ryerson and externally, to support their EDI journey. In the post-participation survey, Chairholders reported an increased understanding of EDI, and an increased interest in its incorporation into research and research environments; most CRCs stated that the program helped them to visualize adopting some EDI strategies and practices in their research. Some CRCs felt that there needed to be more engagement opportunities with one another, which will be served by the development of an informal Collaborative CRC Network (pending, to take the form of a private forum on the Ryerson website). The Collaborative CRC Network will bring together chairholders from across different disciplines and experience levels with EDI to engage and train them, through peer mentorship, on EDI strategies and best practices for SRC team building, mentoring, and research design.

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective:	50000
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:

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

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

The stipend was used to hire a consultant to deliver a CRC Recruitment to Retention Professional Development Series. The Series included one session for stakeholders involved in the CRC hiring process (OVPRI, OVPECI and Departmental Hiring Committees), and four sessions for chairholders (including one Excellence Chair). The Stakeholders completed a pre-participation survey, while the Chairholders completed a pre-participation survey to tailor the program to their needs, and received EDI resources in a CRC Guidebook at the end of the program. The post-participation survey of the Chairholders showed that most of them viewed the program as successful; future topics of professional development and the need for ongoing discussions on EDI between chairholders was identified.

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)

Ongoing OVPECI initiatives to directing the implementation of equity, diversity and inclusion values, priorities and strategies at Ryerson include: The OVPECI Community of Practice (<https://www.ryerson.ca/equity/programs-reports/ovpeci-community-practice/>) is an integrative, multidisciplinary resource and learning exchange body designed to groundswell and mobilize equity, diversity and inclusion activity on campus. Students, faculty and staff participate in shared learning, presenting and resource development on equity, diversity and inclusion. In addition to monthly meetings where participants share and expand their equity knowledge, the Community of Practice hosts events, training sessions and conferences on equity issues to foster an intersectional and interdependent approach to the unique complexity of equity seeking groups both in a Canadian and global context. The Anti-Black Racism Campus Climate Review Report (<https://www.ryerson.ca/equity/programs-reports/anti-black-racism-campus-climate-review/anti-black-racism-campus-climate-review-report/>) was published on July 17, 2020 during an online event in honour of Nelson Mandela International Day (July 18). The report highlighted the real-life experiences of Black students, faculty and staff to foster a greater understanding of the realities they experience with anti-Black racism in a Canadian post-secondary institution. The findings were gathered from focus groups in which over 60 Black-identified students, staff and faculty were interviewed. The 14 recommendations outlined make clear what needs to be accomplished in order to create a campus environment: where everyone feels they belong; that is reflective of our school's entire population; and where people feel welcomed, valued, seen and heard. In tandem with the release of the report, the President's Implementation Committee to Confront Anti-Black Racism Review (<https://www.ryerson.ca/equity/programs-reports/anti-black-racism-campus-climate-review/>) was announced and tasked with addressing the recommendations included in the report. Truth and Reconciliation at Ryerson (<https://www.ryerson.ca/equity/programs-reports/truth-reconciliation-ryerson/>). Ryerson University is overcoming the legacy of a painful past. For years there was a lack of understanding of the concerns of its Indigenous community and little desire to accept responsibility to address these concerns. There was also a reluctance to acknowledge the harmful role played by the university's namesake. Within the Ryerson community there is growing recognition of the need to demonstrate respect and understanding of the land the university sits on, and to recognize the cultural knowledge and ways of knowing brought by Indigenous students, staff and faculty. This is an important time at Ryerson to acknowledge the harms of the past and move forward along the path to reconciliation. The Commission's Principles of Reconciliation provide the building blocks needed for reconciliation between Indigenous and non-Indigenous Canada to occur. A key step in this process, as recognized by the Commission, is the elimination of the educational gaps between Indigenous and non-Indigenous Canadians. Ryerson has committed to respond to the Calls to Action by the Truth and Reconciliation Commission (TRC) of Canada. It is doing so by creating its own pathway to reconciliation. The first stage of this process were Community consultations, held between November 2015 to March 2017, to create space for Ryerson's Indigenous community to participate in consultations and discussions about their living experience. Consultations were held in a variety of formats, including three panel discussions, eight Talking Circles and two meetings, over the course of approximately two years. On January 26, 2018, after almost two years of community consultations, Ryerson hosted a celebration to release the community consultation summary report: Truth and Reconciliation at Ryerson: Building a Foundation for Generations to Come (<https://www.ryerson.ca/equity/programs-reports/truth-reconciliation-ryerson/community-consultation-summary-report-2018/>). The report outlines the challenges the university faces and identifies opportunities for change outlining suggestions for change which, if adopted by the Ryerson community, will: ensure that the university expands its recognition and funding for current and new Indigenous initiatives infuse Indigenous knowledges into the curriculum in all faculties incorporate Indigenous concerns as a priority in strategic planning This report serves as a foundation for the next stage of discussions with the entire community and groups on campus, including faculties, departments, unions and governing bodies, on a plan to strategically move forward together. Diversity Self-ID (<https://www.ryerson.ca/diversity-self-id/>). It is critical to Ryerson's success to remove barriers and promote the inclusion of all students, faculty and staff from equity-seeking groups including, women, racialized people, Aboriginal Peoples, persons with disabilities and 2SLGBTQ+ people. All students and staff are required to complete the Diversity Self-ID questionnaires that are part of the self-service functionality in the university's Human Resources and Student Systems. However, self-identification is a voluntary option by selecting "prefer not to answer" for each question. Collected data is used to determine where we stand currently, so we can set realistic equity, diversity and inclusion goals and measure our progress. In turn, we are able to create plans and strategies that improve the learning and work experience here at Ryerson University. Employee Diversity Data Visualizations (<https://www.ryerson.ca/diversity-self-id/diversity-data-visualization/employee-diversity-data-visualizations/>) and Student Diversity Data Visualizations (<https://www.ryerson.ca/diversity-self-id/diversity-data-visualization/employee-diversity-data-visualizations/>) provide further details about the recruitment, representation and retention of employees from five equity groups: women, racialized people, Aboriginal Peoples, persons with disabilities and 2SLGBTQ+ people. Ryerson is also home to multiple Community Networks that connect Ryerson and staff around shared identities, cultures and interests, which feed back into the work OVPECI does around equity at Ryerson. They include: Black Faculty and Staff Community Network <https://www.ryerson.ca/equity/community-networks-committees/black-faculty-staff-community-network/> Employees with Disabilities Community Network <https://www.ryerson.ca/equity/community-networks-committees/employees-disabilities-community-network/> First Nations, Métis and Inuit Community Group <https://www.ryerson.ca/equity/community-networks-committees/first-nations-metis-inuit-community-group/> Immigrant Employees Community Network <https://www.ryerson.ca/equity/community-networks-committees/immigrant-employees-community-network/> Latinx Employee Community Network <https://www.ryerson.ca/equity/community-networks-committees/latinx-employee-community-network/> Muslim Employee Community Network <https://www.ryerson.ca/equity/community-networks-committees/muslim-employee-community-network/> Positive Space <https://www.ryerson.ca/equity/community-networks-committees/positive-space/> Parent Network <https://www.ryerson.ca/equity/community-networks-committees/parent-network/>

