



2019

Canada Research Chairs Program Equity, Diversity and Inclusion Action Plan



**Prepared on behalf of Memorial University's Canada
Research Chairs Program Equity, Diversity and
Inclusion Plan Advisory Committee**

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September 27, 2019

Marie-Lynne Boudreau
Deputy Director, Policy, Performance, Equity and Diversity
Tri-agency Institutional Programs Secretariat
350 Albert Street
Ottawa, Ontario K1P 6G4

RE: Canada Research Chairs, Institutional Equity, Diversity and Inclusion Action Plans

Dear Dr. Boudreau:

It is with great pleasure that I write this letter to the Tri-agency Institutional Programs Secretariat and affirm Memorial University's commitment to working towards becoming a truly inclusive, diverse, and equitable institution.

Memorial's mission states that we are "an inclusive community dedicated to innovation and excellence in teaching and learning, research, scholarship, creative activity, service and public engagement. Memorial welcomes and supports students and scholars from all over the world and contributes knowledge and expertise locally, nationally and internationally". Initiatives such as Memorial's Canada Research Chair Program Equity, Diversity and Inclusion Action Plan are at the centre of our efforts to affirm our commitment to inclusivity, foster a vibrant culture that celebrates our diversity, and proactively build and support an equitable learning and working environment for our increasingly diverse student body and workforce.

We stand by this mission wholeheartedly, but have found, through the development of our Action Plan, that there are some gaps in our services that have led to challenges for our employees and students. In the past few years, Memorial has been undergoing a radical transformation in our student body, driven by our tremendous research growth. We are shifting from a largely homogeneous student population based in Newfoundland and Labrador to a far more diverse community comprising many different cultures from around the world. We welcome and encourage this ongoing transformation while we rapidly aim to catch up to our changing profile. Our province also has the largest Indigenous population of all the Atlantic provinces and we strive to build strong relationships with these communities through research partnerships and student programs.

EDI is one of Memorial's utmost priorities. We are dedicated to fostering diverse citizenship and motivated to be an instrument of positive change. We are currently in the process of recruiting a new President and Vice-Chancellor who has "a deep commitment to equity, diversity and inclusion". We are creating the position of Associate

Vice-President (Academic) (Equity, Diversity, Inclusion) who will be a leader and resource for ongoing activities and actions that align with Memorial's Action Plan, galvanizing the community in its efforts to assist members of the FDGs and underrepresented groups. The Faculty of Medicine is creating a new Assistant Dean (Faculty Wellness, Equity, and Professionalism). This fall, we are expecting to launch a "cluster" set of five to six new faculty hires specifically targeting underrepresented groups. And we are creating a central EDI and Rights office to enable education about, and implementation of, relevant policy. We are excited about these developments and hope they will mark our universal commitment to EDI, ensuring the continued success of Memorial's *Employment Equity and Diversity Plan: 2019-2021* and overseeing reviews and revisions of Memorial's policies and practices to foster a culture of inclusion.

Further, Memorial's Centre for Institutional Analysis and Planning and the Department of Human Resources are deploying surveys of current employees and exit interviews to improve Memorial's quantitative understanding of the composition of the community, and to enable identification and removal of barriers faced by the FDGs and other underrepresented groups.

The CRCP EDI External Review Panel assigned a rating of "Partially Satisfies" to the previous iteration of Memorial's Action Plan, with the reviewers requesting additional detail in the following areas:

- (a) Whom did we consult to develop Memorial's CRCP EDI AP? How did we consult with them?
- (b) What systemic barriers exist at Memorial for CRC chairholders, and more generally for members of the FDGs?
- (c) What will we do to remove these barriers?
- (d) What are the objectives of the Plan? Are there CRC- and FDG-focused objectives?
- (e) How will we measure our progress, and adjust our approach if necessary?

Memorial's 2019 Action Plan speaks directly to these points in detail, but the following provides a brief overview.

Our Action Plan was developed through a comparative review of the applications of our current CRC chairholders, through various consultative town hall sessions at Memorial's campuses, through engagement with the external community, and through numerous targeted consultations with various groups (the Internationalization Office, the Special Advisor to the President on Aboriginal Affairs, the Disability Inclusion Group) who provide support and guidance regarding equity, diversity, and inclusion at Memorial (see page 15 of the Action Plan). Additionally, Memorial contracted a third-party consultant to conduct a survey of its 21 CRC chairholders with the aim of identifying barriers that exist for all of our CRC chairholders, and for members of the FDGs and other underrepresented groups. With the overarching purpose of identifying and overcoming barriers that negatively impact members of the FDGs and other underrepresented groups, Memorial has developed nine Objectives (see Table 4 on page 20) encompassing a wide variety of planned, in progress, or completed and implemented actions. These actions will serve to remove barriers faced by Memorial's current and future CRC chairholders, but, because they are also part of the Institution's broader *Employment Equity and Diversity Plan: 2019-2021*, many of them will generate additional far-reaching impacts at all levels of the institution. Actions range from community activities, such

as establishing education sessions for EDI principles and intercultural awareness, to seeking and collecting data on employee experience to measure and evaluate the effectiveness of our efforts. The Action Plan includes a comprehensive review of institutional policies and targeted hiring practices as well as improving support for and representation of the FDGs in the faculties.

Memorial's Action Plan is a major component of Memorial's commitment to developing a culture of equity, diversity, and inclusivity in all of its operations. The Plan not only addresses concerns raised by the review committee but also takes measures to support our community and overcome existing barriers, to gather more information to better understand our workplace, workforce, and community, and to proactively support and foster the growth of our FDGs and other underrepresented groups.

Please feel free to contact me if you have if you have any questions.

Sincerely,



Noreen Golfman
Provost and Vice-President (Academic)

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About Memorial University

At Memorial University, we respectfully acknowledge the territory in which we gather as the ancestral homelands of the Beothuk, and the island of Newfoundland as the ancestral homelands of the Mi'kmaq and Beothuk. We would also like to recognize the Inuit of Nunatsiavut and NunatuKavut and the Innu of Nitassinan, and their ancestors, as the original people of Labrador. We strive for respectful relationships with all the peoples of this province as we search for collective healing and true reconciliation and honour this beautiful land together. This land acknowledgement was created collaboratively with the five Indigenous groups in the province.

Established as a memorial to the Newfoundlanders who lost their lives during active service in the First World War and subsequent conflicts, Memorial University serves to honour that great sacrifice by providing education and its benefits to the people of this province. To fully appreciate the growth and success of Memorial University you need to have an understanding of our humble beginnings. In September 1925 Memorial University College (MUC) first opened its doors to 57 students seeking two years of university training in science or the arts – prior to MUC there was no path to post-secondary education on the island. The College added several programs over the years, most significantly Education as it became clear that provincial literacy rates were extremely low and teachers usually lacked any kind of formal training (literature shows that in 1949 only 57 of 2,357 teachers in Newfoundland and Labrador had degrees). In an act to improve the quality and accessibility of post-secondary education, MUC was transformed into Memorial University of Newfoundland and began offering full degree programs in 1949.

In the 1950's new programs in philosophy, commerce, geology, linguistics, pre-forestry, physical education, sociology and psychology were added to the curriculum. However, it was perhaps the move to our present campus that was the most significant event in the institution's history since its opening in 1925. Memorial now had room to grow and in the 1960's Memorial introduced doctoral degrees in English and Chemistry and purchased buildings in Harlow, England to serve as an extension campus. A senate review led to the creation of new programs and established a School of Nursing and a School of Medicine. In 1979 Memorial opened Sir Wilfred Grenfell College in Corner Brook and in 1992 the Fisheries and Marine Institute became part of the University.

Today, Memorial is one of the largest universities in Atlantic Canada with five campuses, as well as an institute in Labrador, that offers more than 100 degree programs. From the classics to advanced technology, Memorial offers certificate, diploma, undergraduate, graduate and postgraduate programs both in the classroom and online. As of 2019, there were a reported 1,549 faculty and 2,338 staff, supporting more than 18,000 students from over 100 countries. A global network of more than 90,000 accomplished alumni strengthens Memorial University's capacity and reputation for leadership in research, teaching and public engagement.

A few quick facts about our student body (data captured in **Appendix 1**):

- 2018 student demographics include a breakdown of places of origin, with 76.1% of our undergraduate students but only 39% of graduate students originating from Newfoundland

and Labrador. 65.6% of those students hail from urban areas.

- Our international community is growing, and rapidly. From 2014-2018, the international undergraduate population grew from 7.8 to 12.2%, and the graduate international population grew from 28.9 to 37%. The growth in international graduate students has mirrored the decline in NL graduate students.
- From 2014-2018, a steady 6% of students have identified as Indigenous people.
- 57.3% of students are women, decreasing every year from 59.6% in 2014.

Data shows that of Memorial's total full-time faculty, women constitute 31.1% of the full professor positions, 44.3% of the associate professor positions and 50.4% of the assistant professor positions. In all, women faculty are 42.1% of Memorial's academic body. As of March 2019, Memorial University employed approximately 2300 staff members, 55.7% of which identified as women.

Memorial recently deployed an online, six-question employment equity self-identification survey that it encourages employees to complete. The confidential survey is designed to help the university better understand its workforce and develop initiatives to improve inclusiveness and diversity. Over the last three years since the inception of the survey, the response rate went from 51% in 2017 to 67% in 2019. Of those who completed the survey this year; 7.44% identified as a member of a visible minority, 6.88% identified as a member of a sexual minority group, 3.59% identified as a person with a disability and 2.37% identified as Indigenous; each of these groups have increased over the three years of the survey with the exception of visible minorities, which have decreased from 7.60 to 7.44%

As one of the top 20 research universities in Canada, Memorial has more than 30 research centres and receives ~\$100 million in external research funding annually. We currently have more than 1,500 graduate fellowships and 854 PhD students due to a strong investment from the university and our funding partners. Our research strengths address globally identified needs and opportunities in areas such as social justice, environment including oceans, Aboriginal peoples and medical genetics just to name a few.

Our many disciplines have gained world-class reputations and our faculty members have been recognized with numerous prestigious awards and honours for their meaningful contributions to society. The SSHRC Impact Awards (including Gold Medal and Insight Award), the Governor General's Innovation Award (2018 and 2019), the Arctic Inspiration Prize (2014 and 2016), fellowship and membership to the Royal Society of Canada, Trudeau Fellowships, the Order of Canada and the UN's Climate Solution Award are just a few of the national and international accolades that demonstrate Memorial's place as a global research university.

The Canada Research Chair Program (CRCP) has provided Memorial an opportunity to strengthen its research culture and reputation by retaining outstanding researchers and recruiting new faculty members with exceptional research records. Memorial has employed 35 Tier 2 and 15 Tier 1 chairs since the inception of the program in 2000.

Memorial is currently home to 21 active Canada Research Chairs:

Tier 1 Chairs	
Dr. Harris Berger	Canada Research Chair in Ethnomusicology
Dr. Faisal Khan	Canada Research Chair in Offshore Safety and Risk Engineering
Dr. Michael Leitges	Canada Research Chair in Cell Signaling and Translational Medicine
Dr. Uta Passow	Canada Research Chair in Biological Oceanographic Processes
Dr. John Schouten	Canada Research Chair in Social Enterprise
Dr. Sue Ziegler	Canada Research Chair in Boreal Biogeochemistry

Tier 2 Chairs	
Dr. Amanda Bates	Canada Research Chair in Marine Physiological Ecology
Dr. Touati Benoukraf	Canada Research Chair in Bioinformatics for Personalized Medicine
Dr. Alex Bihlo	Canada Research Chair in Numerical Analysis and Scientific Computing
Dr. Julia Christensen	Canada Research Chair in Northern Governance and Public Policy
Dr. Daniel Fuller	Canada Research Chair in Population Physical Activity
Dr. John Jamieson	Canada Research Chair in Marine Geology
Dr. Craig S. Moore	Canada Research Chair in Neuroscience and Brain Repair
Dr. Hai Nguyen	Canada Research Chair in Health Policy Evaluation and Health Care Sustainability
Dr. Michelle Ploughman	Canada Research Chair in Rehabilitation, Neuroplasticity and Brain Recovery
Dr. Heather Reader	Canada Research Chair in Chemistry of the Ocean and Atmosphere
Dr. Katleen Robert	Canada Research Chair in Ocean Mapping
Dr. Rachel Sipler	Canada Research Chair in Ocean Biogeochemistry
Dr. Nicholas Welch	Canada Research Chair in Change, Adaptation and Revitalization of Aboriginal Languages
Dr. Benjamin Zendel	Canada Research Chair in Aging and Auditory Neuroscience
Dr. Baiyu (Helen) Zhang	Canada Research Chair in Coastal Environmental Engineering

Equity, Diversity and Inclusion at Memorial University

Memorial University is strongly committed to equity, diversity and inclusion. We list “inclusiveness and diversity - embracing and acting on responsibility to guarantee diversity and equity” as one of our core values (https://www.mun.ca/president/home/VMV_posterBW.pdf). Memorial’s dedication to fostering diverse citizenship and motivation to be an instrument of positive change is led by our most senior university officials. We are currently in the process of recruiting a new President and Vice-Chancellor, and in keeping with Memorial’s culture of inclusion, are looking for someone who has “a deep commitment to equity, diversity and inclusion”. Memorial is creating the position of Associate Vice-President (Academic) (Equity, Diversity, Inclusion) who will be a leader and resource for ongoing activities and actions that align with Memorial’s Action Plan, galvanizing the community in its efforts to assist members of the FDGs and underrepresented groups. This new AVPA position will be central to the creation of an institutional EDI and Rights office that will enable education about and implementation of relevant policies. Also, the Faculty of Medicine is creating a new Assistant Dean (Faculty Wellness, Equity, and Professionalism) position.

Newfoundland and Labrador has the largest Indigenous population of all the Atlantic Provinces, and as such, it is critical for Memorial to build strong relationships with the Indigenous communities and to ensure appropriate consultation and engagement while building research partnerships and student programs. In 2018, Memorial appointed an Associate Vice President (Research) (Indigenous Research) (AVPR-IR). The AVPR-IR and the Office of Aboriginal Affairs, guided by the President’s Advisory Committee on Aboriginal Affairs and an external planning consultant, are supporting the creation of the university’s research Indigenization strategy. The release of the Truth and Reconciliation (TRC) report in 2015 and the subsequent adoption of Universities Canada’s Principles on Indigenous Education have compelled Memorial to re-examine our approach to the inclusion of Indigenous Peoples in the academy. Together, this working group is supporting the university’s efforts to make the planning process as collaborative as possible, while recognizing the individual and collective needs of all stakeholders across Memorial’s campuses and Newfoundland and Labrador. Memorial’s Research Indigenization strategy is to be introduced in Fall 2019.

Employment equity is a key responsibility for a wide range of leaders at the university. As the senior university official responsible for employment equity, the President works with a range of groups and positions to verify that equity is maintained. The senior executive of the university review employment equity activities in their respective units, and also play a significant role in major pan-institutional initiatives. In 2016, Memorial’s Vice-Presidents Council - which is the senior administrative committee of the University with responsibility for pan-university operations and affairs, for matters that cross over vice-presidential portfolios, and for making recommendations to the President - established the Employment Equity and Diversity Advisory Committee (EEDAC) to provide advice on matters relating to diversity, equity and inclusion in employment.

The EEDAC comprises:

1. The Director of Human Resources (Committee co-Chair)
2. The Director of Faculty Relations (Committee co-Chair)
3. Ten employees chosen to ensure representation from:
 - a. all campuses,
 - b. both bargaining unit and non-bargaining unit members
 - c. both faculty and staff
 - d. diverse groups from the University community, including each of the four designated groups (FDGs) associated with the Federal Contractors Program and including representation from LGBTQ2+ communities
4. The Manager of Organizational Effectiveness
5. The Employment Equity Officer

Equity in employment is guided by our **Equity, Diversity and Inclusion in Employment policy (Appendix 2)** which specifically aligns with the Newfoundland and Labrador Human Rights Act, 2010 and the Federal Contractors Program as outlined in the Employment Equity Act (S.C. 1995, c. 44). The policy outlines the University's commitment to diversity and equity in employment, with the objectives of recognizing, preventing, and eliminating disadvantage or discrimination; and creating and maintaining a culture that supports a diverse, inclusive, and welcoming workplace. It includes specific reference and provision for the CRCP, and commits the university's compliance with the equity, diversity and inclusion elements of the program.

Memorial's Equity, Diversity and Inclusion in Employment Policy, in combination with the CA, preserves and enhances the inclusiveness of our work environment. The above described process, policy and oversight structure applies to opportunities related to the CRCP as it does to all career and training opportunities at Memorial.

Memorial's Action Plan Development, Governance and Responsibility

Memorial University first launched its Canada Research Chairs Program Equity, Diversity, and Inclusion Action Plan (referred to as the "Action Plan") in December 2017. In alignment with best practices recommended by the CRCP, the Action Plan was developed by the EEDAC CRCP EDI Action Plan Advisory Sub-Committee, which comprises individuals from each of the FDGs, representatives from the LGBTQ2+ community, current CRC chairholders, faculty, and administrators from the office of Strategic Institutional Research Initiatives (SIRI), who are responsible for implementing the CRCP at the institution. The Action Plan was developed with engagement, establishment of oversight, and assignment of responsibilities throughout the institution, up to the most senior positions of Memorial University (**Figure 1**). The recommendations of the Advisory Sub-Committee, including the Action Plan itself, were subject to review and approval by the EEDAC. Memorial's Action Plan was developed to have several objectives, indicators, and actions to direct the institution to ensure equitable treatment of CRC chairholders and other academic staff who are members of the FDGs. The Action Plan will enable the institution to achieve this goal by addressing disadvantages experienced by these groups, to

monitor and adjust the implementation of these objectives, and will enable Memorial to meet and exceed the targets and goals of the CRCP by December 2019.

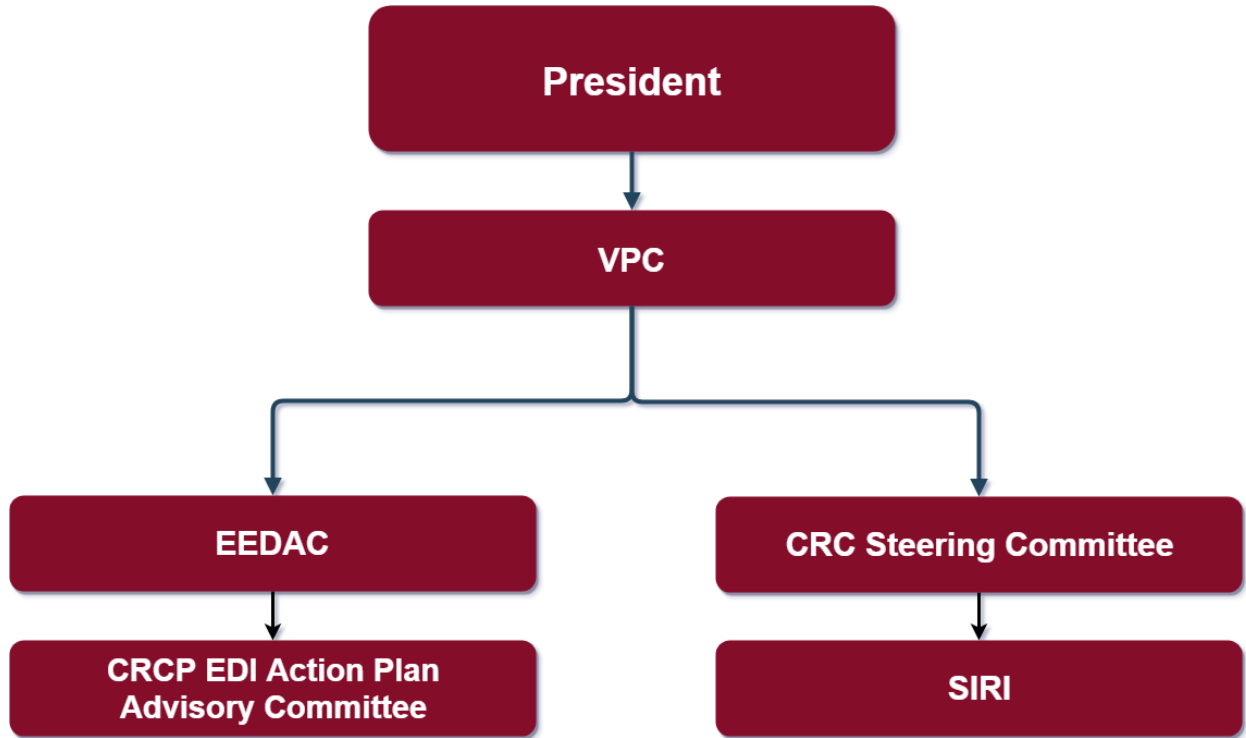


Figure 1. Governance structure for Memorial University’s CRCP EDI Action Plan and administrative oversight for the CRCP. The Advisory Committee, includes representatives from the Employment Equity and Diversity Advisory Committee (EEDAC), active CRC chairholders, and representatives from Strategic Institutional Research Initiatives (SIRI). SIRI is the administrative unit responsible for supporting Memorial’s engagement in the CRCP as delegated by the CRC Steering Committee (comprising the Vice-President (Research), the Provost and Vice-President (Academic), the Associate Vice-President (Indigenous Research) and the Associate Vice-President (Academic)). Vice-Presidents Council is the senior administrative committee of the University, chaired by the Provost. It is a decision-making body with responsibility for pan-university operations and affairs, for matters that cross over vice-presidential portfolios, and for making recommendations to the President on matters within their sole authority.

The CRC Steering Committee, which includes senior administrators, reviewed the Action Plan. In alignment with the *Reallocation, Renewal and Reduction of Canada Research Chairs (CRCs) at Memorial University* policy (**Appendix 3**), the Committee is responsible for ensuring that the objectives of the Action Plan are being met. The Committee also makes recommendations to the VPC which is responsible for all final decisions related to the program at Memorial.

The Memorial community was broadly consulted about the Action Plan. Members of the EEDAC’s Advisory Sub-Committee also had oversight for a focused consultation with Canada Research Chair holders which was conducted by a third party consultant (see ***Institutional Assessment***

Methods and Results). The work of the EEDAC and its Sub-Committee contributed to the completion of the employment systems review, the comparative review and the environmental scan. The combined information from the work of the committees and the broader consultations together informed Memorial's objectives, actions and indicators or Memorial's action plan.

The Action Plan was revised in December 2018 to capture developments, chief among them being the November 2018 launch of the Employment Equity and Diversity Plan: 2019-2021 (EEDP, **Appendix 4**). The EEDP enabled Memorial to meet CRCP requirements by incorporating a comprehensive list of actions related to recruitment, and the collection of data on employee experience, providing an updated institutional employment systems review and an environmental scan. Measures of the Action Plan are both informed by, and embedded in the EEDP, as well as in Memorial's newest Collective Agreement with its Faculty Association (**Figure 2**).

