



INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION ACTION PLAN: PROGRESS REPORT

Institution: The University of Winnipeg

Contact name and information: Dr. Jino Distasio, Vice-President, Research and Innovation; j.distasio@uwinnipeg.ca

Instructions

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

Equity, Diversity and Inclusion Recognition

Each year, the Tri-agency Institutional Programs Secretariat recognizes an institution with exemplary re on's corresponding action plan.

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PART A: Equity and Diversity Targets and Gaps

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

Designated group	Target (percentage)	Target (actual number)	Representation (actual 7/R1-(t)-4.0/83c(ua998087 0 0 1 238.44 60
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voluntary declaration, including explaining why we are asking them to make the declaration.

- ensuring that academic administrator (Dean/Associate Dean, etc) recruitment processes follow a very similar process to CRC recruitment. These positions will be filled using the same/similar recruitment framework as CRC's and includes:

- establishing advisory committee with a view in mind to encouraging members of designated groups to participate; using best practices in recruitment, similar to those outlined in the Canada Excellence Research Chairs "Recruitment Best Practices" guide; have the applications flow through the University's applicant tracking system, which provides for a voluntary equity disclosure, and ensure that the Committee is educated with respect to recruitment practices, equity, diversity and inclusion and unconscious bias. In addition, the HRDO/Human Resources supports the Provost and the Committee, sits on the Committee as the Equity Officer, and ensures that the above process is followed.

In terms of overall faculty recruitment, working with the UWFA labour management sub-committee on Employment Equity, we are taking the following steps commencing with faculty hires in 2018/19:



UWinnipeg and total). Our review showed no imbalance in salary or institutional research support. Salaries were aligned with academic rank and our faculty collective agreement. Academic ranks were consistent with years of service. All active Chairholders during this time received CFI funding to support the creation of research centres/lab space to support their research programs.

A more robust review will be completed for the term April 1, 2019 – March 31, 2020 when we

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

The Vice-President Human Resources, Human Rights and Diversity Officer, and the Program Officer, Research Development worked with the UWFA labour management sub-committee on Employment Equity in the drafting of the 2017 action plan, and the 2018 annual report. Members of the UWFA labour management sub-committee on Employment Equity who consisted of members of various equity groups, and current CRC Chairs, faculty members, and the Deans of the University's two largest faculties provided verbal and written feedback on the action plan and annual report.

The 2018 annual report was also reviewed by the active chairholders who provided verbal and written feedback, and members of the university's senior administration including all Faculty Deans, the Vice-President's (Academic, HR, Research



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enable us to completely assess the University's working environment - further study is likely required. We also believe the Athena Swan process may provide an opportunity to undertake this additional work.

Ensure existing policies, agreements, and plans that may influences UWinnipeg's CRC program



Enhance training for all university faculty and staff on unconscious bias and the importance of EDI in the workplace
Provide resources for faculty and staff including online modules and in-person training
Development of a clear process for training and support; development of benchmark for training levels and track annual progress
N/A

Developing and implementing the training including a variety of modules that will include



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

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

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

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

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

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

1) Equity, Diversity and Inclusion Objectives and Measurement Strategies

- impactful equity, diversity and inclusion objectives, indicators, and actions that will enable swift progress towards:
 - addressing disadvantages currently experienced by individuals of the FDGs; and
 - meeting the institution's equity targets and goals by December 2019—aggressive objectives must be set using this timeline based on the number of chair allocations that are (or will become) available in the institution within the next 18 to 24 months (the 18 months starts as of December 15, 2017, when the action plan is implemented).
- objectives should be S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely), and include a measurement strategy for monitoring, (,)-5.15007()5.74033(p8(y)9.93324(s51(0)0.590251(1)0.590251(9 493(i)4u07(c)-0.958493(t)-5.15007(i



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

3) Collection of Equity and Diversity Data

Provide a description of:

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