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)

Ryerson is a Dimensions Pilot Program institution and as such is engaged in a range of quantitative and qualitative data-gathering activities and events to identify, and suggest ways to address, the barriers experienced and witnessed at all levels of our research systems: undergraduate RAs, graduate students, postdoctoral fellows, faculty members. The ongoing activities of the Dimensions Pilot at Ryerson can be found on the Ryerson Dimensions website (<https://www.ryerson.ca/dimensions/>). The activities of the Pilot have been discussed at various points within this report. The mandate of Ryerson's Office of the Vice-President, Equity and Community Inclusion (OVPECI) (<https://www.ryerson.ca/equity/>) is to maintain a visible presence for equity, diversity and inclusion (EDI) and Indigenous values and experience as integral components across all teaching, learning, research, service and administrative functions of the university. OVPECI has multiple units working to address systemic barriers at Ryerson, such as: The Education, Awareness and Outreach unit (<https://www.ryerson.ca/equity/about-ovpeci/education-awareness-outreach/>), which develops and delivers customized learning solutions to the Ryerson community. The unit offers strategic consultation to identify learning requirements for teams and offer customized seminars, presentations and workshops to fill competency and skills gaps to faculty, staff and students. The Human Rights Service unit (<https://www.ryerson.ca/equity/about-ovpeci/human-rights-services/>), which safeguards the human rights of all Ryerson community members by ensuring that there is a fair process in which concerns and complaint resolutions related to human rights and sexual violence are heard. The Research, Planning and Assessment unit (<https://www.ryerson.ca/equity/about-ovpeci/research-planning-assessment/>) oversees Ryerson's employee and student diversity self-id surveys, and reporting on recruitment, representation and retention of students, staff and faculty from the university's five equity seeking groups: women; racialized people; Aboriginal Peoples, persons with disabilities and 2SLGBTQ+ people. The unit collects, analyses and reports on Ryerson diversity data, tracks, progress on advancing equity, diversity and inclusion at Ryerson coordinates the development of OVPECI plans, projects, tools, initiatives and proposals, and researches and shares best practices in advancing equity, diversity and inclusion at Ryerson and within the university sector in Canada. The Aboriginal Initiatives unit (<https://www.ryerson.ca/equity/about-ovpeci/aboriginal-initiatives/>) provides assistance and support to the Aboriginal community at Ryerson, working to foster successful and meaningful academic experiences without barriers. The Accessibility unit (<https://www.ryerson.ca/equity/about-ovpeci/accessibility/>) works to identify, remove and prevent barriers to inclusion for persons with disabilities, and in so doing make Ryerson an accessible learning and working environment. Members of the OVPECI are represented on a variety of committees across campus, which include: The Aboriginal Education Council (<https://www.ryerson.ca/aec/>) is committed to developing a new relation of truth and reconciliation between Aboriginal and non-Aboriginal people at Ryerson and in the community at large. Through initiatives driven by Aboriginal needs and values, the council works to ensure that the next generations of Aboriginal people will have greater opportunities at Ryerson University. Access Ryerson (<https://www.ryerson.ca/accessibility/access-ryerson/>) is a university-wide initiative with a goal of removing barriers to the full participation of all community members with disabilities. Access Ryerson is committed to the transformation of Ryerson into a barrier-free leader in accessibility. Our mandate is to transform Ryerson into a leader of excellence in accessibility and inclusion of persons with disabilities, and in so doing, fulfill and exceed the requirements of the Accessibility for Ontarians with D

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