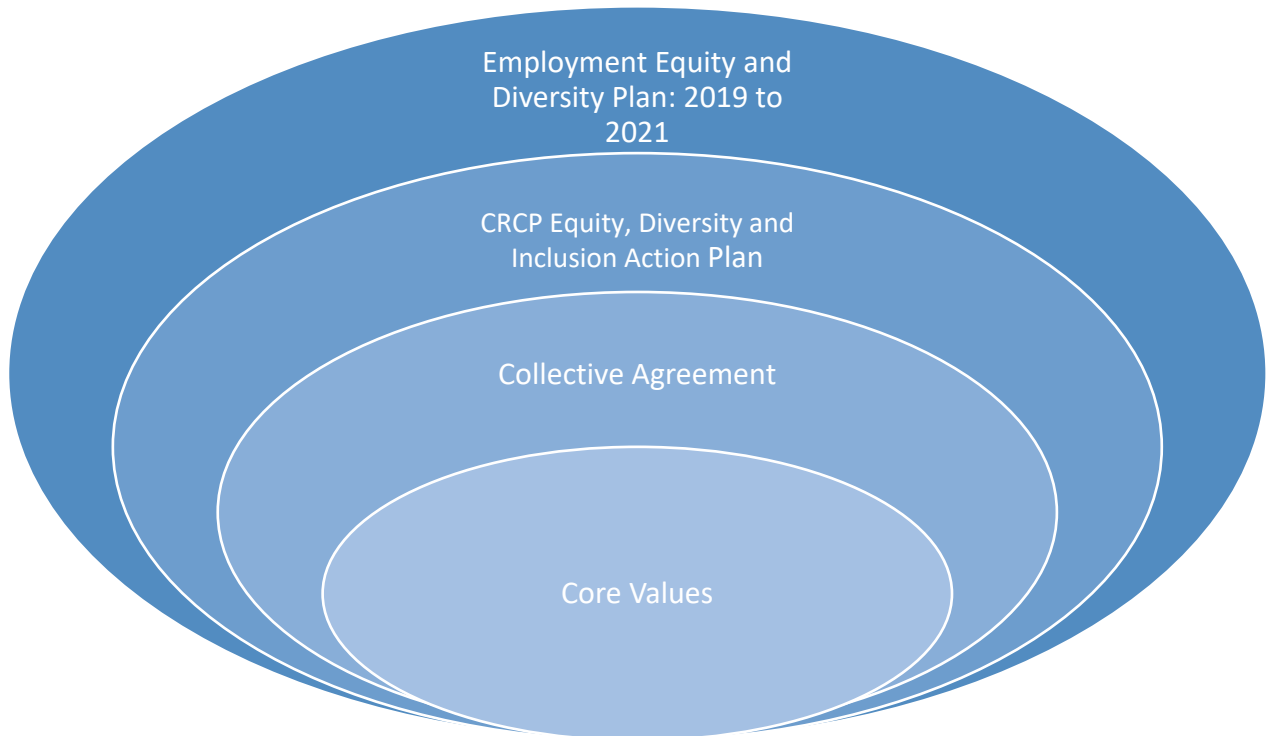


Figure 2. Relationship between Memorial's CRCP EDI Action Plan, its Employment Equity and Diversity Plan: 2019-2021, and its Collective Agreement with its Faculty Association.

The Action Plan is reviewed and revised regularly in alignment with other changes in EDI at Memorial University and beyond, such as in accordance with the requirements of the CRCP, with changes to policies and procedures at Memorial University, and to ensure ongoing consistency with Memorial's Collective Agreement with its Faculty Association. Thus, Memorial University's 2019 CRCP EDI Action Plan should be viewed as a living document. We will continue to develop and advance the objectives, indicators and actions of the plan to improve Memorial's research

environment mitigate disadvantages currently experienced by individuals of the FDGs and the LGBTQ2+ communities. At a minimum, progress in achieving the goals and actions identified in the Action Plan will be reviewed and/or revised, in alignment with program requirements, annually.

Management of Canada Research Chair Allocations at Memorial

The following is an overview of how the CRCP is managed at Memorial, followed by explanation and discussion of the findings of these assessments in the section ***Institutional Assessment Methods and Results***.

Resources and Support Provided for Chairholders

Memorial's CRCP policy states that the level and types of support to be provided for a Chair (e.g. space, protected time for research, portions of the Chair award that will be made available for research, other funding or support, administrative support, mentoring, etc.) is developed and approved prior to recruitment for a Canada Research Chair. Proposals to establish Chairs in the academic units are submitted to a university committee whose members are drawn from across all campuses as defined in Memorial's CRCP policy, and must specifically note commitments that will be made for the chairholder once they are recruited and awarded a Chair. The proposal must indicate resources to be provided upon commencement of the Chair term, and Chair allocations resulting from successful proposals must honour the commitments made in the initial proposal. If it is determined that a change to the commitments is needed to better suit the research program of the Chair, then any such change must be reviewed and approved by the CRC Steering Committee as per *Memorial's Financial Arrangements for Canada Research Chairs (Appendix 5)* in order to ensure Chairs are being treated equitably. Memorial's CRC Financial Arrangements also provide specific requirements for use of CRC funds, and dictates that a portion of the funding must be reserved to support the research of the Chair directly, particularly as units must provide for full salary of the Chair within 3 years of the start of any Chair. In addition, other specific elements of support for the Chair, including determination of appropriate salary, are defined in the Collective Agreement (Article 32). The Collective Agreement specifies steps of pay that are calculated in accordance with specific past experience including years of experience, highest degree, prior position rank and other relevant experience as articulated in the agreement. In this regard, the Collective Agreement is designed to provide safeguards to ensure that individuals from the FDGs are not disadvantaged in negotiations related to the level of institutional support provided to them. An evaluation of this process in terms of equity is below.

Recruitment Practices for Canada Research Chairs

Memorial's policies and its Collective Agreement with its faculty association describes several mechanisms for increasing employment equity during recruitment of faculty members and CRC chairholders. Article 30 of the Collective Agreement (Employment Equity), which applies to all faculty recruitment at Memorial, including that which engages the CRCP, serves to maintain measures to promote equity as defined in the federal Employment Equity Act (1995). The Agreement provides for the establishment of a Joint Faculty Association/University Employment

Equity Committee (Joint Equity Committee, or JEC) which assists the University Employment Equity Officer in managing the employment equity program for the University's academic community. The JEC includes representation from the FDGs and assists Academic Units in the development of hiring goals and other measures to reduce imbalances among target groups.

During faculty recruitment, in the event that at least one applicant self-identifies as a target group member (though an equity survey provided to applicants in a format that meets candidate needs; **Appendix 6**), the JEC is engaged to review the curricula vitae of candidates and provides advice to the relevant Administrative Head in advance of interviews. In faculty recruitment, it is expected that search committee recommendations give preference, in rank order, to underrepresented target group candidates when the qualifications of target group and non-target group candidates are substantially equal and meet the criteria for appointment. The JEC is authorized to review procedures, actions, and outcomes related to recruitment and appointment of academic staff members to ensure that due emphasis is given to increasing, as appropriate, the proportion of target groups. Memorial's equity targets are set in alignment with the terms of the Collective Agreement, which states that under-representation of a target group exists when the proportion of employees from a given target group is less than the proportion of persons from that group in the total pool of persons who: a) have graduated in Canada within the previous three years from the degree program normally required for an appointment at this University in their discipline; or b) are Canadian citizens or permanent residents of Canada. When under-representations are detected, the expectation is that Memorial will make a positive attempt in good faith to recruit target groups. These measures are evaluated for effectiveness in the actual diversity of hires below.

Memorial's advertisements for Chair opportunities include language recommended by the CRCP to enable candidates to verify eligibility in the event of career gaps due to parental or health related leaves or for the care and nurturing of family members. Prospective applicants receive direct support from SIRI towards submitting documentation to the CRCP to verify eligibility, which is of particular importance for supporting Tier 2 Chair applicants. Memorial's Collective Agreement also directly addresses parental and health related leaves as well as other leaves or absences (e.g. compassionate leave, political leave, etc.), laying the groundwork for possible grievances if this is not met. The degree to which this is used is detailed below.

Finally, to further support an open and equitable recruitment environment, Memorial provides unconscious bias training and development activities for administrators and faculty involved in the recruitment and nomination processes for Chair positions. This training is provided at the initial search committee meeting(s) convened by the administrative head of an academic unit and is conducted by Memorial's Employment Equity Officer. Memorial incorporates the CRCP's unconscious bias training video in its training, supplemented with primary literature dealing with unconscious bias, and supported discussion with the Employment Equity Officer. This training has been implemented for all Canada Research Chair opportunities and administrative hires and is being expanded to become a requirement of all academic hiring committee chairs. Broadening this training across Memorial will work toward building a culture and environment that can progressively remove systemic barriers and mitigate biases. Since its implementation, 100% of

committee members on CRC searches complete this training. The effectiveness of the training (whether it results in increased diversity of hires in target groups) is detailed below.

Institutional Assessment Methods and Results

In the development of Memorial's Action Plan, the effectiveness of the policies and procedures that directly or indirectly guide the institution's management of the CRCP was assessed through a review of the employment systems in place, a comparative scan of the successful proposals of our 21 CRC chairholders, and an environmental scan that centred on a survey of our Chairs:

- 1) Employment Systems Review: to identify the extent to which the institution's current recruitment practices are equitable; an equity review based on barriers or practices that could be having an adverse effect on the employment of individuals from the FDGs, thereby effecting diversity. The system review identified corrective measures that can be taken to address systematic inequities.
- 2) Comparative Review: a diversity review conducted by gender, designated group, and field of research to assess the level of institutional support provided to all current chairholders. The comparative review was conducted to assist in proposing measures to address systemic inequities.
- 3) Environmental Scan: to gauge the health of the institution's current workplace environment and the impact that this may be having (either positive or negative) on the institution's ability to meet its equity, diversity, and inclusion objectives. Measures were then taken to address issues identified by the scan.

1. Employment Systems Review

In November 2018, Memorial launched its Employment Equity and Diversity Plan: 2019-2021 (EEDP, **Appendix 4**), which enabled the institution to address CRCP requirements by providing an updated institutional employment systems review and an environmental scan. These assessments provided Memorial with the information required to develop and implement actions that are necessary to enhance equity, diversity and inclusion for all employees – including CRC chairholders – in our environment. Along with the EEDAC, the Department of Human Resources and the Office of Faculty Relations have taken a lead role in developing the EEDP in consultation with employees, employee groups, unions, community agencies and other related stakeholders.

The EEDP reported the results of the employment systems review that was conducted to inform both the EEDP and the CRCP EDI Action Plan. These two plans are coordinated by design to ensure that the objectives of the Action Plan are embedded in a broader institutional plan that will make those objectives both achievable and sustainable, and to avoid having objectives for a single program at Memorial unanchored in broader institutional objectives. While the EEDP sets forth objectives and actions for all employment groups at Memorial and also looks forward to align with Dimensions: Equity, Diversity and Inclusion Canada (newly named in 2019, and developed

from the Made-in-Canada Athena SWAN Charter), the Action Plan specifically highlights and adopts the objectives and actions most relevant to Memorial's engagement with the CRCP.

Table 1. Chairholders as distributed among academic units at Memorial.

Faculty	CIHR	NSERC	SSHRC	Total
School of Music			1	1
Faculty of Engineering and Applied Science		2		2
Faculty of Medicine	5			5
Faculty of Science		7		7
Faculty of Business Administration			1	1
Faculty Humanities and Social Sciences			2	2
School of Human Kinetics and Recreation	1			1
School of Pharmacy	1			1
Marine Institute		1		1
Total	7	10	4	21

Memorial currently has 21 CRC chairholders across 9 academic units (**Table 1**). Breaking down the distribution of chairholders relative to genders shows that women are underrepresented among both Canadian Institutes of Health Research (CIHR) and Social Sciences and Humanities Research Council (SSHRC) Canada Research Chairs at Memorial, and have higher than target representation among Natural Sciences and Engineering Research Council (NSERC) Canada Research Chairs.

For this Action Plan and as required for annual reporting for the CRCP, Memorial analyses the current targets and gaps using self-identification data of its CRC chairholders. Equity targets and

Table 2. CRCP Equity and Diversity Targets and Gaps.

Designated Group	Target (percentage)	Target (actual number)	Representation (actual number)	Gap (actual number)
Women	31%	7	9	0
Indigenous peoples	1%	0	Withheld*	Withheld*
Persons with disabilities	4%	1	Withheld*	Withheld*
Visible minorities	15%	3	Withheld*	Withheld*

* Data for representation and gaps are withheld where self-identification numbers are below 5 or where data may be used to deduct self-identification numbers below 5.

gaps (most recently updated in August 2019) are presented in **Table 2**. Memorial University uses the CRCP “Target-Setting Method” provided by the program to calculate the chairholder diversity targets to review the effectiveness and impact of their strategies for addressing gaps in its administration of the CRCP. Since the implementation of reporting on equity and diversity targets by the CRCP, Memorial has met or exceeded CRCP equity targets for some of the FDGs. Memorial is unable to report further information about visible minorities, Indigenous persons or persons with disabilities to ensure confidentiality of its chairholders. This is in alignment with program requirements that stipulate data are withheld where self-identification numbers are below 5 or where data may be used to deduct self-identification numbers below 5 (see **Table 2**). As one of its Action Plan Objectives, Memorial anticipates using targeted or cluster hires to advance representation of all of the FDGs among chairholders across disciplines.

Note that while the CRCP target at Memorial for Indigenous peoples is currently 0, Memorial has commenced a targeted search for an Indigenous scholar. The institution is seeking to exceed this target in light of the recommendations of the Truth and Reconciliation Commission’s Calls to Action and Memorials’ own growing commitment to Indigenization.

To enable the institution to meet - and ideally, exceed - current and future equity and diversity targets, Memorial commits to several objectives, including: broader advertisement of Chair opportunities, such as within graduate studies offices; advertising that specifically targets underrepresented groups, including in publications and venues for target groups (such as the Native American and Indigenous Studies Association job board); establishing funding to support opportunity advertisements; and undertaking targeted hiring efforts, including cluster hires for FDGs (with support from the NL Human Rights Commission (**Appendix 7**)). These actions align with recommendations derived from consultations conducted as part of the development of the EEDP, as well as from recommendations derived from the consultation survey conducted with chairholders (and additional high-intensity and high-impact faculty to expand diversity in respondents) for this Action Plan (see **Environmental Scan**).

As part of the employment systems review conducted for development of the EEDP, in 2018 the university’s workforce was analyzed using the government of Canada’s Federal Contractors Program methodology and tools. National Occupational Classification and Employment Equity Occupational Group (EEOG) data were updated in Memorial’s Banner HR database for university positions. Employees were asked to provide or update their employment equity information by completing an on-line self-identification survey. The self-identification survey was updated in March 2018 to allow employees to select non-binary gender identity options and to self-identify their sexual orientation; 75.9 percent of employees had self-identified at the time of this review.

Memorial used the government of Canada’s Workplace Equity Information Management System (WEIMS) to compare the University’s workforce to applicable labour markets for the FDGs (i.e. 51.8% for women; 4.0% for Indigenous peoples; 8.4% for visible minorities and 4.5% for persons with disabilities). Note that labour market data for people with diverse gender identities and sexual orientations is not available. **Table 3** lists Memorial’s gaps in representation by EEOG, with CRC chairholders and other faculty positions captured under EEOG 03: Professionals.

The analyses demonstrate that there are significant gaps signaling systemic barriers for Indigenous peoples, visible minorities and persons with disabilities in Memorial's research community. Additionally, because EEOG 03 is not limited to chairholders and other faculty, the absence of a gap for women in this category could be ascribed to overrepresentation of women in other administrative roles. Certainly, results from the survey conducted with chairholders and other faculty demonstrated there are cultural and behavioural barriers to women in research positions at Memorial (see *Environmental Scan*). Moreover, while Memorial is meeting CRCP targets for women in Canada Research Chairs, this target is significantly below labour market availability for EEOG 03: Professionals. Overall, these issues raise considerable concerns about whether Memorial will be able to achieve and maintain diversity in Chairs in alignment with program targets, and the advancing targets that are anticipated from the 2019 program addendum, in the absence of additional intentional actions.

Table 3. Gaps in Representation by Employment Equity Occupational Group

Employment Equity Occupational Groups	Women	Indigenous Peoples	Visible Minorities	Persons with Disabilities
01: Senior Managers				-12 ¹
02: Middle and Other Managers			-32	
03: Professionals (including CRCs)		-11	-96	-25
04: Semi-Professionals and Technicians	-40	-15		-5
05: Supervisors		-9		-8
06: Supervisors: Crafts and Trades				
07: Administrative and Senior Clerical Personnel		-13		
08: Skilled Sales and Service Personnel				
09: Skilled Crafts and Trades Workers				
10: Clerical Personnel		-16		-13
11: Intermediate Sales and Service Personnel		-4		
12: Semi-Skilled Manual Workers		-1		
13: Other Sales and Service Personnel	-36	-12		-6
14: Other Manual Workers	-10	-1		

¹ EEOGs 01 and 02 are combined for persons with disabilities.

Accordingly, Memorial has set hiring goals between 2019-2021 to reduce gaps in its EEOGs as part of its ongoing efforts to establish an appropriately representative workforce. These targets were derived from a model that was developed for forecasting retirements for the calendar years 2019 to 2021. As the University has a very low rate of employee departures that are not due to retirements, these potential departures were not included in the model. For EEOG 03: Professionals, hiring goals are 8 positions for Indigenous peoples, 13 positions for visible minorities and 8 positions for persons with disabilities (see **Appendix 4**). One of the Objectives of the CRCP EDI Action Plan is to support these hiring goals with specific planning initiatives in Memorial's academic units and campuses. Since the EEOG 03 classification spans staff and faculty, responsibility for these hiring initiatives is shared between Faculty Relations and the Department of Human Resources, and is overseen by EEDAC.

2. Comparative Review

The Office of Strategic Institutional Research Initiatives (SIRI), the office responsible for supporting and submitting Canada Research Chair nominations on behalf of Memorial, conducted the comparative review for Memorial's CRCP action plan. The review examined the level of institutional support (protected time for research, salary and benefits, CRC funds used for salary vs. research support, additional research funds, administrative support and space), with additional analysis across FDGs and field of research. SIRI conducted this review by confidentially compiling information related to institutional support extracted from existing CRC applications for all current Memorial chairholders. The data were then anonymized for analysis. CRC chairholders were informed of this analysis, and Memorial's Privacy Officer was consulted regarding appropriate measures in conduct of this comparative review. Only aggregated results are reported in this action plan, and no confidential information is included in results reported.

As previously described in the section **Management of Canada Research Chair Allocations at Memorial**, the level of support provided for a given Chair is developed in advance of recruitment, and Chair allocations resulting from successful proposals must honour that original commitment. Memorial conducted a comparative review to verify the effectiveness of this policy and of the institutional CRCP procedures, but an analysis of resources afforded to chairholders as presented in Chair nominations provided insufficient information to draw solid, in-depth conclusions about the allocation of resources. While the analysis suggested that initial commitment of resources was largely consistent across the FDGs, actual outcomes are likely variable due to differences across academic units. For example:

- Protected time for research was generally presented as 50% course remissions, but since course loads vary across academic units, the actual outcome was difficult to assess, as actual teaching loads are not available in the dataset.
- All chairholders received some form of administrative support from within their academic units, but as the positions offered to provide this support varied across units, it is possible that the type and effectiveness of that support also varied.

- All Chairs received office space aligning with requirements as set out in the terms of Memorial's Collective Agreement with its faculty association, and all nominations reference commitments for research space; however, detailed descriptions were not provided within this comparative review to enable direct comparisons.

Despite the lack of solid conclusions, this review was still quite illuminating and valuable. It showed that there are gaps in our knowledge and our data about how the CRCP is being managed at Memorial, and it also demonstrated that our current policies and practices are unable to ensure that CRC chairholders are being resourced equitably, even when we know what those resources are. A qualitative survey of our CRC chairholders was conducted in order to improve our understanding of the actual support being offered, and to assess whether or not this support is being applied equitably to members of the FDGs and whether inclusive environments for CRCs in general and FDGs in particular are being provided (The results of this survey are described in the section **Environmental Scan** on page 17).

Memorial University normally reserves a significant portion of Canada Research Chair awards to directly support the research programs of the Chairs, but academic units may commit portions of the award to offset salary costs for the first 3 years of the award as stipulated in the procedures presented in **Appendix 5**. The Comparative Review showed that larger portions of awards were used to offset the salaries of women, and that other funds awarded (i.e. start-up funding) were also higher than average for women. While these two trends may be working to cancel out the discrepancy, that there is a discrepancy at all demonstrates inequality in the application of this policy across genders. Furthermore, variation in use of Chair awards to offset salary is not consistent across academic units, with the Faculty of Science and the School of Human Kinetics and Research retaining larger portions of Chair awards to support salary than all other academic units. Memorial has committed to reviewing and revising Memorial's *Financial Arrangements for Canada Research Chairs* (**Appendix 5**) in order to investigate and rectify these discrepancies in support among its chairholders.

Analysis of salary information in Chair applications indicated that mean salaries for women were lower than mean of salaries overall. Detailed data were not available to enable assessment of how compensation levels were calculated for Chairs. As stated above, compensation levels are determined in alignment with the terms of Memorial's Collective Agreement with its faculty association. While the Agreement provides safeguards designed to ensure that individuals from the FDGs are not disadvantaged in negotiations related to the level of institutional support provided to them, known differences in pay equity for women demonstrates that these safeguards are insufficient.

Memorial is committed to reviewing salaries at the institution to address gender-based pay inequities and to assessing the underlying cause of these inequities. A Gender Equity Fund of \$1,000,000 has been established, and will be administered by a Joint Gender Equity Salary Adjustment Committee (JGESAC) comprising two academic staff members appointed by its faculty association, two persons appointed by the institution, and a mutually-agreed upon Chair. Adjustments to salaries shall be assigned to academic staff members who self-identify as women,

when those salaries are judged to be inequitable when compared with the salaries of academic staff members who self-identify as men, within their academic unit. The work of the committee will be completed within 3 years, ending in 2022.

3. Environmental Scan

An institutional Environmental Scan was conducted to gauge the health of the institution's current workplace environment and the impact that this may be having (either positive or negative) on the institution's ability to meet its equity and diversity targets at Memorial. This type of review is the only way to assess inclusivity and certain forms of equity (such as service workloads and experiences) as well as the workplace cultures that do or do not support diversity. Memorial conducted this Scan as part of the development of its EEDP, which has shared goals with Memorial's CRCP EDI Action Plan. The Scan collected feedback from town hall sessions at Memorial's campuses, external community group consultations, and targeted consultations with a variety of groups and organizations to gather input from direct engagement with representatives of the FDGs, as well as a wide variety of stakeholders. A full listing of all groups consulted and the format of consultations is presented in detail in the EEDP (**Appendix 4**).

This consultation identified 38 actionable items, many of which can affect a number of equity groups with common challenges or barriers, and intersecting identities. From these 38 actions, in addition to those already identified in actions recommended in the Employment Systems Review section, several objectives were developed to strengthen the institution's ability to meet its equity, diversity and inclusion targets for the CRCP. These include: employee engagement, and specific objectives to address particular challenges Memorial identified with respect to women, Indigenous Peoples, visible minorities and persons with disabilities. Several objectives identified through Memorial's development of its EEDP were echoed in the Environmental Scan conducted with its CRC chairholders, as presented below.

Memorial University commissioned a third-party consultant (Knightsbridge Robertson Surette, KBRS) to develop, administer, and analyze an online qualitative survey (building on the survey that was developed by York University in development of its institution's Equity, Diversity and Inclusion Action Plan and endorsed by the CRCP) with its chairholders (**Appendix 8**). Because there are only 21 active chairholders at Memorial, Memorial invited other high-performance, high-impact researchers to participate in this survey to expand the diversity of the respondents, though CRC-specific responses were also collected and analyzed separately. Invitations were issued directly from the Office of the Vice-President (Research), and incorporated a snowball or chain sampling method. Chairholders and other researchers invited to participate in the survey were informed that they would not be asked to identify themselves by name, and that the information submitted would be provided back to Memorial by KBRS in aggregated form to protect identities. They were informed that the information from the survey will be used by the University to better its programs, resource allocations, policies, and related practices, and may be published in reports in aggregated form. It was expressly clarified that this information will be used in the ongoing enhancement of Memorial's CRCP EDI Action Plan. Invited participants were informed

that excerpts of qualitative data may also be published, and that though every effort will be made to protect confidentiality, informed readers may be able to identify them in our small university community. Participants were able to skip any question.

The full survey and analyzed results of the survey are provided in **Appendix 8**. While KBRS provided Memorial with individual comments from participants (randomized in order between questions, and redacted to remove identifying information), in alignment with the requirements outlined in the *Canada Research Chairs Institutional Equity, Diversity and Inclusion Action Plans: A Best Practices Guide (August 2019)*, only aggregate data and summary information are presented in this Action Plan.

The surveyed CRC chairholders highlighted numerous and significant barriers, as well as a variety of recommendations for ways that Memorial could overcome these barriers, and increase recruitment and retention of members of the FDGs and other underrepresented groups in order to meet equity targets. Areas of success were also highlighted. Note that the summaries below are specifically for CRC chairholders, and do not reflect the full diversity of FDGs because of our current make-up of CRC chairs.

Positive experiences:

- All respondents described the interview process as positive, rigorous, fairly standard, and taking more than one day. All respondents had lunch with appropriate representatives and met with the Dean or equivalent, while most met with graduate students and had supper with appropriate representatives.
- Most respondents experienced good support from the institution's CRCP office (Strategic Institutional Research Initiatives), while some received support from administrators within their respective Faculties.
- Most respondents reported support in various forms: teaching release, start-up and bridge funding, CFI support, lab renovations.

Challenges and barriers:

- Reluctance to self-identify from fear of discrimination or stereotyping, compounded by a lack of confidentiality/anonymity in a community that lacks diversity. This was particularly heightened for those who self-identified as having a disability.
- Challenges in meeting employment equity targets because of a workplace culture described as being sexist, ableist, racist, and supportive of male and heteronormative privilege.
- Variability in fulfillment of employment contracts among academic units, and challenges in receiving and/or modifying lab space.

- Lack of formal mentoring or orientation, few if any integration efforts by academic units.
- Lack of inclusion/recognition of diverse skills or of alternate ways of knowing.
- Insufficient understanding of EDI principles or employment equity in search committees.
- Diversity neither adequately celebrated in general, nor sufficiently emphasized in recruitment efforts in particular.
- Fewer tenure-track positions/more precarious employment for members of FDGs.
- Inconsistent fulfilment and lack of standardization of employment contracts.
- Insufficient information for recruits as to the workplace environment and their ability to flourish as a member of a specific FDG group (institution-wide accessibility information for people with disabilities, information on Indigenous communities)

Additionally, the survey participants were asked to provide recommendations for ways that Memorial could overcome these barriers and create a more inclusive environment to increase recruitment and retention of members of the FDGs and other underrepresented groups in order to meet diversity targets. Examples of suggested solutions to stated challenges include:

- Change in recruitment practices:
 - More targeted and meaningful diversity statements in job advertisements that go beyond boilerplate language
 - Broader advertising of targeted hiring for members of FDGs
 - Better training for search committees in EDI principles, employment equity beyond bias training
 - More tenure-track positions and fewer precarious contractual positions for FDGs
 - Better support for travelling interviewees (virtual interviews, travel/childcare assistance, more guidance for those coming from outside North America)
- Change in culture
 - Better formal orientation, mentorship, and department integration efforts
 - More CRC-focused orientation and meeting events
 - Clarity, consistency, and standardization in fulfillment of employment contracts
 - Training on what constitutes discriminatory behaviour
 - Recognition of diverse skills and experiences across the University community
 - Improved support of FDGs will lead to improved morale

The findings of the Environmental Systems and Comparative Reviews, the outcomes from the consultation process that led to the development of Memorial's EEDP, and the results of the

survey of our CRC chairholders have demonstrated that challenges and barriers exist for members of the FDGs and other underrepresented groups within the institution’s implementation and management of the CRCP, as well as for the entire workforce and student body. Some are infrastructural but many are cultural. Memorial has used these findings to inform the development of its CRCP EDI Action Plan.

Memorial’s CRCP Equity, Diversity and Inclusion Action Plan

In response to these findings, Memorial has developed a number of EDI objectives for the CRCP EDI Action Plan, each with corresponding actions aimed at satisfying these objectives and with indicators that will allow us to track our progress towards achieving these goals (**Table 4**). For each objective, we further outline what progress has been made with reference to the indicators since the original launch of Memorial’s Action Plan in 2017.

As required by the CRCP, Memorial’s plan objectives are S.M.A.R.T. (Specific, Measurable, Aligned with the wanted outcome, Realistic, and Timely), and include a measurement strategy for monitoring, reporting on progress, and course correcting if necessary. The revised plan further clarifies the roles of university leaders involved in development and oversight of the plan, and more clearly articulates persons responsible for oversight of actions in the plan.

Table 4. Objectives, actions, indicators and progress for Memorial’s CRCP EDI Action Plan.

Objective	Corresponding Actions	Indicators	Progress
1. Meet or exceed Memorial’s CRCP EDI targets by December 2019, and advance toward new program targets based on the Canadian population as per CRCP 2019 Addendum	a) Identify gaps for FDG relative to current and future targets. Seek to fill gap(s) for FDG facilitated by broad advertisement of Chair opportunities. (Responsible CRC Steering Committee) b) Make resources available to academic units so that advertising can be done to diversity organizations and groups and not limited by unit budgets. The additional costs associated with this will be covered by a centralized fund. (Responsible: Provost)	a) Presence/absence of gaps b) Centralized fund to support faculty recruitment in place	a) Target met for some of the FDGs. Target met for women. b) To be completed by December 2019

Objective	Corresponding Actions	Indicators	Progress
	<p>Office/Faculty Relations)</p> <p>c) Undertaking targeted hiring efforts for FDGs (with support from the NL Human Rights Commission) to specifically address recruitment challenges that may arise</p>	<p>c) Targeted searches launched with support from HRC NL, Memorial’s faculty association, Office of the Provost as facilitated by SIRI and Faculty Relations</p>	<p>c) A targeted CRC search is in progress for an Indigenous scholar, and a further targeted search has been approved by the NL HRC for persons with disabilities. Work is ongoing to seek approvals for targeted searches/cluster hires for all FDG to address anticipated incremental Chairs in alignment with the CRCP 2019 Addendum</p>
<p>2. Enhance representation of FDG in faculties across Memorial</p>	<p>a) Set university hiring goals for each of the 4 designated groups across the 03:Professional EEOG</p> <p>b) Support units and campuses in incorporating plans to reduce gaps in representation into unit/campus planning documentation so that the university can achieve its 2019 to 2021 employment equity hiring goals (Responsible: Human Resources, Faculty Relations, Deans and Directors).</p>	<p>a) Hiring goals set (8 Indigenous peoples, 13 visible minorities, and 8 persons with disabilities) for 2019-2021 in alignment with gaps and projected available positions.</p> <p>b) Plans developed between 2019-2021</p>	<p>a) Complete</p> <p>b) In progress.</p>
<p>3. Improve consistency of resources afforded to Chairs across the FDGs and disciplines.</p>	<p>a) Review/revise Memorial’s CRC Financial Arrangements (approved by Deans’ Council in 2015;</p>	<p>a) Updated version of document in 2020.</p>	<p>a) In first phase review with CRC Steering Committee</p>

Objective	Corresponding Actions	Indicators	Progress
	<p>Appendix 5) <i>(Responsible: CRC Steering Committee, Deans' Council)</i></p>		
<p>4. Address gender-based pay inequities.</p>	<p>a) Adjustments to women's salaries shall be assigned to women academic staff members whose salaries are judged to be inequitable when compared with the salaries of men. <i>(Responsible: Joint Gender Equity Salary Adjustment Committee)</i></p>	<p>a) Adjustments in place within 3 years from 2019.</p>	<p>a) In progress</p>
<p>5. Enhance opportunities for employee engagement in improving the health of the institution's workplace environment.</p>	<p>a) Collect data on employee experience with employment equity, diversity, and inclusion through the use of an automated exit interview questionnaire and employee pulse surveys. <i>(Responsible: Human Resources/Faculty Relations)</i></p> <p>b) Identify and remove barriers that could prevent designated group members from advancing in their careers. For example, review promotion, career development and mentoring processes (Promotion and Tenure process). <i>(Responsible: Human Resources/Faculty Relations)</i></p>	<p>a) Data available for analysis in 2020</p> <p>b) Process review to be completed in 2020</p>	<p>a) Pending</p> <p>b) Pending</p>
<p>6) Improve Memorial's organizational culture</p>	<p>a) Support and sponsor faculty and staff events and educational</p>	<p>a) Educational sessions to be conducted</p>	<p>a) In progress</p>

Objective	Corresponding Actions	Indicators	Progress
	<p>sessions devoted to enhancing equity, diversity and inclusion across campus. Support coordination and collaboration across portfolios. These can include training on intercultural awareness, Indigenous cultural awareness, mental health first aid, gender diversity awareness, unconscious bias and others. (Responsible: Provost Office/Deans and Directors)</p> <p>b) Support the development of a multi-campus Elder(s) in residence program. This program will provide guidance, personal consultation and an Indigenous perspective for students, staff and faculty. It will support Indigenous cultural knowledge sharing and community building. (Responsible: Faculty Relations/Human Resources/Aboriginal Affairs)</p>	<p>between 2019 and 2021</p> <p>b) Program to be developed and established between 2019 and 2021</p>	<p>b) In progress</p>
<p>7) Improve policies and procedures</p>	<p>a) Review the avenues available to the employees for reporting employment equity and diversity related issues or complaints. Revise policies, procedures or processes to address gaps identified in the review. Ensure</p>	<p>a) Review completed, revisions in place, establish monitoring procedures and communicate changes between 2019 and 2020.</p>	<p>a) In progress</p>

Objective	Corresponding Actions	Indicators	Progress
	<p>monitoring processes are in place. Communicate to employees the avenues available for reporting equity and diversity issues or complaints. <i>(Responsible: Human Resources/Faculty Relations/Office of General Counsel/Office of the Chief Risk Officer)</i></p>		
<p>8) Improve hiring and selection practices</p>	<p>a) In addition to resources already in place for CRCP searches (and to enhance sustainability and impact of practices used for the CRC searches), develop a training module for hiring committees that includes a section on unconscious bias. Provide training to hiring committees. <i>(Responsible: Human Resources/Faculty Relations/Office of the Provost)</i></p> <p>b) Review the application process for all academic and administrative positions for any potential barriers to accessibility (including apply online process). <i>(Responsible: Human Resources/Faculty Relations)</i></p> <p>c) Investigate ways to better integrate Indigenous ways of knowing in the</p>	<p>a) Training modules developed and deployed between 2019 and 2021</p> <p>b) Review complete in 2019-2020</p> <p>c) Complete in 2021</p>	<p>a) Workshop developed. Rollout in progress</p> <p>b) Administrative review complete, academic review nearing completion</p> <p>c) Pending</p>

Objective	Corresponding Actions	Indicators	Progress
	<p>selection process. Increase knowledge in this area amongst staff and faculty. (Responsible: Human Resources/Faculty Relations/Aboriginal Affairs)</p> <p>d) Ensure that all applications, including international applications, can be reviewed for CRC opportunities at Memorial</p>	<p>d) Collective Agreement (2019-2020 updated to make this provision (Article 7.21)</p>	<p>d) Complete</p>
<p>9) Improve workplace accommodations</p>	<p>a) Educate the university community about accommodation issues more broadly, including increasing knowledge about religious and cultural accommodations. (Responsible: Human Resources/Faculty Relations/Office of the Provost)</p>	<p>a) Develop resources and training between 2019 and 2021</p>	<p>a) In progress</p>

Collection of Equity and Diversity Data

Many of the Objectives in our Action Plan are centred around gathering information about our workforce, and especially our FDGs and other underrepresented groups. As shown in Appendix 1, Memorial started to take measures to rectify this shortcoming in 2017. In order to maintain an accurate reflection of the populations that we serve in Memorial's workforce, all employees are asked to participate in an employment equity census. A video message from our Provost, Dr. Noreen Golfman, expresses Memorial's commitment to diversity and emphasizes the importance of tracking equity measures and indicators.

All personal data, including the completed surveys, are handled with confidentiality and in accordance with the Newfoundland and Labrador Access to Information and Protection of Privacy Act, 2015, other privacy legislation to which the University is subject, and University policies. A breach of confidentiality by any person with respect to employment data may be subject to disciplinary sanction or other appropriate action. When information is used to report on and release aggregate statistics on the University's workforce, individuals are not identified.

As shown in the EEDP, internal statistics support program planning and identify any potential areas of underrepresentation. This report was undertaken for the university as a whole and data can be analyzed for individual Academic Units to enable intervention and course correction in alignment with our policies. Equity targets align with estimated labour market availability (which consider local, provincial or national applicant pools as appropriate) in consideration of university position turnover, and thus factor in recruitment opportunities. Memorial's equity targets were reviewed for the 2019-2021 Plan to readjust for current demographics and future projections. In addition to the four equity groups, this Plan has expanded designated group membership to include sexual minority groups and those with diverse gender identities. Targets for faculty positions are set in accordance with the terms of the Collective Agreement. When underrepresentations are detected, Memorial makes a positive attempt in good faith to recruit target groups. Memorial's Employment Equity and Diversity Plan: 2019-2021 requires annual progress reports to VPC, which provides for regular monitoring regarding equity, diversity and inclusion at Memorial broadly. Annual reports to the CRCP ensure regular monitoring of CRCP targets.

All applicants to academic positions, including Canada Research Chair nominees, are requested to complete an employment equity survey (**Appendix 6**) in reference to a given advertised position. Responses are maintained as confidential information and, while the survey is voluntary, we encourage all applicants to complete it. In addition, applicants are provided with a link to the Collective Agreement article on employment equity in the online survey form. Further, for CRC applicants, they are advised that there are equity considerations in the appointment of CRC positions, and are provided with a link to the CRCP website (see: <http://www.chairs-chaieres.gc.ca/program-programme/equity-equite/index-eng.aspx>) to ensure they are fully aware of the expectations in relation to the CRCP. Applicants are also provided with direct contact information for Memorial's Equity Officer for the CRCP to ensure that any questions about the employment equity program can be addressed.

Creating a Culture of Inclusivity

Memorial University is offering a number of educational initiatives and developing other programs related to the implementation of our employment equity plan:

- Intercultural Development Inventory - We have seven qualified administrators of the Intercultural Development Inventory (IDI) and Intercultural Conflict Styles (ICS) assessment tools providing 20-25 workshops a year to students, staff and faculty. These workshops provide participants with a valid measure of an individual's and group's intercultural competence while helping them learn about cultural styles for managing conflict. We are providing the necessary tools for individuals working with diverse cultures to maximize positive and productive interactions.
- Unconscious Bias in the hiring process - Research shows that unconscious bias exists in all aspects of hiring and selection. Workshops on this topic are offered to search committees with the following objective:
 1. To define unconscious bias and how it can impact on decision making;
 2. To explore ways to recognize and mitigate bias in the search process.
- Gender Diversity Session - Memorial held a gender diversity session on how to create more welcoming and accessible environments for queer and transgendered populations. This was an engaging workshop focused on the themes of sexual and gender diversity terminology and language; exploring myths and misunderstandings, and trans-inclusion and levels of organizational change. The plan is to offer this type of workshop more regularly to employees in supervisory roles.
- Building Disability Confidence - The Department of Human Resources in collaboration with EmpowerNL, The Disability Resource Centre, hosted a roundtable session in 2017 on inclusive employment led by Susan Scott-Parker, an international expert on workplace inclusion for persons with disabilities. This session was offered to Memorial staff and faculty on ways to increase confidence levels when developing workplace resources, accommodations and opportunities for persons with disabilities. Since then, the Department of Human Resources has undertaken a full review by Empower NL, and all employees in Human Resources have taken building disability confidence training.
- Culture of Care - This is a Student Life initiative, supported by students, faculty and staff from across the university designed to foster joint educational activities that positively impact Memorial by engaging the community in conversations about diversity and equity. The following are some campaigns and initiatives:
 - I'm Not Racist...Am I?
 - I'll Use Your Pronouns
 - Happiness, Mindfulness, and the Pathways to Wellbeing
 - MY Accessible MUN
 - My Pride: Building Inclusion and Community on Campus
 - Time For You

- Elder-in-residence Pilot Program – This pilot program is in progress in the School of Social Work, in partnership with the Aboriginal Resource Office. The outcomes of this program will be instructive to the development and implementation of an institutional, multi-campus Elders-in-residence program (as per Objective 6 of the Action Plan).
- Some upcoming campaigns include: Orange shirt day in recognition of residential school survivors, the blanket exercise event, happiness and wellbeing (second offering) and Humans of Memorial.

Memorial has several mentoring programs, including one for employees offered by the Department of Human Resources (<https://www.mun.ca/hr/learning-development/courses/professional/mentoring.php>), one for international students in the Internationalization Office (<https://www.mun.ca/international/programming/mun-mentors-program.php>), and a program provided by the Glenn Roy Blundon Centre for Students with Disabilities (<https://www.mun.ca/student/student-success/meet-employers/discovertalent.php>). October is National Disability Employment Awareness Month and for the past three years Memorial has signed on to partner with EmpowerNL for Disabilities Mentoring Day to increase our employees' awareness and understanding of disabilities in the workplace.

Memorial also has adopted a number of policies and procedures that seek to improve the inclusiveness of our work environment. Examples include the:

- Strategic Internationalization Plan 2020 - highlights a range of international and intercultural initiatives that support an increase of diversity capacity on our campuses. The first recommendation put forward through this strategy underlines the need to “develop intercultural competencies in all students, faculty members and personnel”.
- Following Universities Canada’s principles on EDI, Memorial’s School of Graduate studies has appointed a diverse committee that will actively remove barriers to improve supports for graduate student from all backgrounds, to ensure academic progress and success.
- The employment equity officer and the Equity and Diversity Advisory Committee is included in the review process for all new and revised university policies. The employment equity office reviews policies for equity issues and communicates any concerns to the university’s policy office. Since 2010, this has involved providing advice on policy practices that relate to employment, against a specific set of criteria including, consistency, validity, and any adverse impacts on designated group members.
- A variety of specific policies are in place, including:
 - Respectful Workplace Policy
 - Sexual Harassment Policy
 - Workplace Accommodation Policy
 - Kullik Lighting and Smudging Policy
 - Supporting and Accommodating Breastfeeding

Memorial's EEDP includes a specific action to collect data on employee experience with employment equity, diversity and inclusion through the use of automated employee pulse surveys. It is envisioned that this action will assist in monitoring the effectiveness of supports and actions at Memorial, and can support retention of employees including CRC chairholders from the FDGs. This plan also includes an action to "Review the avenues available to employees for reporting employment equity and diversity related issues or complaints. Revise policies, procedures or processes to address gaps identified in the review. Ensure monitoring processes are in place. Communicate to employees the avenues available for reporting employment equity and diversity issues or complaints." This action will benefit CRCs among all Memorial employees. CRCs also have further support available to them in the form of the faculty association. The Office of Strategic Institutional Research Initiatives (SIRI), reporting to the Vice-President Research, also retains responsibility for supporting CRCs at Memorial.

Promoting EDI Principles for the CRCP at Memorial. Challenges and Opportunities

Memorial has experienced particular challenges in attracting Canada Research Chairs among persons with disabilities and Indigenous persons. We know we have a number of barriers and insufficient supports at Memorial for these designated groups. Towards addressing these challenges, since Spring 2017 our internal calls for Chair proposals (which precedes open searches for Chair candidates) specifically require that proposals present strategies towards enhancing application from each of the FDGs. Our standard ad text for Chair opportunities has been updated to ensure that persons with diverse needs can be accommodated in our recruitment processes. In addition, pursuing objectives laid out in this plan, Memorial seeks to meet or exceed CRCP equity targets including actions related to recruitment. We have established a centralized fund to support advertising efforts to better connect with members of the FDGs through alternate advertising channels, targeted advertising efforts, and position postings that highlight inclusivity for all potential applicants.

Some of the actions we have used to promote enhanced awareness and support for equity and diversity in searches for our Chairs program include:

- Engaged Memorial's Deans' Council to draw attention to equity practices, and followed up with memos to Deans and Heads regarding diversity gap(s) in Chairs;
- Implemented changes to Memorial's equity policy to makes specific reference to CRCP;
- Established an MOU with the Memorial University Faculty Association to ensure that search committees are provided with information packages that makes them specifically aware of the expectations of the CRCP Best Practices as relates to equity;
- Redeveloped information packages for Academic Units to initiate Chair searches to provide detailed information on expectations of employment equity and diversity in the

Chairs program, and new resources to support recruitment (including lists of venues for advertising Chair opportunities to improve application rates from the FDGs);

- Meetings between the Associate Vice-President (Academic), staff from SIRI, and Memorial's Joint Equity Committee (which plays a key role in oversight for the University's commitment to non-discrimination and equity in faculty recruitment) to review Memorial's CRCP and to identify further actions to improve diversity in recruitment;
- Redeveloped standard text for inclusion in CRC opportunity advertisements specifically addressing how candidates are encouraged to explain any circumstances that may have affected their productivity, as well as providing resources to facilitate application from persons with diverse needs; and
- Memorial's Provost and Vice-President (Academic) published a blog to raise awareness about equity in the CRCP.

These actions have enabled Memorial to meet its equity targets for the CRCP, and will strongly benefit efforts for ongoing CRC recruitment.

Memorial's Workplace Accommodation Policy that establishes a framework for meeting the needs of persons with disabilities. Workplace Accommodation information sessions have been presented to faculty and staff. Along with the aforementioned Building Disability Confidence roundtable and training, Memorial has a strong partnership with the NL Provincial Government's Opening Doors Program, an employment equity initiative that is designed to advance employment of persons with disabilities in the public sector. Moreover, many of our CRC candidates will be supported by newly constructed space in Memorial's Core Science Facility (Gold Seal certified) and in other freshly renovated, accessible campus spaces.

Appendix 1: Self-identification survey results of Memorial's staff and students

Percentage of full-time faculty that self-identify as women, by rank and regional location:

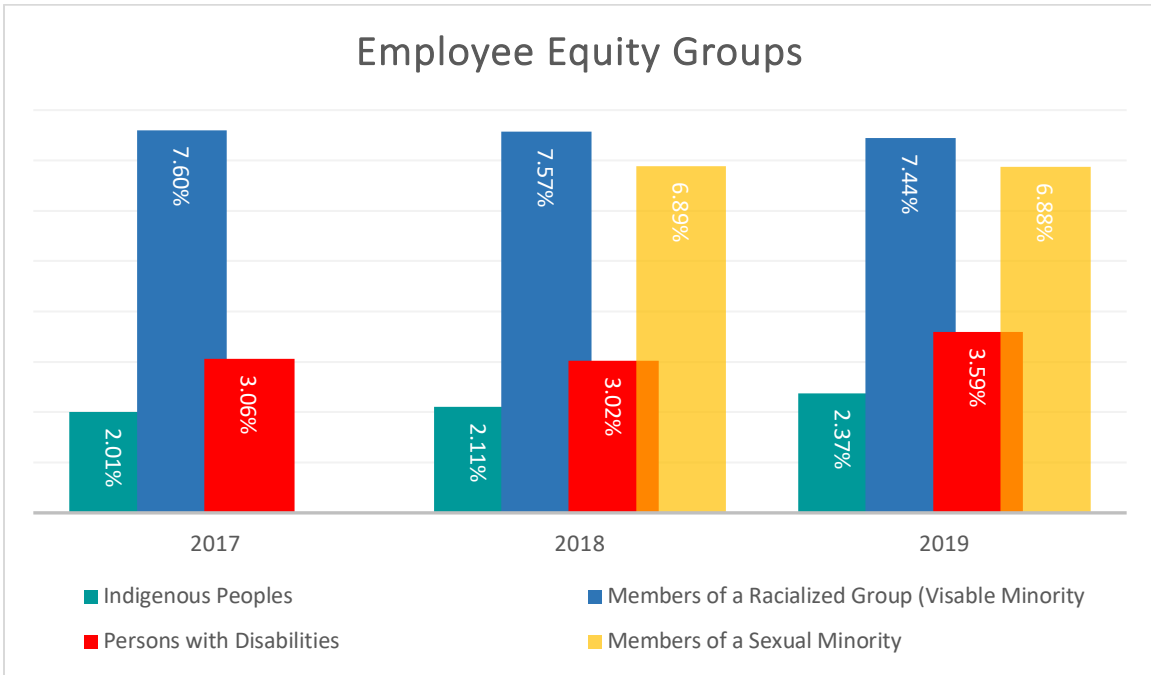
Rank and Province	2018-19*	2017-18	2016-17	2015-16	2014-15	2013-14
Full Professor						
NL	31.1%	29%	28%	26%	27%	26%
PEI		25%	28%	29%	25%	28%
NB		28%	30%	29%	29%	29%
NS		33%	32%	32%	29%	29%
Associate Professor						
NL	44.3%	41%	40%	39%	38%	37%
PEI		34%	33%	33%	33%	33%
NB		43%	43%	43%	44%	42%
NS		44%	43%	42%	42%	42%
Assistant Professor						
NL	50.4%	51%	50%	49%	51%	51%
PEI		55%	58%	72%	67%	63%
NB		51%	51%	53%	48%	51%
NS		57%	54%	55%	53%	51%
All Three Ranks						
NL	42.1%	40%	39%	38%	38%	38%
PEI		37%	38%	41%	39%	39%
NB		38%	39%	38%	38%	38%
NS		43%	42%	41%	40%	40%

Source: Statistics Canada. Table 37-10-0076-01 Number of full-time teaching staff at Canadian universities, by rank, sex. (2018-19 comes from HR System Extract at March 31, 2019.) Lecturers excluded as the numbers are too small.

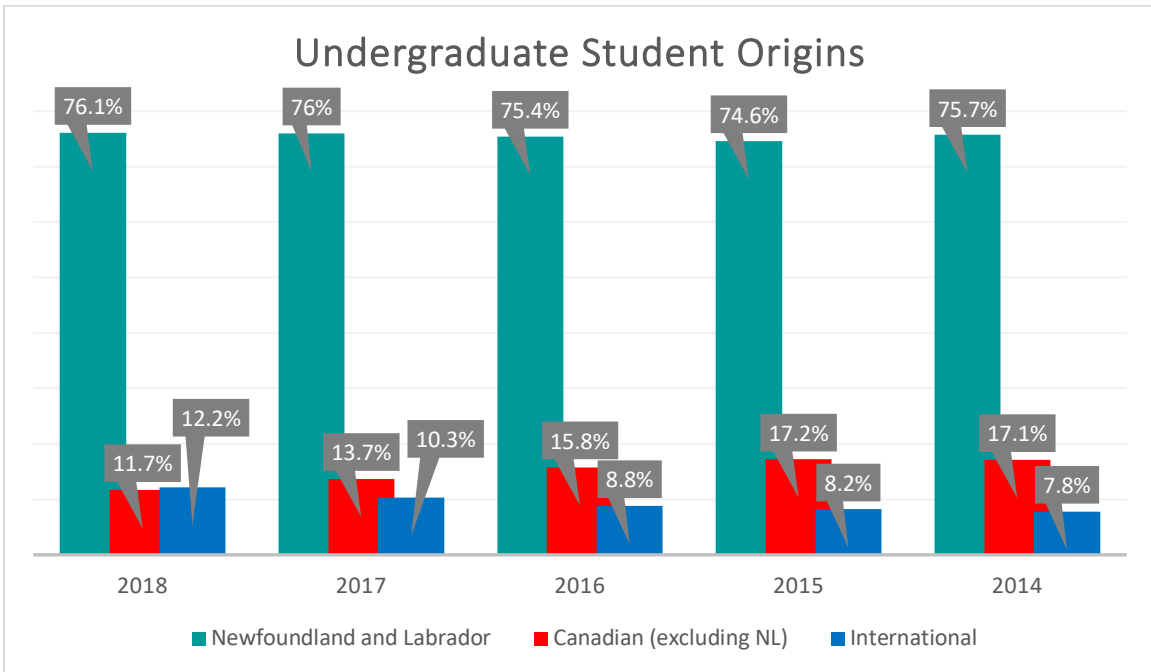
Percentage of Permanent Staff that self-identify as Women:

	2019	2018	2017	2016	2015	2014
	% Women	% Women	% Women	% Women	% Women	% Women
Staff Overall	55.7%	54.7%	55.2%	55.6%	54.8%	53.7%

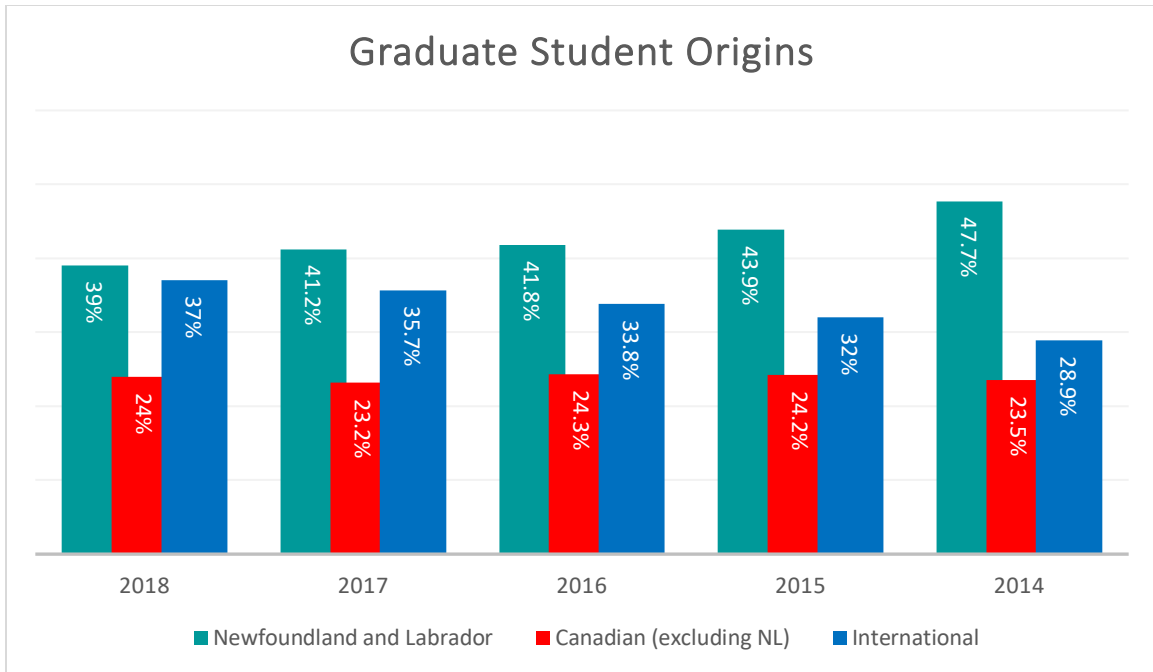
Source: HR System Extract at March 31, 2019



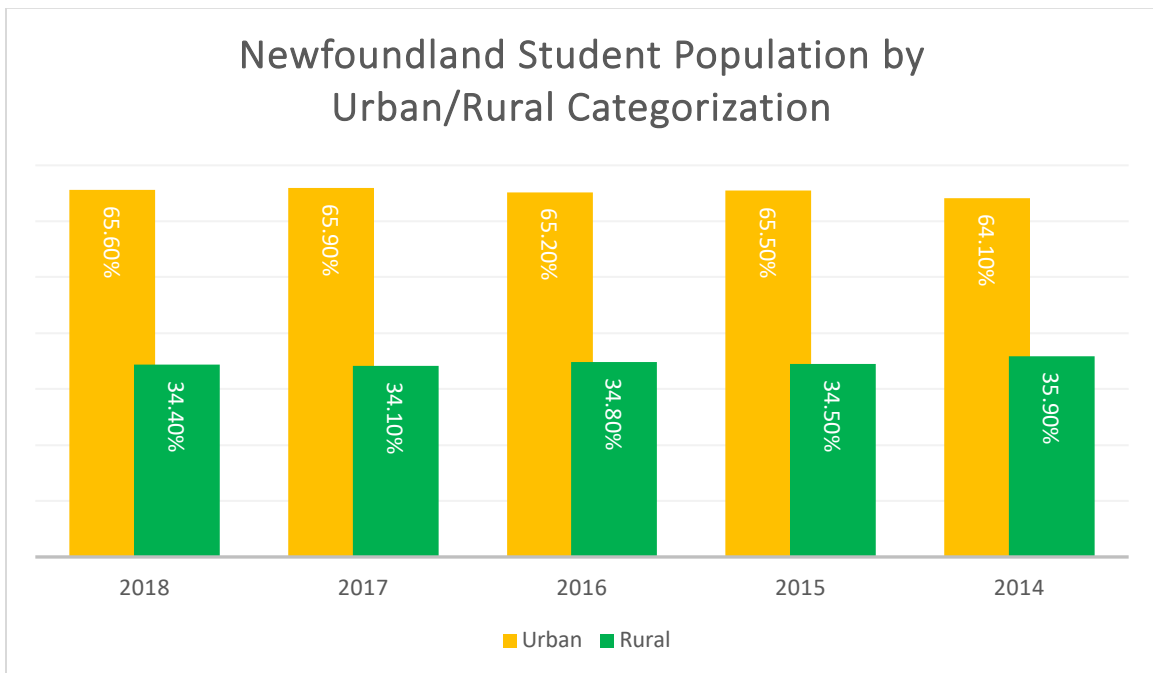
Source: HR Annual Report 2018-2019



Source: University Fact Book 2018, Table 12.

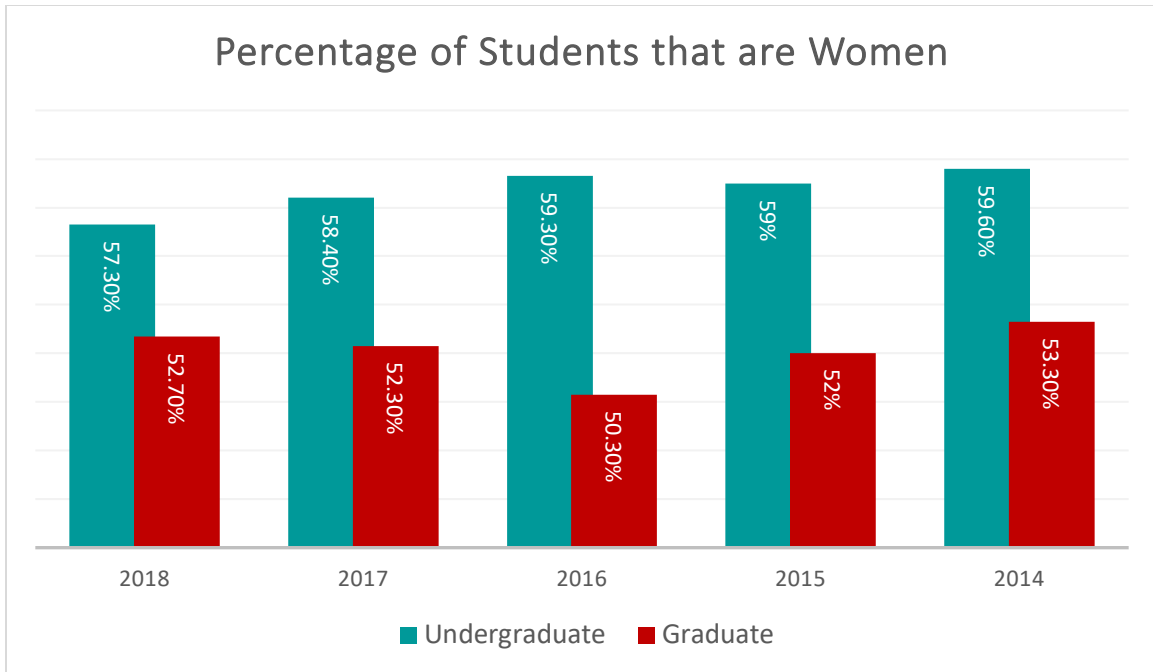


Source: University Fact Book 2018, Table 12.

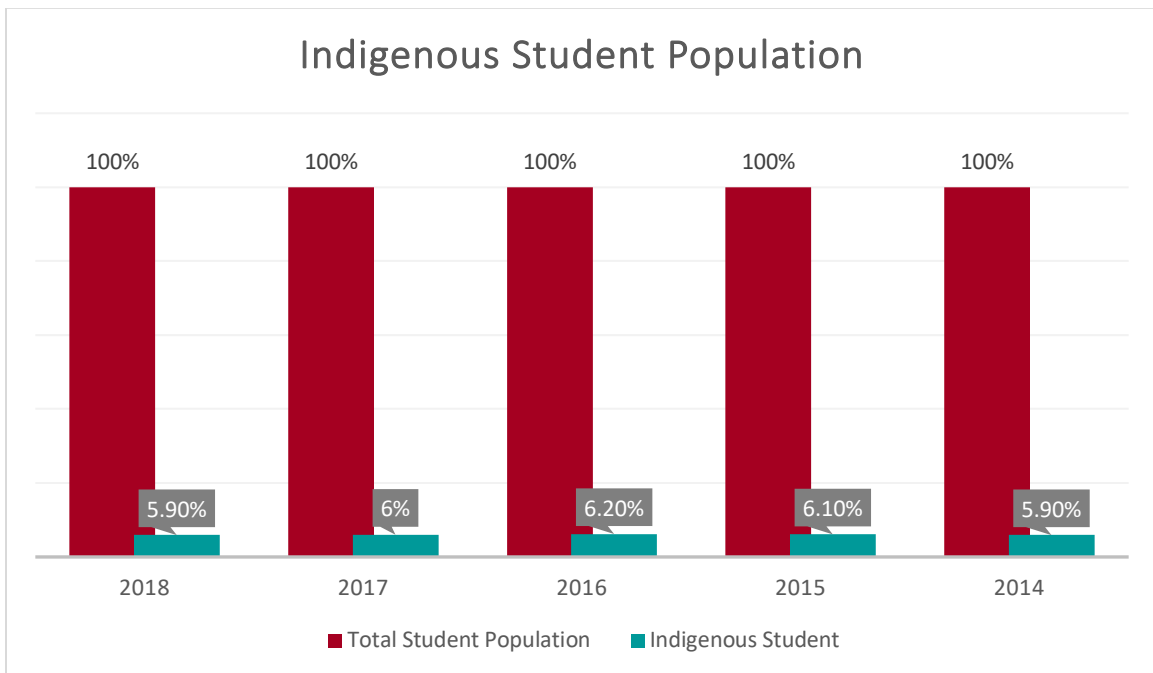


(Note: urban/rural is based on postal code being within commuting distance to either St. John’s or Grenfell campus).

Source: University Fact Book 2018, Table 12.



Source: University Fact Book 2018, Table 6.



Indigenous Student Representation (self-identified)				
Term	Undergraduate	Graduate	Other	Total
Fall 2019	900	142	37	1079
Fall 2018	932	140	26	1098
Fall 2017	963	142	23	1128
Fall 2016	973	123	23	1119
Fall 2015	943	124	16	1083
Fall 2014	931	113	28	1072
Fall 2013	898	106	30	1034
Fall 2012	856	93	23	972
Fall 2011	753	72	21	846
Fall 2010	654	65	24	743
Fall 2009	567	38	18	623

(Source: Banner Student. Enrolment as of the end of registration period, Fall semester).

Appendix 2: Equity, Diversity and Inclusion in Employment

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Memorial University of Newfoundland

Equity, Diversity and Inclusion in Employment

Approval Date: 2016-02-04
Effective Date: 2016-02-04
Review Date: 2020-02-04
Authority:
 Provost and Vice-President
 (Academic)

Purpose

To outline the University’s commitment to diversity and equity in employment, with the objectives of:

- recognizing, preventing and eliminating disadvantage or discrimination; and
- creating and maintaining a culture that supports an inclusive and welcoming workplace.

Scope

Employment activities including but not limited to practices, actions and decisions with respect to prospective employees and employees of the University. For student employment refer to the [Student Employment](#) policy.

Definitions

Designated Group — Groups identified by the Canadian [Employment Equity Act \(S.C. 1995, c. 44\)](#) as facing barriers to inclusion and participation in the workforce. The groups are women, Aboriginal peoples, persons with disabilities, and visible minorities, as per Section 3 of the Canadian *Employment Equity Act*.

Employment Equity — Involves a systematic effort to achieve fairness in employment. It is necessary to eliminate systemic discrimination through education and other means. No one should be denied access to employment opportunities for reasons unrelated to ability, and all

should have access to the fullest opportunities to develop individual potential. Differences between people must be respected in accordance with human rights legislation.

FCP — Federal Contractors Program.

Prohibited Grounds — A human rights violation under [Newfoundland and Labrador Human Rights Act, 2010](#) occurs when an individual is discriminated against because of one or a combination of the following prohibited grounds of discrimination (as amended from time to time): Race, Colour, Nationality, Ethnic Origin, Social Origin, Religious Creed, Religion, Age*, Disability, Disfigurement, Sex (including pregnancy), Sexual Orientation, Gender Identity, Gender Expression, Marital Status, Family Status, Source of Income**, Political Opinion. * *This provision does not prohibit the denial or refusal of accommodation, services, facilities or goods to a person who is less than 19 years of age where the denial or refusal is required or authorized by another Act. (ss.11(4), Human Rights Act, 2010)*

** *Source of Income means the receipt of income or employment support under the Income and Employment Support Act. (2(p)Human Rights Act, 2010)*

Unit — Academic or administrative unit as defined in the [University Calendar](#).

University — Memorial University of Newfoundland.

Policy

1. GENERAL

1.1 The University strives to ensure its workforce is diverse and that it fulfills its commitment to an inclusive community dedicated to innovation and excellence in teaching and learning, research, scholarship, creative activity, service and public engagement.

1.2 The University's goal of a diversified workforce is achieved within a framework of merit, inclusion and support of diverse groups not only the Designated Groups, respect, and a climate free of discriminatory barriers, and in recognition of the [University's Statement of Vision, Mission and Values](#).

1.3 In accordance with the Newfoundland and Labrador [Human Rights Act, 2010](#) and the [FCP](#) the [Employment Equity Act \(S.C. 1995, c. 44\)](#), the University identifies and removes barriers in order to create and maintain an inclusive and respectful environment for all employees. Individual merit is the prime criterion in decisions of hiring, promotion and other opportunities.

1.4 The University strives in its employment practices and programs to:

- ensure that individuals are treated fairly with respect to all aspects of employment, including recruitment and hiring, compensation, training and promotion, retention and accommodation;
- assess and improve the participation rate of members of diverse groups in all jobs and at all levels and achieve a diverse workforce;

2. LEGAL FRAMEWORK

This policy derives from a number of legal and regulatory documents:

2.1 The Newfoundland and Labrador [Human Rights Act, 2010](#) which:

- is premised on the principle of equality of every person in dignity and rights;
- provides for equal rights and opportunities without discrimination; and,
- strives for a climate of understanding and mutual respect for the dignity and worth of each person.

The University prohibits discrimination on the Prohibited Grounds, as stated in the Newfoundland and Labrador [Human Rights Act, 2010](#) and as well in accordance with subsections 9 (3) and 9 (4) of the Newfoundland and Labrador *Human Rights Act* and as amended from time to time.

In addition, the University prohibits discrimination in employment as per subsection 14.(1) as stated below and as amended from time to time:

Subsection 14(1) An employer, or a person acting on behalf of an employer, shall not refuse to employ or to continue to employ or otherwise discriminate against a person in regard to employment or a term or condition of employment on the basis of a prohibited ground of discrimination, or because of the conviction for an offence that is unrelated to the employment of the person.

2.2 The FCP as outlined in the Canadian [Employment Equity Act \(S.C. 1995, c. 44\)](#) has application for employment equity. The FCP applies to contractors who do business with the Government of Canada and who meet program inclusion requirements. Participating employers are required to implement an employment equity program, which furthers the goal of achieving and maintaining a workforce that is representative of the Canadian workforce, with workplace equity for Designated Groups in the Canadian labour market. The Designated Groups are:

- women;
- Aboriginal peoples;
- persons with disabilities; and
- members of visible minorities.

3. RECRUITMENT AND SELECTION

3.1 The University is proactive in recruiting diverse and qualified applicants, using targeted recruitment techniques, where appropriate. The University strives to ensure that equal opportunity and accommodation, as appropriate, is afforded to those who seek employment with the University.

3.2 Where appropriate, advertisements for positions shall include a statement demonstrating the University's commitment to equity and diversity.

a) For positions covered by the [MUN-MUNFA Collective Agreement](#), the text of the statement shall be that which is outlined in that collective agreement.

b) For other positions, the text of the statement shall be determined, with appropriate consultation, by the Director of Human Resources or the Director of Faculty Relations, as applicable.

3.3 Selection of candidates is on the basis of merit as per the requirements of the position and any collective agreements, policies and procedures. In accordance with the University's [Workplace Accommodation](#) policy, candidates for employment will be accommodated, as appropriate, during the application and selection process.

4. EMPLOYMENT PROCESS

4.1 The University is also committed to retaining qualified employees by:

- implementing initiatives respecting diversity and equity,
- offering equitable access to opportunities,
- supporting a favourable climate for inclusion so that employees may develop their potential, and
- being accountable for achievement of common goals respecting equity

In addition to articles in various collective agreements regarding non-discrimination, there are a number of University-wide policies which support this commitment.

4.2 The University participates in the Canada Research Chairs Program and observes and complies with the Equity Practices of that program. See: <http://www.chairs-chaieres.gc.ca/program-programme/equity-equite/index-eng.aspx> .

4.3 An employment equity assessment is performed on each new or revised University-wide, non-academic policy before it is approved by the Policy sponsor for submission to Vice-Presidents Council, to determine whether there is an impact on employment, as it relates to equity.

5. EMPLOYMENT EQUITY AND DIVERSITY PLAN

5.1 A University Employment Equity and Diversity plan (the Plan) will be developed, implemented and renewed every three (3) years. The Plan shall: include the requirement and mechanism(s) to collect and analyze workforce information; establish short- and long-term goals; define the steps necessary to make progress to achieve those goals; establish regular reporting to Vice-Presidents Council of progress toward achieving those goals.

5.2 Based on the Plan, each Unit is required to examine its situation and identify any barriers to diverse representation in the Unit; future staffing requirements; actions to eliminate any barriers; and other measures designed to increase equity and inclusion within the Unit's workforce.

5.3 The Plan shall be used in any compliance reviews required for the [FCP](#).

6. CONFIDENTIALITY OF INFORMATION

6.1 The University collects and maintains information on its employees and applicants to positions for the purposes outlined in this policy and as required by the Government of Canada through the FCP.

6.2 All personal data shall be handled with confidentiality and in accordance with the Newfoundland and Labrador [Access to Information and Protection of Privacy Act, 2015](#), other privacy legislation to which the University is subject, and University policies. All persons involved in any process related to this Policy are expected to maintain confidentiality.

6.3 When information is used to report on and release aggregate statistics on the University's workforce, individuals are not identified.

6.4 A breach of confidentiality by any person with respect to employment data may be subject to disciplinary sanction or other appropriate action.

6.5 Confidentiality may not apply to persons subject to extra-University judicial processes, or where disclosure is required or permitted by law, or where the well-being, safety and security of a person or persons is a concern.

7. SELF-IDENTIFICATION

7.1 To assist in determining the diversity of the University's workforce, employees and prospective employees are asked to complete a survey for self-identification of certain attributes. Self-identification is voluntary. Self-identification information is available only to those who need to know and electronic records are stored in accordance with the University's [Electronic Data Security](#) policy.

7.2 Individuals are considered to belong to a certain group, only if they have self-identified as such. Individuals may identify as belonging to more than one group. Individuals have the right to review and update their self-identification information at any time.

7.3 The self-identification survey is provided to all new employees, employees who wish to update their information, and any employee upon request. In addition, opportunities to self-identify occur at the time of application, in the case of positions covered by the [MUN-MUNFA Collective Agreement](#).

8. ROLES AND RESPONSIBILITIES

8.1 The Provost is the senior University official responsible for employment diversity, equity and inclusion. The Provost shall:

- demonstrate commitment to equity, diversity and inclusion in employment
- communicate this commitment to all levels of the University

- when necessary, oversee Employment Equity compliance for the FCP.

8.2 Vice-Presidents Council responsibilities shall include, but are not limited to:

- promoting and supporting diversity, equity and inclusion in employment
- reviewing and approving the University Diversity and Equity Plan
- receiving and reviewing status reports, at least annually, of progress against goals for the University Diversity and Equity Plan
- considering and deciding upon matters brought forward by its Employment Diversity and Equity Advisory Committee
- where necessary, ensuring the criteria of the FCP are implemented

8.3 Employment Equity and Diversity Advisory Committee is a subcommittee of Vice-Presidents Council with the mandate and composition as outlined in its Terms of Reference, [available here](#).

8.4 The Department of Human Resources is responsible for the development, promotion, implementation, and coordination of employment diversity and equity in consultation with the Employment Equity and Diversity Advisory Committee. In addition, the Department of Human Resources, in consultation with the Office of Faculty Relations, as appropriate:

- develops the University Employment Diversity and Equity Plan
- ensures the ongoing collection, recording, maintenance and analysis of workforce data as related to employment equity
- assists in the review of all employment policies and procedures of the University
- collaborates with other responsible areas in developing and implementing equity and diversity training
- promotes awareness and acceptance of equity, diversity and inclusion
- works with or serves on various University committees including the MUNFA-Administration Equity Committee (Joint Equity Committee) to fulfill its mandate as outlined in the [MUN-MUNFA Collective Agreement](#).

8.5 Employees are responsible for upholding the University's values as they relate to employment equity, diversity and inclusion, including a recognition of the importance of self-identification.

Related Documents

[*Employment Equity at Memorial*](#)
[*Canadian Employment Equity Act*](#)
[*Newfoundland and Labrador Human Rights Act*](#)
[*Canadian Human Rights Act*](#)
[*Equity Practices of the Canada Research Chairs Program*](#)
[*Collective Agreements*](#)
[*Compensation*](#)
[*Employee Training and Development*](#)
[*Kullik Lighting and Smudging*](#)

[Respectful Workplace](#)
[Sexual Harassment and Sexual Assault](#)
[Student Employment](#)
[Supporting and Accommodating Breastfeeding](#)
[Work-flex Program](#)
[Workplace Accommodation](#)

For inquiries related to this policy:

Department of Human Resources 709-864-4627 or 709-864-2548

Sponsor: Provost and Vice-President (Academic)

Category: Human Rights

Previous Versions:

There is at least one previous version of this policy. Contact the [Policy Office](#) to view earlier version(s)

Approval Date 2006-07-20 Effective Date 2006-07-20

Appendix 3: Reallocation, Renewal and Reduction of Canada Research Chairs (CRCs) at Memorial University

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Memorial University of Newfoundland

Reallocation, Renewal and Reduction of Canada Research Chairs (CRCs) at Memorial University

Approval Date: 2012-10-18

Effective Date: 2014-03-11

Review Date: 2019-04-18

Authority:

Vice-President (Research)

Purpose

CRCs are an important research resource that must be deployed through a rigorous process designed to optimize their effectiveness in advancing strategically the University's research enterprise while simultaneously avoiding entrenchment, and creating equitable opportunities for access to the program across all Faculties, Schools, and Campuses. To achieve these objectives will require a more robust mechanism for reallocating CRC's in strategic areas across the Faculties/Schools/Campuses. In conjunction, a definitive renewal policy is also required. The purpose of this policy is aligned with the goals and objectives of Memorial's new Strategic Research Framework.

Scope

All academic units of Memorial University that wish to apply or re-apply for a Canada Research Chair.

Definitions

Academic Unit — For purposes of this document, an academic unit is one of: the Faculties/Schools on the St. John's Campus (with exception of SGS); the Grenfell Campus; or the Marine Institute Campus.

Advisory Bodies — The Research Council (consisting of Associate Deans Research or equivalent) on the St. John's Campus and the Associate Vice-Presidents for Research (or

equivalent) on the Grenfell and MI Campuses shall be advisory to, and routinely consulted by, the Steering Committee on applications for renewal and reallocation, and also on possible or proposed policy changes. The Steering Committee shall also provide summative reports of its operations and decisions to VPC.

CRC Steering Committee — The CRC allocation and renewal policy will be administered by a CRC Steering Committee consisting of the Vice-President (Research) and Provost & Vice-President (Academic), who shall be co-Chairs, an Associate Vice-President (Research) and an Associate Vice-President (Academic). The primary responsibility of the Steering Committee is the effective management of the University's quota of CRCs, in particular, the overall deployment of Canada Research Chairs, assessment of performance of first term incumbents as the basis for decisions on University support for second term renewals, and decisions on splitting a vacant Tier 1 into two Tier 2's or vice versa. In carrying out its responsibilities, the Steering Committee may consult and seek opinions from other bodies and/or individuals. The Steering Committee will make recommendations to the Vice-Presidents Council (VPC) who will be responsible for all final decisions.

Reallocation — Refers to the assignment of a vacant CRC position to a Faculty/School/Campus and in a particular thematic area.

Policy

(1) Renewals

Limit on number of terms - An incumbent is eligible to be considered for renewal for a single additional term (i.e. a total of 10 years for Tier 2 CRC and 14 years for a Tier 1 CRC). Whereas the federal CRC program guidelines place no limit on the number of renewals for the Tier 1 category, Memorial will have a limit of one renewal; only in exceptional circumstances where a compelling case exists, as judged by the academic unit and the Steering Committee, would consideration be given to renewal for a third term as Tier 1. Federal CRC program guidelines limit Tier 2's to a single renewal.

(a) Timing:

The internal process for determining whether the University will support a renewal application by an incumbent is described below. The timing of this process will normally be such that a decision by the University to support a renewal application would be made sufficiently in advance of the expiry of the incumbent's 1st term that adjudication of the application by the CRC Secretariat would be completed before expiration of the first term (thus typically apply in year 4 for a Tier 2 and year 6 for Tier 1). In the event that an incumbent is not recommended for renewal by the academic unit or by the Steering Committee, the CRC position will become available for reallocation at the end of the incumbent's first term. The reallocation exercise includes the opportunity for the unit currently hosting the CRC to apply anew for the position via a competitive process described below and to seek a new candidate.

(b) Process:

Step 1

The academic unit will determine if incumbent wishes to seek a second term. If not, the CRC will become available for reallocation as per the process below.

Step 2

If the incumbent wishes to be considered for a second term, the academic unit will assess the performance, track-record, and future promise of the incumbent as a CRC in order to determine whether to recommend to the Steering Committee that the incumbent be permitted to apply to the CRC Secretariat for a second term. It is highly recommended that each academic unit establish a defined and transparent policy/process for the consideration of renewals. It is expected that this process will respect the principles of peer-review, and include assessments from peers, both internal and external to the University.

If the academic unit's decision is negative, the CRC will become available for reallocation as per the process below. In either case (negative or positive), the academic unit will submit a file to the CRC Steering Committee that includes material submitted by the incumbent in support of his/her renewal application at the unit level, and the academic unit's assessment of the candidate's application and performance as a CRC.

Step 3

The Steering Committee will assess the performance, track-record, and future promise of the incumbent as a CRC based primarily on the file submitted by the academic unit. The Committee may consult and/or seek opinions from other bodies or individuals if additional information and/or input is deemed necessary.

In evaluating the application for renewal, the following general criteria will apply (in no particular order):

- Record of research productivity and external funding;
- Record of research collaborations here and/or elsewhere;
- Record of/potential for graduate training;
- Research excellence and reputation of the Chair;
- Record of/potential for research leadership appropriate to the category of the Chair (Tier I versus Tier II);
- Impact of the Chair on Memorial's capacity and international reputation in research; and
- Impact of the Chair in the thematic and/or disciplinary area of the CRC.

Consideration will be given to first-term Tier 2 renewals to take into account the fact that the incumbents are in the early stages of an academic career (CRC program requires Tier 2's to be within 10 years of the PhD at beginning of 1st term) and as such are in the process of developing an independent research program (tenure-track) or developing a mature research program (recently tenured). Special considerations include, but are not limited to: possible delays in acquiring and/or setting up research infrastructure for the first time or re-establishing it upon relocation to MUN; and normal latency in achieving levels of supervision of graduate students and undergraduate research assistants commensurate with disciplinary/unit norms.

Step 4

If the decision of VPC is positive, the incumbent will be invited to prepare a full renewal

application to the CRC Secretariat. If the decision is negative, or the CRC Secretariat rejects the renewal application, the CRC will become available for reallocation as per process below.

(2) Reallocations

Reallocation pool - A CRC position is deemed vacant under any of the following conditions:

- i. completion of two terms by an incumbent;
- ii. non-renewal of an incumbent for a second term;
- iii. retirement or resignation of an incumbent during a second term;
- iv. increment to University's CRC quota by the CRC Secretariat.

A unit is not entitled to retain an existing CRC position in a given thematic area when that position becomes vacant. The unit must normally apply anew for the position via a competitive process described below if it wishes to retain a CRC in the given thematic area. Alternatively, the unit with a vacant CRC position may make an application in a different thematic area. Only in exceptional circumstances where a compelling case exists, as judged by the academic unit and the Steering Committee, would consideration be given to allow the vacant CRC position to remain in its current academic unit.

In the event of a retirement or resignation of an incumbent during the first term, the CRC position will normally remain in the academic unit and thematic area to which it was originally assigned and be deemed refillable, as opposed to "vacant" as per the above vacancy criteria. The unit would then seek permission to recruit subject to the conditions in part (b) below.

The Steering Committee will maintain an up-to-date list of the pool of CRCs known to be, and known to be becoming, available; it will distribute this list to academic units, at least once in each of the fall and winter terms and also upon request.

Reallocation competition

Positions in the published reallocation pool will be assigned using a competitive process, based on the adjudication of written proposals submitted by the units. It is anticipated that one competition per annum will suffice, but additional competitions may be scheduled by the Committee. Consideration will be given to including CRC reallocation applications in the annual budget submission process, as this would achieve considerable efficiencies and synergies. Details of the application process will accompany the call for proposals. The unit(s) with successful applications would then seek permission to recruit subject to the following conditions:

- i. availability of a base-funded faculty position at the appropriate salary level;
- ii. availability of funding to cover increases in salaries and benefits if the position in (i) is not included in the government operating budget;
- iii. open search, i.e., open to internal and external candidates.

Proposals will be assessed by a Selection Committee whose members are drawn from all campuses. Co-chaired by the Vice-President (Research) and Provost and Vice-President

(Academic), the Selection Committee will be comprised of 2 Associate Vice-Presidents, 2 Deans and 2 Department Heads (or equivalent). Proposals will be adjudicated and ranked using the following general criteria (in no particular order):

- i. Consistency with Memorial's Strategic Research Framework, Memorial's Strategic Plan (or equivalent), and the Strategic Research Plan (or equivalent) of the Faculty/School/Campus;
- ii. Fit with unit's academic plan (or equivalent) and academic staffing strategy;
- iii. Need for, and opportunity to build, "critical mass" in the proposed theme;
- iv. Potential for collaborations here and/or elsewhere;
- v. Potential for graduate and postdoctoral training;
- vi. Unit expectations for research leadership^a, including leadership appropriate to the category of the Chair (Tier I versus Tier II)^b; and,
- vii. Potential/perceived impact of the proposed Chair on Memorial's capacity and international reputation in research.

a) It is recommended that units develop and make explicit CRC leadership expectations.

b) To be described in an accompanying document (in preparation).

The Selection Committee will make recommendations to VPC for final decision. Unsuccessful proposals may be held over to the next competition upon mutual agreement between the unit and the Selection Committee.

Academic units are encouraged to develop an open and transparent process for the generation and adjudication of proposals within the unit in order to arrive at proposals to be forwarded to the Steering Committee for consideration in the pan-university competitive reallocation process.

(3) Reduction to University's CRC Quota

Every two years, the CRC Secretariat undertakes a review of Tri-Council funding (i.e., CIHR, NSERC and SSHRC) to all eligible institutions as the basis for adjusting their respective number of Chairs. The number of Chairs allocated to each institution may increase, remain the same, or be reduced depending on its relative performance in Tri-Council funding.

In the case of a reduction to the University's CRC quota, the Secretariat implements a phase-out funding mechanism using a sliding scale of decreasing support. The current level of funding provided for Chairs lost in the 2010 re-allocation is 100 per cent for six months, then 50 per cent for the next six months. Based on this arrangement, central funding from the University will be provided to the host Faculty to cover the 50 per cent reduction in the CRC award during the final six months. Following the one-year phase-out period, all salary and benefit costs associated with the CRC will be the responsibility of the host Faculty.[1]

[1] The duration of the phase-out period, as well as the length of time CRC funding will be applied at 100 per cent and 50 per cent may vary, depending on the CRC program budget at the

time of the reallocations. Central funding from the University will be adjusted accordingly if and when such a change occurs.

Related Documents

[Canada Research Chairs - Thinking Ahead](#)

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Appendix 4: Employment Equity and Diversity Plan: 2019 to 2021



Employment Equity and Diversity Plan: 2019 to 2021

SUBMISSION TO VICE-PRESIDENTS COUNCIL

OCTOBER 29, 2018

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EXECUTIVE SUMMARY

Memorial's core value of inclusiveness and diversity forms the foundation for this three-year, institutional multi-campus plan. The university's commitment to equity and diversity is outlined in the *Equity, Diversity and Inclusion in Employment* policy, which was approved by the Board of Regents in 2016. The two main objectives of the policy are to recognize, prevent and eliminate disadvantage or discrimination and to create and maintain a culture that supports an inclusive and welcoming workplace.

As required by the policy, the Employment Equity and Diversity Advisory Committee (EEDAC) was established by the Provost and Vice-President (Academic). EEDAC is a subcommittee of Vice-Presidents Council (VPC) and advises on matters relating to diversity, equity and inclusion in employment.

The policy requires the development of a three-year employment equity and diversity plan (the Plan). EEDAC has guided the development of the Plan, which covers the calendar years 2019 to 2021. Annual progress reports will be submitted to VPC.

This Plan exists within the context of legislation, programs and initiatives within and external to Memorial. Although not an exhaustive list, the following items were considered in developing the Plan: Canadian *Employment Equity Act*; *Newfoundland and Labrador Human Rights Act*; Federal Contractors Program; Canada Research Chairs Program; Athena Swan Charter; Strategic Internationalization Plan 2020; Truth and Reconciliation Commission of Canada Report; and the university's current efforts in developing an indigenization strategy.

In developing the Plan, EEDAC reviewed employment equity plans from other Canadian universities, and designed and oversaw a consultation process that was university-wide and included external individuals and groups. Feedback from the consultations validated the core components of the Plan and further informed action items.

Five elements represent the core components of the Plan. These include: promoting a culture of respect in the workplace, identifying leadership responsibilities, developing programs that are responsive to Memorial's needs and address underrepresentation, removing barriers to employment and advancement, and monitoring and accountability.

The main components of the Plan include 38 actionable items designed to eliminate barriers, promote diversity and reach numerical hiring goals to address underrepresentation of certain designated groups.

Action items are categorized as follows: accessibility, employee engagement, excellence, monitoring and accountability, organizational culture, policies and procedures, recruitment, selection, and workplace accommodation. Individual action items can affect a number of equity groups due to intersecting identities.

Hiring goals have been set to decrease gaps in representation for women, Aboriginal Peoples, members of visible minority communities, and persons with disabilities. A model was developed to forecast potential hires from 2019 to 2021 using projected retirements and an assumed one per cent annual reduction in the university's workforce. Hiring goals were set based on potential hires, the university's historical experience in increasing equity representation, current gaps in representation as derived from a workforce analysis, and labour market availability. Detailed data is provided in the Plan.

The financial resourcing requirements for the Plan are modest. Most of the resources require commitment, attention and effort from the university's executive, the senior academic administrators group, and university units and campuses as outlined in the actionable items.

With the exception of the Elder(s) in Residence Program, approximately \$27,000 will be required annually over three years. There is an estimated \$15,000 required for one-time projects such as the development of a training module and resource guide.

INTRODUCTION

One of Memorial University's core values is inclusiveness and diversity, which is defined as "Embracing and acting on [our] responsibility to guarantee diversity and equity." This value forms the foundation for this three-year, institutional plan. The plan has quantitative goals and goes beyond the numbers to outline actionable items and best practices to help Memorial continue to build and celebrate its diverse community. Creating an environment where everyone can fully participate in the work environment is a shared responsibility amongst various levels of the institution and across all campuses.

Memorial's commitment to equity and diversity is detailed in the *Equity, Diversity and Inclusion in Employment* policy, which was approved by the Board of Regents in 2016. It has the objectives of "recognizing, preventing and eliminating disadvantage or discrimination; and creating and maintaining a culture that supports an inclusive and welcoming workplace." The policy specifically aligns with the *Newfoundland and Labrador Human Rights Act* and the Federal Contractors Program (FCP) as outlined in the Canadian *Employment Equity Act*. The policy applies to all university employment practices, policies and decisions with respect to all employees of the university. It has two main objectives, first to recognize, prevent and eliminate disadvantage or discrimination; and second, to create and maintain a culture that supports an inclusive and welcoming workplace.

As required by the policy, the Employment Equity and Diversity Advisory Committee (EEDAC) was established by the Provost and Vice-President (Academic) to advise on matters relating to diversity, equity and inclusion in employment. EEDAC has guided the development of the university's employment equity and diversity plan (the Plan) and will review annual progress reports. In October 2017, a report outlining the framework, guiding elements and process for developing the Plan was submitted and approved by Vice-Presidents Council (VPC). A one-year time-frame was approved for submission for the three-year Plan. Subsequent annual reports will be submitted to VPC.

The Plan has multi-campus applications and the following principles have guided the Plans' development:

- 1. Transparency:**

Information related to aggregate workforce data (including areas of underrepresentation for targeted group members) will be shared freely, where appropriate, to all members of the university community. The employment equity plan and reporting on the monitoring of the plan will be distributed and published.

2. **Collaboration:**

Committee members value collegial discussions as well as consultations with the university community.

3. **Respect:**

People, including their histories and identities, are welcome by committee members. While differing points of view and opinions are encouraged, committee discussions must be in accordance with the values espoused by the *Equity, Diversity and Inclusion in Employment* policy, and human rights legislation.

Five elements represent the core components of the Plan. These are:

- Promoting a culture of respect in the workplace
- Identifying leadership responsibilities
- Developing programs that are responsive to Memorial's needs and address underrepresentation
- Removing barriers to employment and advancement, and
- Monitoring and accountability.

Context:

This Plan exists within the context of legislation, programs and initiatives within and external to Memorial. The paragraphs that follow provide background and outline the main areas of consideration in developing the Plan.

In 2013, the FCP was re-designed. Memorial is currently not required to report under the program; however, the university may be required to resume reporting at any time. The FCP focuses on the four traditional designated equity groups, as outlined in the federal *Employment Equity Act*: women, Aboriginal Peoples, persons with disabilities and members of visible minority groups. In addition to the four equity groups, this Plan has expanded designated group membership to include sexual minority groups and those with diverse gender identities. This Plan has been designed to meet any future FCP reporting requirements.

The Tri-agency Institutional Programs Secretariat monitors Memorial's success in achieving equity goals in its Canada Research Chairs Program (CRCP). There is an expectation that Memorial will implement the principles of equity and inclusion. The CRCP goes beyond looking at equity in terms of academic staff only. It now takes

into account an institution's broader commitment to equity. At Memorial, an Equity, Diversity and Inclusion Action Plan was launched for the CRCP. Further, as of October 2017, institutions must demonstrate that they have provided training on equity, diversity and inclusion and, more specifically, training on limiting the impact of unconscious bias to all individuals involved in the chair recruitment process.

A Canadian version of the Athena Swan Charter¹ is currently being discussed. The internationally recognized program celebrates universities that work to advance equity and diversity. The program will be relevant to all areas of research with a focus on the sciences. Consultation on the Athena Swan Program is ongoing.

Memorial supports a number of internal strategies that advance equity and diversity. Memorial's Strategic Internationalization Plan 2020 highlights a range of international and intercultural initiatives. These support an increase of diversity competence on campus. The first recommendation put forward through this strategy underlines the need to "develop intercultural competencies in all students, faculty members and personnel".

Memorial has an important role in reconciliation, which was highlighted in several recommendations from the Truth and Reconciliation Commission of Canada report. To that end, this Plan is supportive of efforts to indigenize Memorial's campuses.

¹ Further information about the Athena Swan Charter is available here: http://www.nserc-crsng.gc.ca/NSERC-CRSNG/EDI-EDI/Athena-SW_AN_eng.asp

EQUITY AND DIVERSITY PLAN:

The Plan for 2019-2021 consists of two key sections. Section one provides some context and background for the Plan, outlines the guiding elements and principles, and proposes actionable items to eliminate barriers and promote diversity. Section two provides numerical hiring goals to address underrepresentation of certain designated groups. The numerical goals were set using the Federal Contractors Program methodology.

The development of the Plan was led by EEDAC. One of the first steps was to review employment equity plans from other Canadian universities. Following this review a consultation phase was completed. Internal and external individuals and groups were engaged in discussions. A listing of the interviewees and consultations and related processes is included in appendix 1. The feedback validated the core components of the Plan.

There are 38 actionable items identified through the consultation phase. Individual action items can affect a number of equity groups due to intersecting identities. Action items were categorized based on themes and include:

- Accessibility
- Employee Engagement
- Excellence
- Monitoring and Accountability
- Organizational Culture
- Policies and Procedures
- Recruitment
- Selection, and
- Workplace Accommodation.

Responsibilities

Along with EEDAC, the Department of Human Resources and the Office of Faculty Relations have taken a lead role in developing the Plan in consultation with employees, employee groups, unions, community agencies and other related stakeholders. Units and campuses are responsible for implementing actions to eliminate barriers and designing measures to increase equity and inclusion.

Human resources and faculty relations are responsible for the ongoing collection, recording, maintenance and analysis of workforce data as related to employment equity; promoting awareness and acceptance of equity, diversity and inclusion; and serving on various university committees including the MUN-MUNFA Joint Equity Committee. This Plan is employment focused; however, there are many initiatives, which align with the student experience on our campuses.

Action Items

There were 38 actionable items identified through the consultation phase. Action items were categorized based on information gathered from employees and community partners. Action items include: Accessibility, Employee Engagement, Excellence, Monitoring and Accountability, Organizational Culture, Policies and Procedures, Recruitment, Selection and Workplace Accommodation.

The following five elements and descriptors represent the core components of the Plan. Each of the action items has been cross-referenced to the elements.

Element One: Promote a culture of respect in the workplace.

- Create an environment in which all employees feel engaged, valued, and able to fully participate in the workplace.

Element Two: Situate as key leadership responsibilities the areas of equity, diversity and inclusion.

- Increase awareness of the university's commitment to equity, diversity and inclusion
- Encourage employees to get involved with inclusion initiatives
- Provide a supportive environment for self-advocates

Element Three: Offer employment equity and diversity programs that are responsive to Memorial's needs and address underrepresentation of equity groups.

- Increase awareness of gaps in Memorial's workforce representation
- Recognize barriers to employment
- Address impacts of unconscious biases
- Acknowledge the value of diversity and employment equity targets

Element Four: Identify and remove barriers to employment.

- Provide full participation in all aspects of the recruitment, selection and promotion processes
- Increase diversity within candidate pools
- Provide an inclusive selection process

Element Five: Establish and implement monitoring and accountability mechanisms.

- Prioritize equity and diversity work
- Establish new indicators to track progress
- Monitor equity results
- Support leaders in setting and achieving equity and diversity targets
- Publish monitoring reports to increase transparency and educate managers and employees

The following keys apply to this table:

AA	Aboriginal Affairs	HR	Department of Human Resources
DD	Deans and Directors	OCRO	Office of the Chief Risk Officer
EEDAC	Employment Equity and Diversity Advisory Committee	OPE	Office of Public Engagement
FR	Office of Faculty Relations	VPAF	Vice-President (Administration and Finance)
FAS	Financial and Administrative Services	VPC	Vice-Presidents Council
FM	Facilities Management		

#	Elements	Actions	Responsibility	Year
ACCESSIBILITY				
1	4	Initiate a web accessibility subcommittee of EEDAC that would be responsible for developing a guide for digital accessibility for Memorial. Subcommittee members should include representatives from the Centre for Innovation in Teaching and Learning, Human Resources, Information Technology Services, Marketing and Communications, and Student Life.	EEDAC	2019-2020
2	4	Physical changes to facilities can sometimes negatively impact accessibility. Investigate a real time solution (such as the MUNSAFE app) to better inform the university community about	FM / OCRO	2019

#	Elements	Actions	Responsibility	Year
2	4	issues impacting campus accessibility (i.e.: inoperable elevators and changes to Blue Zone parking spots).	FM / OCRO	2019
3	4	Include criteria for accessibility in university purchasing policies and procedures.	FAS / VPAF	2019-2020
EMPLOYEE ENGAGEMENT				
4	1, 4, 5	Collect data on employee experience with employment equity, diversity and inclusion through the use of an automated exit interview questionnaire and employee pulse surveys.	HR / FR	2020
5	1	Pilot an Employee Resource Group to enhance career development and contribute to personal and professional development. This group can be either professional-centered (e.g. technology professionals) or attribute-centered (e.g. Indigenous employees).	HR / FR	2020
6	1, 2, 3, 4	Identify and remove barriers that could prevent designated group members from advancing in their careers. For example, review promotion, career development and mentoring processes (promotion and tenure process).	HR / FR	2020
EXCELLENCE				
7	2	Incorporate diversity and inclusion criteria into current President's Awards criteria. In addition, consider expanding the President's Awards to recognize efforts to advance equity and diversity at Memorial. These awards would recognize both individuals and groups. Award eligibility would include community groups and partners who help the university meet its equity and diversity objectives.	HR / FR / OPE	2020

#	Elements	Actions	Responsibility	Year
MONITORING AND ACCOUNTABILITY				
8	3, 5	Improve employee self-identification rate to a minimum of 80 per cent and work to maintain and improve this rate.	HR / FR / DD	2019-2021
9	2, 5	Submit an annual equity and diversity monitoring report to VPC that outlines progress made towards meeting qualitative and quantitative goals. Based on the findings of the report update hiring goals and action items, and add positive practices as needed. Include these items with the annual report submitted to VPC.	EEDAC / HR / FR	2019-2021
10	1, 2	Define the roles and responsibilities for administrative managers and academic administrators in the areas of employment equity, diversity, inclusion and indigenization for the full scope of managerial responsibilities. Formally designate a senior executive member as being responsible for equity, diversity and inclusion. Communicate this to the university community.	Provost and VPC	2019
11	3, 4, 5	Support units and campuses in developing tactical plans that address workforce gap areas so that the university can achieve its 2019 to 2021 employment equity hiring goals.	HR / FR / DD	2019-2021
12	2, 3	Ask the board of regents and senate to consider how diversity can be integrated into their governance appointment processes and their educational needs regarding diversity.	VPC	2019

#	Elements	Actions	Responsibility	Year
ORGANIZATIONAL CULTURE				
13	1, 2	Continue to acknowledge the territory and land on which Memorial campuses are located at events, ceremonies and meetings. Communicate as a best practice throughout the university community.	HR / FR / AA / Provost and VPC	2019
14	2, 3, 4	Support the development of a multi-campus Elder(s) in Residence Program. This program will provide guidance, personal consultation and an Indigenous perspective for students, staff and faculty. It will support Indigenous cultural knowledge sharing and community building.	AA / FR / HR	2019-2021
15	1, 2	Consult with the university community in defining the terms diversity and inclusion. Define Indigenous and Aboriginal with education on anti-colonization, decolonization and indigenization. Define visible minority and racialized groups, and determine how each term will be used by the university.	AA / EEDAC / FR / HR	2019
16	2	Develop and communicate an employee value proposition that includes a diversity and inclusion component.	HR / FR	2019
17	1, 2, 3	Support and sponsor faculty and staff events and educational sessions devoted to enhancing equity, diversity and inclusion across campus. Support coordination and collaboration across portfolios. These can include training on intercultural awareness, Indigenous cultural awareness, mental health first aid, gender diversity awareness, unconscious bias and others.	Office of the Provost / DD/ Stakeholders	2019-2021

#	Elements	Actions	Responsibility	Year
POLICIES AND PROCEDURES				
18	1, 2, 4, 5	Provide education to academic and administrative management and university units on policies and procedures related to employment equity, diversity and inclusion. Incorporate a requirement for policies and procedures education into the university's onboarding processes.	Policy owners in consultation with stakeholders	2019-2021 (annual)
19	1, 2, 4, 5	Use inclusive, unbiased, ungendered language in all policies and procedures. Ensure an equity review is conducted on all new policies and re-visit old policies to remove gendered language.	Office of the Board of Regents / Policy Office / DD	2019-2021
20	1, 3	In consultation with stakeholders and people with lived experience, develop a gender transition and accommodation guide for managers and supervisors to use in supporting employees who are transitioning. Implement related training program.	HR / FR	2019-2020
21	1, 2, 4	Develop a policy statement highlighting equity and diversity considerations in purchasing and when hiring contractors/subcontractors.	VPAF	2020
22	1, 4	Conduct an audit of all forms to ensure diversity in gender options.	HR / FR	2020
23	1, 2, 3, 4, 5	Establish a working group to develop procedures related to anti-racism and anti-hate. The procedures would be linked to the <i>Respectful Workplace</i> policy and include guidelines on social media, on-campus hate, graffiti and propaganda. In developing the procedures, the working group should take a pan-university approach that includes students, faculty and staff.	HR / FR Student Life	2019

#	Elements	Actions	Responsibility	Year
24	1, 2, 4, 5	Review the avenues available to employees for reporting employment equity and diversity related issues or complaints. Revise policies, procedures or processes to address gaps identified in the review. Ensure monitoring processes are in place. Communicate to employees the avenues available for reporting employment equity and diversity issues or complaints.	HR / FR / OCRO / Office of General Counsel	2019-2020
RECRUITMENT				
25	1, 2, 3, 4	Continue to build partnership with community organizations and continue to post all job ads through these organizations.	HR	2019-2021
26	2, 3, 4	Institute a diversity hiring process for short-term administrative positions.	HR	2019
27	4, 5	Remove the financial disincentive to widely advertising faculty positions to diverse organizations and groups. Make resources available to academic units so that advertising can be done broadly and not limited by unit budgets. For example, applicant diversity can be increased by utilizing alternative advertising resources through a listing made available through the Equity Office. The additional costs associated with this should be covered by a centralized fund.	Office of the Provost / FR	2019
28	3, 4	Ensure external recruitment firms are aware of the university's equity hiring goals, and knowledgeable and supportive of diversity. External recruitment firms should provide an equity survey to all applicants. Ensure that targeted efforts are made to ensure a diverse pool of applicants.	Provost / VPAF / Support from HR	2019-2021

#	Elements	Actions	Responsibility	Year
SELECTION				
29	3, 4	Develop a training module for hiring committees that includes a section on unconscious bias. Provide training to hiring committees.	HR / FR / Office of the Provost	2019-2021
30	2, 3, 4	Implement an equity process for selection of academic administrators.	HR / FR / Office of the Provost	2019
31	1, 2	Communicate the benefits of having diverse hiring/search committees, while acknowledging the risk of overburdening underrepresented groups.	HR / FR / Office of the Provost	2019-2021
32	4	Review the application process for all academic and administrative positions for any potential barriers (including apply on-line process).	HR / FR	2020
33	1	Update employment related hiring forms to include non- binary gender options.	HR / FR	2019
34	4	Investigate ways to better integrate Indigenous ways of knowing in the selection processes. Increase knowledge in this area amongst staff and faculty.	AA / FR / HR	2021
WORKPLACE ACCOMMODATION				
35	1, 4	Revise the recruitment and selection processes by adding a step for communicating to candidates a non-exhaustive list of available accommodations.	HR / FR	2019-2020
36	1, 4, 5	Provide information about accommodations and related supports to all job applicants.	HR / FR	2019-2020

#	Elements	Actions	Responsibility	Year
37	1, 2, 4	Educate the university community about accommodation issues more broadly, specifically increasing knowledge about religious and cultural accommodations.	HR / FR / Office of the Provost	2019-2021
38	1, 2,4	Ensure that accommodations/workplace adjustments do not negatively affect departmental budgets.	HR / FR / Office of the Provost	2019-2021

Hiring Goals 2019 to 2021

The *Equity, Diversity and Inclusion in Employment* policy requires that this Plan include an analysis of workforce information, provide short and long-term goals, and be usable in any compliance reviews required by the FCP. This section of the report includes an overview of designated groups at Memorial, the results of the workforce analysis, a forecast of hires from 2019 to 2021, and employment equity hiring goals for areas of the university's workforce that are underrepresented relative to the applicable labour markets.

DESIGNATED GROUPS AT MEMORIAL

Table 1 provided an overview of the designated group representation at Memorial compared to the labour market. This table provides a roll-up summary only. Representation in the university workforce for each of the designated groups varies based on types and categories of jobs. For example, Table 1 indicates that women are over-represented in the university's workforce. However, when analyzed at the position level women are under-represented in some areas. The workforce analysis section that follows provides details on under-representation of the university's workforce when compared to the relevant labour markets.

Table 1. Overview of Designated Groups at Memorial University - July 2018

Designated Groups	Representation at MUN - Number of Employees	Representation of MUN Workforce	Labour Market (LM) Availability	Percent at MUN Relative to LM Availability ²
Women	2096	54.1%	51.8%	104.4%
Aboriginal Peoples	72	1.8%	4.0%	45.0%
Visible Minorities	214	5.5%	8.4%	65.5%
Persons with Disabilities	97	2.5%	4.5%	55.6%

² Parity between Memorial workforce and labour market occurs at 100%. Percentages above one hundred mean that the university workforce has greater representation for the designated group than the labour market. Percentages below one hundred mean that the university workforce has lesser representation for the designated group than the labour market.

WORKFORCE ANALYSIS

The university's workforce was analyzed using the Government of Canada's FCP methodology and tools. National Occupational Classification (NOC) and Employment Equity Occupational Group (EEOG) data were updated in Banner HR for university positions. Employees were asked to provide or update their employment equity information by completing an on-line self-identification survey. At the time of the workforce analysis, 75.9 per cent of employees included in the analysis had self-identified. The self-identification survey was updated in March 2018. Questions were added that allow employees to select non-binary gender identity options. Employees can now self-identify their sexual orientation.

The university utilized the Government of Canada's Workplace Equity Information Management System (WEIMS) to do an analysis of the university's workforce compared to applicable labour markets. Table 2 provides the gaps in representation by EEOG based on four employment equity categories – women, Aboriginal Peoples, visible minorities, and persons with disabilities. The federal government data is limited to the four designated groups. Labour market data for people with diverse gender identities and sexual orientations is not available. Appendix 2 provides examples of positions for each of the EEOGs listed in Table 2.

The numbers highlighted are significant gaps in representation as outlined by FCP methodology. Hiring goals are set to reduce these gaps.

Table 2. Gaps in Representation by Employment Equity Occupational Group

Employment Equity Occupational Groups	Women	Aboriginal Peoples	Visible Minorities	Persons with Disabilities
01: Senior Managers				-12 ³
02: Middle and Other Managers			-32	
03: Professionals		-11	-96	-25
04: Semi-Professionals and Technicians	-40	-15		-5
05: Supervisors		-9		-8
06: Supervisors: Crafts and Trades				
07: Administrative and Senior Clerical Personnel		-13		
08: Skilled Sales and Service Personnel				
09: Skilled Crafts and Trades Workers				
10: Clerical Personnel		-16		-13
11: Intermediate Sales and Service Personnel		-4		
12: Semi-Skilled Manual Workers		-1		
13: Other Sales and Service Personnel	-36	-12		-6
14: Other Manual Workers	-10	-1		

FORECASTING HIRES FOR 2019-2021

A model was developed for forecasting retirements for the calendar years 2019 to 2021. The following assumptions were made:

- Faculty retire at 65 or older when 30 years of pensionable service is reached,
- All staff 65 and older retire, and

³ EEOGs 01 and 02 are combined for persons with disabilities.

- All staff retire as soon as 30 years of pensionable service is reached at age 55 and older.

Using these assumptions, the number of retirements per year is similar to the actual retirements from 2015 to 2017.

In finalizing the numbers of forecasted hires, a one per cent annual reduction in the university's workforce was assumed for the years 2019 to 2021. The university has a very low rate of employee departures that are not due to retirements. These potential departures were not included in the model.

HIRING GOALS BY EMPLOYMENT EQUITY OCCUPATIONAL GROUP

We were able to identify the numbers of employees who may retire by their self-identification category. Employment equity hiring goals were adjusted based on this data.

The university's 2011 internal workforce employment equity representation numbers were compared to the 2018 data. The changes in representation from 2011 to 2018 were used as a guide in determining the reasonableness of employment equity hiring goals.

Table 3 provides the hiring goals for the time-period 2019 to 2021 for women, Aboriginal Peoples, visible minorities and persons with disabilities for the EEOGs with significant gaps in representation.

Appendices three to six provide detailed information by employment equity occupational group related to the hiring goals in Table 3. These appendices provide the current internal representation and labour market availability for employment equity occupational groups. Lastly, the projected internal representation is listed outlining representation if the three-year hiring goals are met.

Table 3. Hiring Goals by Employment Equity Occupational Group 2019-2021

Employment Equity Occupation Groups	Women	Aboriginal Peoples	Visible Minorities	Persons with Disabilities
01: Senior Managers				2 ⁴
02: Middle & Other Managers			4	
03: Professionals		8	13	8
04: Semi-Professionals & Technicians	22	2		3
05: Supervisors		1		2
07: Administrative & Senior Clerical Personnel		4		
10: Clerical Personnel		3		5
11: Intermediate Sales & Service Personnel				
12: Semi-Skilled Manual Workers				
13: Other Sales & Service Personnel	8	2		2
14: Other Manual Workers	1			
Totals	31	20	17	22

⁴The hiring goal for persons with disabilities for EEOGs 01 and 02 is combined.

Resources for Implementation

There are both human and financial resources required to implement the Plan. The majority of the recommended action items require commitment, energy and prioritization of diversity and inclusion; however, some require financial resources. These include:

- Support and sponsor faculty and staff events and educational sessions devoted to enhancing equity, diversity and inclusion across campuses. Support coordination and collaboration across portfolios (\$5,000 annually).
- Remove a financial disincentive for increasing the diversity of faculty applicants by utilizing alternative advertising resources (\$15,000- \$20,000 annually).
- Training for all hiring committees on unconscious bias. This would include developing a training module for hiring committees (\$10,000-TBD).
- Consider expanding the President's Awards to recognize efforts to advance equity and diversity at Memorial. Award eligibility would include community groups and partners who help the university meet its equity and diversity objectives (\$1,000- \$2,000 annually).
- Support the development of a multi-campus Elder(s) in Residence Program. This program will provide guidance, personal consultation and an Indigenous perspective for students, staff and faculty (funding to be determined).
- In consultation with stakeholders and people with lived experience, develop a gender transition and accommodation guide for managers and supervisors to use in supporting employees who are transitioning. Implement related training program (\$5,000).

With the exception of the Elder(s) in Residence Program, approximately \$27,000 will be required annually over three years. There is an estimated \$15,000 required for one-time projects such as the development of a training module and resource guide.

APPENDIX 1: INTERVIEWS AND CONSULTATIONS

Purpose:

The purpose of the consultation process was to gather input from employees and community organizations on the development of the Plan. Consultations were held to gather input on categories of action items, potential action items and how to address barriers to employment.

Forums:

Open registration-facilitated town hall meetings were held for each campus with Grenfell's held via video conference. Targeted consultations of stakeholders groups were also conducted and memos were sent to union executives requesting their input.

Format:

Town hall and targeted consultations sessions started with an introductory PowerPoint presentation to provide context for the consultation, including the university's *Equity, Diversity and Inclusion in Employment* policy, EEDAC and reporting structure.

The manager of Learning and Development presented the action item categories from the October 2017 draft plan and framework document. Some examples of potential barriers and action items were provided. Participants were asked for their ideas on action items and categories that should be included in The Plan.

Consultation List:

- Memorial multi-campus town hall sessions
- Human Resources advisory services group
- Internationalization Office
- Letters sent to union executives
- Special Advisor to the President on Aboriginal Affairs
- Blundon Centre
- Disability Inclusion Group (MUN-DIG)
- Joint Equity Committee
- Sexual Harassment Office
- Human Resources/Faculty Relations leadership teams

- Employees from the Aboriginal Resource Office as per a special request
- Individuals with expertise in these areas for instance: Dr. Marlies Rise, director, strategic institutional research initiatives and Dr. Barbara Neis, professor and senior research associate in the SafetyNet Centre for Occupational Health and Safety Research
- Community consultation with follow-up emails to community groups including Empower NL

APPENDIX 2: EMPLOYMENT EQUITY OCCUPATIONAL GROUPS

Employment Equity Occupation Group Definitions

1. Senior Managers

Senior managers are employees who hold the most senior positions in the organization. They are responsible for the organization's policies and strategic planning, and for directing and controlling the functions of the organization.

Examples: President; Vice-President.

2. Middle and Other Managers

Middle and other managers receive instructions from senior managers and administer the organization's policies and operations through subordinate managers or employees.

Examples: Associate Vice-President; Director; Dean; Registrar; University Librarian, Vice-Dean; Associate Director; Assistant Director; Associate Dean; Associate Registrar; Human Resources Manager; Manager of Finance and Administration; Senior Administrative Officer.

3. Professionals

Professionals usually need either a university degree or prolonged formal training.

Examples: Faculty; Communications Advisor; Student Advisor; Recruitment Officer; Human Resources Advisor; Instructor; Educational Counsellor; Human Resources Specialist; Development Officer; Engineer; Assistant Registrar.

4. Semi-Professionals and Technicians

Workers in these occupations have to possess knowledge equivalent to about two years of post-secondary education, offered in many technical institutions and community colleges, and often have further specialized on-the-job training.

Examples: Network Administrator; Programmer Consultant; Library Assistant; Graphic Artist; Accounting Clerk.

5. Supervisors

Non-management first-line coordinator of workers in administrative, clerical, sales and service fields.

Examples: Supervisor; Security Supervisor; Custodian Supervisor.

6. Supervisors: Crafts and Trades

Non-management, first-line coordinators of workers in manufacturing, processing, trades and primary industry occupations.

Examples: Grounds Supervisor; Carpentry Supervisor; Electrical Shop Supervisor.

7. Administrative and Senior Clerical Personnel

Workers in these occupations carry out and coordinate administrative procedures and administrative services primarily in an office environment, or perform clerical work of a senior nature.

Examples: Customer Service Representative; Administrative Coordinator; Project Coordinator; Decanal Assistant; Senior Secretary.

8. Skilled Sales and Service Personnel

Highly skilled workers engaged wholly or primarily in selling or in providing personal service.

Examples: Buyer; Campus Enforcement and Patrol Officers.

9. Skilled Crafts and Trades Workers

Manual workers of a high skill level, having a thorough and comprehensive knowledge of the processes involved in their work. They are frequently journeypersons.

Examples: Plumber; Carpenter; Industrial Electrician; Power Engineer; Locksmith.

10. Clerical Personnel

Workers performing clerical work, other than senior clerical work.

Examples: General Office Clerk; Intermediate Clerk Stenographer; Senior Clerk.

11. Intermediate Sales and Service Personnel

Workers engaged wholly or primarily in selling or in providing personal service.

Examples: Revenue Cashier.

12. Semi-Skilled Manual Workers

Manual workers who perform duties that usually require a few months of specific vocational on-the-job training.

Examples: Operator (Machine and Equipment) such as Equipment Operator.

13. Other Sales and Service Personnel

Workers in sales and service jobs that generally require only a few days or no on-the-job training.

Examples: Custodian.

14. Other Manual Workers

Workers in jobs, which generally require only a few days or no on-the-job training.

Examples: Groundskeeper; Ground Maintenance Person.

APPENDIX 3: EQUITY HIRES 2019 TO 2021 – WOMEN

Employment Equity Occupational Groups With Significant Gaps	Total Employees in EEOG	Anticipated hires (over 3 years)	Hiring Goal Women (over 3 years)	Gap in Representation of Women (2018)	Representation of Women at MUN (2018)	Labour Market Availability Women (WEIMS) ⁵	MUN Projected Representation of Women by January 2022
04: Semi-Professionals & Technicians	408	40	22	-40	38.5%	48.4%	39.4%
13: Other Sales & Service Personnel	163	21	8	-36	39.3%	61.2%	41.1%
14: Other Manual Workers	40	4	1	-10	2.5%	28.1%	5.1%

⁵The Government of Canada's Workplace Equity Information Management System provided the labour market data.

APPENDIX 4: EQUITY HIRES 2019 TO 2021 – ABORIGINAL PEOPLES

Employment Equity Occupational Groups With Significant Gaps	Total Employees in EEOG	Anticipated hires (over 3 years)	Hiring Goal Aboriginal Peoples (over 3 years)	Gap in Representation Aboriginal Peoples (2018)	Representation Aboriginal Peoples at MUN (2018)	Labour Market Availability Aboriginal Peoples ⁶	MUN Projected Representation Aboriginal Peoples by January 2022
03: Professionals	1966	107	8	-11	1.7%	2.3%	2.1%
04: Semi-Professionals & Technicians	408	40	2	-15	2.0%	5.6%	2.5%
05: Supervisors	64	18	1	-9	1.6%	15.2%	3.2%
07: Administrative & Senior Clerical Personnel	362	69	4	-13	1.9%	5.6%	2.8%
10: Clerical Personnel	321	47	3	-16	1.9%	7.0%	2.6%
11: Intermediate Sales & Service Personnel	56	-2	0	-4	0.0%	8.0%	0.0%
12: Semi-Skilled Manual Workers	10	5	0	-1	0.0%	6.6%	0.0%
13: Other Sales & Service Personnel	163	21	2	-12	0.0%	7.6%	1.3%
14: Other Manual Workers	40	4	0	-1	5.0%	8.5%	5.1%

⁶The Government of Canada's Workplace Equity Information Management System provided the labour market data.

APPENDIX 5: EQUITY HIRES 2019 TO 2021 – VISIBLE MINORITIES

Employment Equity Occupational Groups With Significant Gaps	Total Employees in EEOG	Anticipated hires (over 3 years)	Hiring Goal Visible Minorities (over 3 years)	Gap in Representation Visible Minorities (2018)	Representation Visible Minorities at MUN (2018)	Labour Market Availability Visible Minorities ⁷	MUN Projected Representation Visible Minorities by January 2022
02: Middle & Other Managers	333	32	4	-32	5.4%	15.0%	6.5%
03: Professionals	1966	107	13	-96	8.8%	13.7%	9.6%

⁷The Government of Canada's Workplace Equity Information Management System provided the labour market data.

APPENDIX 6: EQUITY HIRES 2019 TO 2021 – PERSONS WITH DISABILITIES

Employment Equity Occupational Groups With Significant Gaps	Total Employees in EEOG	Anticipated hires (over 3 years)	Hiring Goal Persons with Disabilities (over 3 years)	Gap in Representation Persons with Disabilities (2018)	Representation Persons with Disabilities at MUN (2018)	Labour Market Availability Persons with Disabilities ⁸	MUN Projected Representation Persons with Disabilities by January 2022
01 and 02: Middle & Other Managers	339	32	2	-12	0.9%	4.3%	0.9%
03: Professionals	1966	107	8	-25	2.5%	3.8%	2.8%
04: Semi-Professionals & Technicians	408	40	3	-5	3.4%	4.6%	3.5%
05: Supervisors	64	18	2	-8	1.6%	13.9%	3.2%
10: Clerical Personnel	321	47	5	-13	2.8%	7.0%	3.2%
13: Other Sales & Service Personnel	163	21	2	-6	2.5%	6.3%	3.2%

⁸The Government of Canada's Workplace Equity Information Management System provided the labour market data.

Appendix 5: Financial Arrangements for Canada Research Chairs

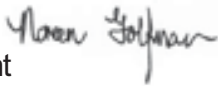
Office of the Provost and Vice-President (Academic)

P.O. Box 4200, St. John's, NL Canada A1C 5S7
 Tel: 709 864 8246 Fax: 709 864 2074 Email: vpacad@mun.ca
www.mun.ca/vpacademic

MEMORANDUM

13 February 2015

TO: Deans' Council

FROM: Noreen Golfman, Provost and Vice President
 (Academic) *Pro Tempore* 

SUBJECT: **CRC Financial Arrangements**

Attached is final version of the document that describes the Financial Arrangements for Canada Research Chairs as discussed at the January 12, 2015 meeting of Deans' Council. Please note that these arrangements are effective immediately for all new calls for proposals from units to host a CRC.

For Chair searches that are underway and for which there have not been interviews with prospective candidates, these arrangements can be used for those searches should you wish to do so. In those cases, you would have already identified the availability of a base-funded position in support of the appointment of which a significant portion of the funding (75%) was identified as direct support for the Chair research program.

The attached Financial Arrangements provide for some flexibility on how the combined base salary and CRC funding is spent in the unit so if you wish to implement the new model for the ongoing searches, you must submit a financial plan for the Chair to the CRC Steering Committee in accordance with Section 7 of the attached document by **Friday, March 13, 2015**.

Financial Arrangements for Canada Research Chairs

Approved: February 10, 2015

1. **Strategic Institutional Direction:** A Canada Research Chair (CRC) represents a federally funded instrument to assist the university in achieving the goals established within its strategic research plan, to be implemented by a school, faculty or campus (i.e., referred to from now on as "academic units" in this document) on behalf of the entire university. It is an institutional commitment to an area of research, not exclusively to the CRC Chairholder. In using CRC Chairs to increase the research intensity of MUN, the primary benefits of more Principal Investigators and more graduate students will generate the most immediate impact on Memorial's research performance. CRC Chairs are expected to serve as a catalyst in their academic units for increased research productivity that enhances the research environment within the host academic unit(s) and increases research opportunities for colleagues within the Chairholder's academic unit(s).

2. **Salaries of Chairholders of Expiring CRC Chairs:** The mandate of large number of existing CRC Chairholders will be expiring over the next three years. The university commits, through the Office of the Provost, to working closely with the academic units currently hosting such CRC Chairs to cover the salaries of these Chairholders as they transition into the professoriate of their respective academic unit.

3. **Distribution of CRCs Within the University:** The distribution of CRCs at Memorial University largely reflects the current relative Tri-Agency grants performance of individual academic units. There are numerous metrics by which the resource performance of an institution can be assessed. Given the role of relative Tri-Agency grants performance in assigning chairs to institutions, the potential for a CRC to serve as a catalyst to increase this performance within their academic unit will be considered as a factor, in addition to the goals of the strategic research plan, in allocation of CRC opportunities.

4. **Long-term Planning of Hires:** Academic units must reflect their CRC hiring aspirations in their faculty member position requests. Though the institution cannot guarantee that such aspirations will be fulfilled, the planning for the possibility of acquiring a CRC (or any other chair for that matter) is key to facilitating the operational details of hiring CRC candidates.

5. **Central Bank of CRC Positions:** Due to uncertainty with respect to immediate availability of based-funded faculty positions to associate with a new CRC allocations to an academic unit, the Provost's Office commits to having a modest bank of positions (approximately 4), available annually, to ensure that temporary salary lines are available, when needed, for academic units where for chairs that are being terminated as per (6). This should allow the university to balance the risk of unallocated salary commitments against the leveraged opportunities to enhance institutional research intensity.

6. **CRC Research Performance Expectations and Tracking:** The research performance expectations of CRC Chairholders (in addition to their teaching and learning, and community engagement expectations associated with their normal tenure or tenure-track

appointment) must be included in any proposal to the CRC Steering Committee by an academic unit seeking a CRC Chair opportunity and must be made explicitly known, in writing, in the letter of offer to a prospective Chairholder. Such expectations must include elements such as: leadership of a strategic institutional research area within the academic unit(s); facilitation of research and partnership with colleagues in this strategic research area; transformative impact of research capacity within the academic unit(s), including leading grantsmanship initiatives as part of a team of colleagues; and other elements as may be appropriate to the academic unit (s) hosting the CRC. The performance of the Chairholder will be assessed by the CRC Steering Committee, in consultation with the relevant Dean(s), against these criteria after year 2 of the initial term of the CRC appointment and thereafter on a yearly basis as well as any modifications in their role. If the CRC Steering Committee determines that there is a failure to meet objectives the individual may be removed from the Chair and the chair reallocated. The underlying academic appointment is decoupled from the Chair appointment and is not affected by the termination of the Chair appointment. Base funding of the chair salary and benefits must be in place for the tenure or tenure-track appointment to enable academic unit's to be objective in their assessment of the Chairholder's performance.

7. CRC Funding Available to Academic Unit(s) Hosting the CRC: 95% of the annual CRC funding for can be used within the academic unit(s) for a combination of recruitment costs and relocation expenses, salary and benefits, stipends and other research costs (e.g., start-up funding, graduate student support, technical and administrative staff support, research grants and funding support for research initiatives in the focus area of the CRC, incremental administrative costs to the CRC academic unit(s)). Expenditures of the CRC funding must be consistent with the "Use of Award Funds" requirements of the CRC Program. The allocation of funding to Chairholder salary, benefits and stipend and to support research initiatives associated with the CRC will be balanced to maximize research intensity of the institution and be consistent with the assumed risk advocated in (5). An academic unit, as part of its proposal to the CRC Steering Committee to receive a CRC allocation or renew a CRC allocation, must, at the time of applying for an opportunity to recruit a CRC, clearly describe the funding allocation that will be employed over the term of the CRC appointment and demonstrate how this allocation maximizes the potential to increase research productivity as a result of allocating the CRC opportunity to the unit. Any variance in the funding allocation during the term of the CRC must be proposed by the relevant Dean and approved by the CRC Steering Committee. In all cases, an academic unit hosting a CRC is required to have a base-funded position and associated funding, at a salary and rank commensurate with the actual/anticipated salary of the Chairholder, available within the first three years of the initial term of the CRC appointment. The funding model described in the application to the CRC Steering Committee for the initial allocation or for a renewal of an appointment must take into account the funding associated with the base-funded position associated with the CRC.

8. CRC Funding to be Retained by the Vice-President (Research) to support the Central CRC Support Services: 5% of the annual CRC funding will be retained by the Vice-President (Research) to offset the costs of the central CRC support services.

Appendix 6: Employment Equity Survey

Employment Equity Survey

Memorial University of Newfoundland (MUN) and its Faculty Association (MUNFA) are committed to employment equity. As per **Article 29** of the **MUN-MUNFA collective agreement**, you are invited to answer the questions below. Clause 29.28 of the collective agreement can only be applied where applicants are willing to self-identify and release the information to the hiring unit. If this information is not released, target group applicants should understand that the provisions of clause 29.28 cannot be applied. If you are not a member of a target group, you are still encouraged to complete the questions in order for the equity program to be effectively administered. The completion of the questions and release of this information is strictly voluntary. The information supplied will be kept confidential and used solely for the purpose of employment equity. Thank you for your co-operation.

Questions may be directed to the Employment Equity Officer: Phone: (709) 864- 2548 Fax: (709) 864-2700 E-mail: equity@mun.ca

Please provide your full name

Gender

Male Female Other

Visible Minority: Members of visible minorities are persons, other than Aboriginal peoples, who identify themselves as being non-Caucasian in race or non-white in colour, regardless of birthplace.

Example Visible minorities

- South Asian (e.g., East Indian, Pakistani, Punjabi, Sri Lankan)
- Black (e.g., African, Haitian, Jamaican, Somali)
- Arab/West Asian (e.g., Armenian, Egyptian, Iranian, Lebanese, Moroccan)
- Filipino
- South East Asian (e.g., Cambodian, Indonesian, Laotian, Vietnamese)
- Latin American
- Japanese
- Korean

Do you identify as a member of a visible minority group? Yes No

Aboriginal People: An Aboriginal person is a North American Indian or a member of a First Nation, a Métis, or Inuit. North American Indians or members of a First Nation include status, treaty or registered Indians, as well as non-status and non registered Indians.

Are you an Aboriginal person? Yes No

PERSONS WITH A DISABILITY: Persons with disabilities have a long-term or recurring physical, mental, sensory, psychiatric or learning impairment and who:

- a. consider themselves to be disadvantaged in employment by reason of that impairment, or
- b. believe that an employer or potential employer is likely to consider them to be disadvantaged in employment by reason of that impairment, and
- c. includes persons whose functional limitations owing to their impairment have been accommodated in their current job or workplace.

Are you a person with a disability? Yes No

Are you a Canadian citizen or permanent resident of Canada? Yes No

Do you give permission for this information to be released to the hiring unit? Yes No

Appendix 7: NL Human Rights Commission Approval of Targeted Search



December 14, 2018

Memorial University
Office of the Provost and Vice-President (Academic)
PO Box 4200
St. John's, NL A1C 5S7

Attention: Noreen Golfman, PhD.

RE: Special Program Request - Canada Research Chair Position
Our File No.: 11771

Dear Ms. Golfman:

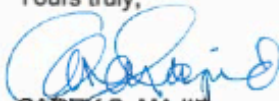
Please be advised that on December 14, 2018 the Commission considered your request for a Special Program to have a targeted search for a Canada Research Chair position, directed at individuals who identify as persons with disabilities. Your request has been approved subject to the following:

(1) Any advertisement for this position should state

"Competition only open to candidates who identify as a person with disabilities, as per approval granted by the Human Rights Commission pursuant to Section 8 of the Human Rights Act."

We trust this is satisfactory.

Yours truly,



CAREY S. MAJID
Executive Director

Appendix 8: KBRs-Memorial University Employment Equity Survey Results



Memorial University

Employment Equity Survey Report

Prepared by

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Introduction and General Overview

The survey was launched on August 2nd, 2019 and closed on August 13th, 2019. The survey was sent out to 21 active CRC's as well as a number of other high-impact researchers. 29 total responses were collected; 16 of whom identified as current CRC's.

Notes on Content

For questions pertaining to confidential self-identification data, when the number of respondents was less than five, we have indicated “number withheld” in keeping with CRC guidelines. We have also, when necessary, withheld the number of responses in other categories so as not to allow readers to deduct the representation and to ensure confidentiality is protected – in those cases, we have noted we have done so.

The first section of the report provides an overview of the data collected from all respondents. For those responses where a qualitative, open-text response was requested, we have provided a short summary paragraph, followed by any notable correlations based on self-identification data.

Appendix A provides information concerning any correlations between responses and respondent faculty rank; Faculty Home/School; and Tier of CRC (when applicable).

Appendix B contains information pertaining to the responses of only those who identified as CRC's and provides short summaries of responses per question.

Appendix C provides the full, verbatim responses for all respondents. Please note, we have redacted any identifying information, and the order of respondent answers has also been randomized to mitigate any risk of making connections between answers. Typos and spelling errors have also been edited for clarity.

Appendix D provides the full-text verbatim responses of only those who identified as CRC's. Again, we have also redacted any identifying information, and the order of respondent answers has also been randomized to mitigate any risk of making connections between answers. Typos and spelling errors have been edited for clarity.

Overview of Findings

The survey gathered responses from individuals across 10 faculties and/or Schools at Memorial. The majority of respondents were Assistant Professors (14), with 9 Full Professors, and 5 Associate Professors completing the survey and one respondent identifying as “Other.” Almost all respondents indicated they held PhD's with the average amount of time respondents held their PhD's prior to taking up their current roles at Memorial being 6.5 years. Of the 16 CRC respondents, the majority indicated they were Tier II, with a smaller number of Tier I's responding.

Below we highlight some high-level themes and trends. More detailed reporting and context is provided in the body of the report.

Self-Identification

Detailed numerical data can be found below.

Respondents mentioned that the current university climate made it difficult for individuals to feel comfortable self-identifying and suggested a culture shift was required across the university. Respondents expressed concerns about managing confidentiality in a self-identification process given the relatively limited amount of diversity at Memorial and the small nature of the community. Respondents also pointed to fear of discrimination, stereotyping, and the risk of a negative hiring decision as potential barriers to self-identification. Several respondents suggested there was a fear of being a “diversity hire” or that colleagues would feel they were seeking an unfair advantage.

Individuals who self-identified as visible minorities and/or as Indigenous expressed strong concerns about the potential lack of confidentiality involved in self-identifying in contexts where survey groups were small and/or within small communities, such as at Memorial. Individuals who self-identified as visible minorities and/or as Indigenous mentioned the additional administrative burden that may be placed on individuals who self-identify as members of under-represented groups. Respondents who self-identified as persons with a disability specifically mentioned fear of being judged incapable to perform in the role. Respondents who self-identified in multiple categories mentioned it could be difficult to know how to identify or to feel that self-identification options accurately captured desired identification.

Respondents suggested the university celebrate existing diversity more openly and work to create a safer, more inclusive environment where individuals feel more comfortable self-disclosing. In terms of training, it was suggested by several respondents that the university could provide broader and more frequent unconscious bias training as well as sensitivity training and training specifically in issues of accommodation and employment equity. Several respondents suggested the university engage in targeted hiring and/or cluster hiring to increase diversity across the community.

Employment Equity

Regarding Memorial's failure to meet employment equity targets respondents commented on broader institutional issues such as sexism, ableism, and privilege of male, and heteronormative individuals; the pervasiveness of White privilege and a perceived "cult of colour-blindness" across the university; and the overarching need to decolonize education and research. Respondents also pointed to a lack of diversity at the senior level and lack of support more broadly for individuals from under-represented groups.

In terms of the hiring process, respondents indicated that the hiring process at Memorial currently did not emphasize diversity enough and was not standardized across units; many also pointed to issues with inclusion and openness to other ways of seeing and knowing during the hiring and interview process. Several respondents mentioned location and relative lack of demographic diversity in the region and/or lack of candidate availability more broadly as determining factors.

Respondents who did not self-identify in any of the under-represented groupings were significantly more likely to point to lack of diversity in the geographic region, geographic isolation, or lack of candidate availability as reasons for Memorial's failure to meet employment equity targets than those who did self-identify.

Advertising

Most respondents heard about their current opportunities through a job advertisement. Roughly half of the respondents indicated they had been contacted by someone from the university about their current role. Most of these individuals identified as members of under-represented groups.

With regards to how advertising could be improved to encourage applicants from under-represented groups respondents suggested more clear and persuasive language be used in advertisements to encourage diverse applicants; more clarity around Memorial's strategies for supporting diverse applicants as well as policies and governance structures that enable an inclusive workplace; more diverse hiring committees; and broader advertising strategies. A number of respondents also indicated they felt the diversity statement used in advertisements was not useful and/or had little impact.

Respondents who self-identified as either visible minorities and/or as Indigenous mentioned, consistently, that wording in advertisements needs to move beyond standard, boilerplate phrases and that an attempt should be made to make advertisements more intentional and explicit about why and how candidates might feel welcomed and supported at the university.

Interviewing

The majority of respondents gave a job talk. Most gave a sample class lecture. The majority had lunch and/or dinner with, variously, members of the committee; faculty in their respective department; and/or members of administration. The majority met with the Dean or equivalent. Most met with graduate students. The majority of respondents indicated their interview process was more than one day. The majority indicated it was a formal, standardized process. There were no notable correlations between self-identification data and these responses.

Those that provided their impressions of the interview process provided both positive and negative comments overall however, the majority of respondents suggested there was nothing that they did not like or that made them uncomfortable in the context of the interviewing process.

Meeting graduate students; the friendly, open, and welcoming demeanor of those they met; the ability to meet individuals in other departments and tour the campus; and the administrative support for the process were identified as positives.

Those that identified negative factors mentioned that faculty or committee members did not show knowledge of, and/or appreciation for, Indigenous ways of knowing, race, or Indigeneity. In addition, one respondent mentioned their accommodation requests were not met during the interview process. All of those who provided negative feedback regarding their interview process self-identified as members of under-represented groups, with no trend towards any one grouping.

Onboarding and Support

In terms of the support provided upon hiring, five respondents mentioned receiving no support outside of standard research funds. Respondents that did identify additional supports mentioned, variously, travel and relocation assistance; administrative support; teaching release; RDC and CFI support; support for lab renovation; bridge funding; office space; start-up funding of varying amounts; access to a departmental account; CRC funds; SIRI funding; and/or funding through ACOA. All of those who indicated they received no additional funds identified as members of under-represented groups, with no trend towards any one grouping.¹

In terms of longer-term infrastructure support, seven respondents indicated that the university had supported their infrastructure requirements adequately to well. However, most respondents mentioned encountering issues of varying degree receiving and/or modifying lab space. Issues with health and safety were identified with some regularity including those pertaining to space, water, air quality, and temperature control - as were issues with technology. The speed with which funding requests are processed and met was mentioned as a concern by several respondents. One respondent mentioned that their accommodation needs in relation to their work space had consistently not been met.

Mentoring and Integration

Almost all of the respondents suggested they received little to no mentoring outside of informal help from colleagues. A small number of respondents described their mentoring as having been sufficient. All others expressed a desire for more formal mentorship and clearer guidance on procedures, policies, the local context, granting opportunities, and/or general guidance on “the way things work” at the university. Several respondents suggested informal events for CRCs and/or research hubs to make connections between CRCs. One respondent mentioned it would be beneficial to have an elder in residence.

¹ With regards to the reference to SIRI funding, the candidate may have received internal funding from Memorial, but the source was mis-identified as SIRI confirmed that it does not administer internal awards for researchers.

Roughly half the respondents indicated they had mentored another faculty member. All of the individuals who answered this question and self-identified as being a visible minority indicated they had mentored a fellow faculty member. None of the individuals who answered this question and self-identified as a person with a disability indicated they had mentored a fellow faculty member.

Overall, respondents suggested there were very few (if any) formal integration efforts made by their departments. Several respondents mentioned needing to take the lead in their own integration and “find their own way.” A few respondents indicated feeling harassed or bullied within their department and feeling they had entered into an aggressive and manipulative environment.

Career Interruptions

Six respondents indicated they had experienced career interruptions. Several respondents suggested their career interruptions had slowed down research; student recruitment; paper writing/publications; and/or grant applications. Several respondents suggested their career interruptions had not affected the trajectory of their careers.

General Comments on the Recruitment, Selection, and Retention of Under-Represented Groups

Respondents had a variety of suggestions for how the university could improve the recruitment of individuals identifying as members of under-represented groups including, variously, targeted hiring; longer interviews with the opportunity to meet with broader pools of stakeholders; more clarity with hiring committees around why employment equity is important and more corresponding training; more diverse search committees; more targeted advertising;

In order to better support those undertaking an interview process, respondents suggested more virtual interviews; travel assistance and childcare support for interviewing candidates; and better guidance for candidates undertaking an interview process who are coming from outside North America.

Respondents also suggested it would be beneficial for the university to develop stronger relationships with members of under-represented communities as well as better support for those currently at the university who may identify as members of under-represented groups so that they could provide positive referrals.

Respondents also recommended an increase in tenure-track positions (and corresponding decrease in contract work and precarious employment) and improved clarity and consistency in the fulfillment of employment agreements which would ideally resulting in less burden on candidates to negotiate equitable packages.

Population Overview

Q1: Are you a current Canada Research Chair (CRC) holder?

Answered: 29

- Yes = 16
- No = 13

Q12: Gender, Gender Identity and Expression, and Sexual Orientation

Answered: 28

- A woman = 15
- A man = number withheld*
- Trans = 0
- Gender queer = number withheld
- Non-binary = 0
- Gender-fluid = 0
- Two-Spirit = number withheld
- I prefer not to respond = 0
- I prefer to self-describe as = number withheld

**This number was withheld to prevent the deduction of other numbers in the set.*

Q13: Do you identify as part of the LGBTQI2+ community?

Answered: 28

- Yes = number withheld
- No = 12*
- No, but I identify as an ally = 12*
- I prefer not to respond = 0
- I prefer to self-describe as = 0

**Numbers were not withheld because respondents can identify in more than one "No" category.*

Q14: Do you consider yourself to be a visible minority person?

Answered: 28

- Yes = 9*
- No = 17*
- I prefer not to respond = number withheld

**Despite being able to deduce the number who "prefer not to respond," these numbers were not withheld as this was not considered a confidential data point.*

Q15: Race and Ethnicity

Answered: 28

- Indigenous = number withheld
- Arab = 0
- Black = number withheld

- Chinese = number withheld
- Filipino = 0
- Japanese = 0
- Korean = 0
- Latin American = number withheld
- South Asian = number withheld
- Southeast Asian = number withheld
- West Asian = 0
- White = 16
- Other = number withheld*

**These data points were withheld as the specificity of reply provided would likely identify respondents.*

Q16: Indigenous Persons

Answered: number withheld

- First Nation = number withheld
- Métis = number withheld
- Inuit = number withheld
- Other (did not specify further) = number withheld

Q17: Do you consider yourself to be a person with a disability?

Answered = 28

- Yes = number withheld
- No = number withheld*
- I prefer not to respond = number withheld

**This number was withheld to prevent the deduction of other numbers in the set.*

Overall Respondent Data and Findings

CRC-Specific Questions

Q2: What Tier is your CRC?*

Answered: 16

The majority of respondents indicated they were Tier II CRC's, with a small number of Tier I CRC's responding (numbers withheld).

***Correlations in responses between Tier of CRC and other data appear in Appendix A.*

Q3: Have you been through a renewal process?

Answered: 16

The majority of respondents have not been through a renewal process. A number of respondents have been through a renewal process (number withheld).

Q4: When did you go through the renewal process?

Answered: number withheld

Respondents indicated years between 2010 and 2019.

Q5: Please describe the CRC renewal process as you experienced it, including which aspects you appreciated and those you disliked.

Answered: number withheld

Overall Summary:

- Overall positive responses mentioning adequate to good guidance and support.

Comparative/Notable Variances by Self-Identification Groupings:

- No notable variances in responses by self-identification groupings.

Q6: What type of administrative support and/or grant writing mentoring did you receive from the University when you submitted your application to the CRC Program?

Answered: 16

Overall Summary:

- Most respondents mentioned good support in their application preparation from the SIRI Office and CREAT with mention of support from Pamela White and Dr. Marlies Rise specifically.
- Others mentioned receiving support from administrators within particular Faculties.

- Respondents obtained their PhD's between the years of 1982 and 2014 with the average of graduation being 2007.
- Most respondents received their PhD between the years of 2007 and 2014 (80%)

Q11: How many years had it been since your PhD completion when you took up your role at MUN?

Answered: 26

- Respondents had held their PhD between 0 and 30 years before obtaining their current roles at MUN, with an average of 6.5 years and many respondents having held their PhD for between 3 and 8 years prior to obtaining their current roles at MUN (65%)

Questions Relating to Self-Identification Process and Employment Equity (Q18-Q22)

Q18: Do you have any suggestions to encourage individuals to self-identify?

Answered: 18

Overall Summary:

- Respondents suggested that the current university climate made it difficult for individuals to self-identify comfortably and that a culture shift was required across the university.
- One respondent felt that in this particular instance the survey size was too small for them to feel comfortable self-identifying and that, more broadly, Memorial has too little diversity for individuals to feel comfortable self-identifying.
- Specific recommendations were made for broader unconscious bias training as well more training for search committees.

Comparative/Notable Variances by Self-Identification Groupings:

- Respondents who did not self-identify in one of the under-represented groupings were less likely to answer this question.
- Individuals who self-identified as visible minorities and/or as Indigenous expressed strong concerns about the potential lack of confidentiality involved in self-identifying in contexts where survey groups were small and/or within small communities, such as at Memorial.
- Individuals who self-identified as visible minorities and/or as Indigenous mentioned the additional administrative burden that may be placed on individuals who self-identify as members of under-represented groups.

Q19: From your perspective, what do you see as the potential dilemmas of self-disclosure during the application or post-hiring process?

Answered: 19

Overall Summary:

- Respondents suggested potential dilemmas included fear of discrimination, stereotyping, and the risk of a negative hiring decision.
- Several respondents suggested there was a fear of being a "diversity hire" or that colleagues

- would feel they were seeking an unfair advantage.
- Other respondents suggested that occasionally self-identification processes do not list enough options.
- Others pointed to a potential loss of privacy, especially in a small community.
- One respondent did not understand the question.

Comparative/Notable Variances by Self-Identification Groupings:

- Respondents who did not self-identify in one of the under-represented groupings were less likely to answer this question.
- Individuals who self-identified as visible minorities and/or as Indigenous expressed strong concerns about the potential lack of confidentiality involved in self-identifying in contexts where survey groups were small and/or within small communities, such as at Memorial.
- Respondents who self-identified as persons with a disability specifically mentioned fear of being judged incapable to perform in the role.
- Respondents who self-identified in multiple categories mentioned it can be difficult to know how to identify or to feel that options are accurate to desired identification.

Q20: Do you have any ideas for how departments, faculties, or the University more broadly can deal with these barriers?

Answered: 18

Overall Summary:

- Respondents suggested that the university needs to publicly address current and past discrimination and take a zero tolerance approach to discrimination – including replacing individuals who have perpetuated discriminatory behaviour.
- Respondents suggested the university celebrate existing diversity more openly and work to create a safer, more inclusive environment where individuals feel more comfortable self-disclosing.
- One respondent suggested a systematic approach incorporating systems of support for marginalized and under-represented communities at the university, increased representation of diverse voices at the senior level, and increased and more sustained support for programs and courses targeting under-represented groups.
- In terms of training, it was suggested by several respondents that the university could provide broader and more frequent unconscious bias training as well as sensitivity training and training specifically in issues of accommodation and employment equity.
- Several respondents mentioned being on committees and not having issues of employment equity under discussion.
- Several respondents suggested the university engage in targeted hiring and/or cluster hiring.

Comparative/Notable Variances by Self-Identification Groupings:

- Respondents who did not self-identify in one of the under-represented groupings were less likely to answer this question.
- There were no other notable trends in response based on self-identification groupings.

Q21: Memorial University is not meeting employment equity targets across the University, including in the research community. Why do you think that is?

Answered: 22

Overall Summary:

- Respondents posited several broader institutional issues be addressed in response to this question: institution-wide sexism, ableism, and privilege of male, and heteronormative individuals; the pervasiveness of White privilege and a “cult of colour-blindness” across the university; and the overarching need to decolonize education and research.
- Respondents also pointed to a lack of diversity at the senior level and lack of support more broadly for individuals from under-represented groups in terms of research funds as well as other supports as well as the university’s tendency to deal with issues as they come on a situational basis rather than address them on a structural level.
- In terms of the hiring process respondents mentioned there being not enough emphasis on diversity in the hiring process; issues with inclusion and openness to other ways of seeing and knowing in the hiring and interview process; lack of opportunity for candidates to reflect on areas they may have underperformed during the hiring process; limited advertising; and lack of standardization across hiring processes.
- One respondent mentioned that the university should require institution-wide self-identification.
- Several respondents mentioned location and relative lack of demographic diversity in the region as determining factors. Several respondents mentioned that MUN was unable to compete with other institutions for the best candidates. One respondent mentioned supply more broadly citing there were not enough qualified applicants for senior roles.
- One respondent mentioned the CRC assessment committee was not sufficiently diverse.

Comparative/Notable Variances by Self-Identification Groupings:

- Respondents who did not self-identify in one of the under-represented groupings were significantly more likely to point to lack of diversity in the geographic region, geographic isolation, or lack of candidate availability as reasons than those who did self-identify.
- There were no other notable trends in response based on self-identification groupings.

Recruitment (Q22-Q25)

Q22: How did you hear about the opportunity at Memorial you currently hold?

Answered: 25

- AUCC website
- Unspecified online advertisement (6)
- Email and direct contact and/or recruitment firm (3)
- University Affairs (2)
- Mathjobs
- MUNFA
- CAUT Academic Jobs Website
- It was the CRC position that brought me to Memorial
- Through a colleague or friend/word of mouth (8)
- Don’t recall

Comparative/Notable Variances by Self-Identification Groupings:

- All of those who mentioned being directly recruited in some form (firm, direct email) identified

- as members of under-represented groups.
- No other notable trends in response based on self-identification groupings.

Q23: Did anyone from the University discuss the position with you to encourage you to apply?

Answered: 25

- 11 indicated they had not been contacted by anyone from the university.
- 13 indicated they had been contacted by someone from the university.
- 1 individual mentioned being contacted by an executive search firm.

Comparative/Notable Variances by Self-Identification Groupings:

- Of the 11 who answered “no”, 8 identified as members of under-represented groupings.
- Of the 13 who answered “yes”, 9 identified as members of under-represented groupings.

Q24: Do you have suggestions for how academic job advertisements could be better worded to encourage applicants from the under-represented groups identified in Memorial’s Employment Equity and Diversity Plan which includes women, Indigenous persons, members of visible minority groups, persons with disabilities, sexual minority groups, and those with diverse gender identities?

Answered: 19

Overall Summary:

- Respondents submitted varying ideas in response to this question suggesting: more clarity in advertisements that diverse applicants are encouraged; more clarity around MUN’s strategies for supporting diverse applicants as well as policies and governance structures that enable an inclusive workplace; more diverse hiring committees; broader advertising strategies – including within graduate studies departments; and moving the diversity statement to the top of the advertisement.
- Several respondents felt the diversity statement used in advertisements was not useful and/or had little impact or was boilerplate. Respondents pointed to improvements that could be made to terminology with specific reference to the terms “visible minority” and “sexual minority groups.”
- Others commented more broadly on the small size of applicant pools or suggested that the university hire more tenure track positions.

Comparative/Notable Variances by Self-Identification Groupings:

- Respondents who did not self-identify in one of the under-represented groupings were less likely to answer this question.
- Respondents who self-identified as either visible minorities and/or as Indigenous mentioned, consistently, that wording needs to move beyond the standard, boilerplate phrases and that an attempt should be made to make advertisements more intentional and explicit about why and how candidates might feel welcome and supported at the university.

Interviewing and Selection (Q26-Q37)

Q25: Do you have any other suggestions about wider recruitment practices?

Answered: 17

Overall Summary:

- Respondents had a variety of suggestions including: targeted hiring; longer interviews with the opportunity to meet with broader pools of stakeholders; more clarity with hiring committees around why employment equity is important; more diverse search committees; more targeted advertising (advertising targeted specifically to women for example); more virtual interviews; travel assistance and childcare support for interviewing candidates; better guidance for candidates undertaking an interview process who are coming from outside North America.
- Respondents also suggested stronger relationships with members of under-represented communities as well as better support for those currently at the university who may identify as members of under-represented groups so that they can provide positive referrals.

Comparative/Notable Variances by Self-Identification Groupings:

- No notable trends in response based on self-identification groupings.

Q26: What was your interview process like for your current position at Memorial?

Answered: 18

Overall Summary:

- Some respondents provided descriptive commentary regarding the length or components of their interview, while others provided descriptive comments about their impression of the process.
- Those that spoke to the length or components mentioned their interviews being 2 to 2.5 days, comprised of meetings, job talk, meals and/or as being confidential and with a large panel.
- Those that provided their impressions of the process provided mixed reviews mentioning it being positive, fun, rigorous, uneven and/or and fairly standard. One respondent mentioned they would have liked to interact with more people (in particular, other faculty) during the process.
- One respondent mentioned their accommodation needs were not met during the interview process.
- One respondent praised the diverse make-up of the committee.

Comparative/Notable Variances by Self-Identification Groupings:

- All of those who indicated negative impressions of their interview process self-identified as members of under-represented groups, with no trend towards anyone grouping. The feedback was not substantive in the answers to this question.

Q27: Did you give a job talk?

Answered: 25

The majority of respondents gave a job talk (number withheld).

Comparative/Notable Variances by Self-Identification Groupings:

- No notable trends in response based on self-identification groupings.

Q28: Did you give a sample class lecture?

Answered: 26

- Yes = 11
- No = 9

Comparative/Notable Variances by Self-Identification Groupings:

- No notable trends in response based on self-identification groupings.
- Variations were connected more closely to Faculty home than self-identification

Q29: Did you have lunch? If so, with whom?

Answered: 24

All of those who answered this question indicated they had lunch. They listed most commonly: search committee members; graduate students; members of the department.

Q30: Did you have dinner? If so, with whom?

Answered: 24

The majority of respondents indicated they had dinner. They listed most commonly: members of the committee; faculty in their respective department; members of administration.

Comparative/Notable Variances by Self-Identification Groupings:

- All of those who indicated they did not have dinner self-identified as visible minorities

Q31: Was the interview process more than one day?

Answered: 26

- 21 respondents indicated the process was more than one day.
- A number of respondents indicated it was not (number withheld)
- A number of respondents left the answer blank but did not skip the question (number withheld)

Comparative/Notable Variances by Self-Identification Groupings:

- All of those who indicated that the process was not more than one day self-identified as visible minorities

Q32: Did you meet with graduate students?

Answered: 26

- 17 respondents indicated they met with graduate students
- 9 respondents indicated they did not

Comparative/Notable Variances by Self-Identification Groupings:

- 5 of those who indicated they did not meet with graduate students identified as members of under-represented groups, with no trend towards anyone grouping.

Q33: Did you meet with the Dean or equivalent in your unit and/or Vice-President (Research)?**Answered:** 26

The majority of respondents indicated they met with the Dean or equivalent (number withheld).

Comparative/Notable Variances by Self-Identification Groupings:

- Respondent(s) who indicated they did not meet with the Dean or equivalent identified as visible minorities.

Q34: Was it a formal, standardized interview or a more casual interview?**Answered:** 26

The majority of respondents indicated it was a formal, standardized interview (numbers withheld).

Comparative/Notable Variances by Self-Identification Groupings:

- There were no significant overall variances in these responses.

Q35: Was there anything during the interview process that you particularly appreciated?**Answered:** 18**Overall Summary:**

- A number of respondents felt there was nothing in particular about the interview process they appreciated.
- Other respondents mentioned, variously, meeting graduate students; the friendly, open, and welcoming demeanor of those they met; the ability to meet individuals in other departments and tour the campus with a tour guide as being particularly appreciated.
- Others mentioned the breaks which were scheduled during the day; the consideration shown around travel arrangements; the attention to detail and rigour of the process; and being given adequate time to discuss their research and pose/answer questions.

Comparative/Notable Variances by Self-Identification Groupings:

- There were no significant variances in these responses. The friendliness of the community was mentioned by respondents across all groupings as a highlight equally.
- One respondent who self-identified as a person with a disability mentioned appreciating the interview schedule as being accommodating and the fact that travel costs did not require reimbursement.

Q36: Was there anything during the interview process that you did not like or that made you uncomfortable?**Answered:** 18**Overall Summary:**

- The majority (11) suggested there was nothing that they did not like or that made them uncomfortable.
- Several respondents mentioned that faculty or committee members did not show knowledge of and/or appreciation of Indigenous ways of knowing, race, or Indigeneity while one respondent pointed to openly sexist comments.
- A respondent mentioned their accommodation requests were not met during the interview process and that a member of a search committee behaved in a bullying manner that was not addressed.
- One respondent said they would have liked to meet colleagues in a more informal setting; one respondent mentioned that the lab space they were shown during the interview was then not provided to them upon arrival initially; one respondent mentioned being interrupted by a male colleague and also that student participation was lacking and that those that did participate mentioned strained relationships between students and faculty at MUN.

Comparative/Notable Variances by Self-Identification Groupings:

- There were no significant overall variances in these responses.
- Two respondents who identified as women mentioned sexist comments and/or behavior during their interview process.
- One respondent who self-identified as having a disability mentioned their accommodation needs were not met during the process.
- One respondent who identified as a visible minority mentioned that the panel was inexperienced at having discussions regarding race or Indigeneity.

Onboarding and Support (Q37-Q42)**Q37: Other than standard research funds, what type of support and resources did you receive upon coming to Memorial?****Answered:** 23**Overall Summary:**

- Several (5) respondents mentioned receiving no support outside of standard research funds.
- Respondents that did identify additional supports mentioned: travel and relocation assistance; administrative support; teaching release; RDC and CFI support; support for lab renovation; bridge funding; office space; start-up funding of varying amounts; access to a departmental account; CRC funds; SIRI funding, funding through ACOA.²
- One respondent mentioned that accommodation needs they had negotiated for verbally were not provided upon arrival.

² With regards to the reference to SIRI funding, the candidate may have received internal funding from Memorial, but the source was mis-identified as SIRI confirmed that it does not administer internal awards for researchers.

Comparative/Notable Variances by Self-Identification Groupings:

- All of those who indicated they received no additional funds identified as members of under-represented groups, with no trend towards anyone grouping.

Q38: How has Memorial supported your infrastructure requirements over the course of your time as a faculty member?**Answered:** 23**Overall Summary:**

- Several respondents indicated that the university had supported their infrastructure requirements adequately to well.
- Most respondents mentioned issues of varying degree receiving and/or modifying lab space. Issues with health and safety were identified including those pertaining to space, water, air quality, and temperature control as were issues with technology.
- The speed with which funding requests are processed and met was mentioned as a concern by several respondents.
- One respondent mentioned that their accommodation needs had not been met.
- A few respondents mentioned having their infrastructure requirements met through partnerships with or funding from external parties such as ACOA or CFI.

Comparative/Notable Variances by Self-Identification Groupings:

- No notable correlations to self-identification data.

Q39: What kind of mentoring did you receive during your first few years in your current position?**Answered:** 23**Overall Summary:**

- Almost all the respondents suggested they received little to no mentoring outside of informal help from colleagues.
- A few respondents mentioned feeling harassed or bullied and entering into an aggressive, and manipulative environment.
- One respondent mentioned being formally assigned a mentor and having a very positive experience.

Comparative/Notable Variances by Self-Identification Groupings:

- The lack of mentoring was mentioned across all groupings with no significant correlations.

Q40: Was it sufficient? If not, what could have made it better?**Answered:** 20**Overall Summary:**

- Four respondents described their mentoring as having been sufficient.
- All others expressed a desire for more formal mentorship and clearer guidance on procedures, policies, the local context, granting opportunities, and general guidance on “the way things work” at the university.
- Several respondents suggested informal events for CRCs and/or research hubs to make connections between CRCs.
- One respondent mentioned it would be beneficial to have an elder in residence.

Comparative/Notable Variances by Self-Identification Groupings:

- 3 of the 4 respondents who indicated the mentoring they received was sufficient did not identify as members of under-represented groups.
- One respondent who self-identified as Indigenous specifically mentioned that it would have been beneficial to have access to an elder in residence.
- Of those who indicated the mentoring they received was not sufficient there were no notable trends affiliated with self-identification data.

Q41: Have you ever mentored a fellow faculty member?

Answered: 23

Overall Summary:

- 9 respondents mentioned having mentored colleague(s).
- 6 mentioned having done so informally.
- 8 respondents suggested they had not mentored a fellow faculty member.

Comparative/Notable Variances by Self-Identification Groupings:

- All of the individuals who answered this question and self-identified as being a visible minority indicated they had mentored a fellow faculty member.
- None of the individuals who answered this question and self-identified as a person with a disability indicated they had mentored a fellow faculty member.
- There were no other notable trends affiliated with self-identification data.

Q42: How did your hiring unit integrate you into the department initially (welcome lunches, faculty mentor, etc.)? How has your integration unfolded since?

Answered: 22

Overall Summary:

- Overall, respondents suggested there were very few (if any) formal integration efforts made by their departments.
- Several respondents mentioned being welcomed at a meeting while one respondent mentioned a welcome party.
- Several respondents mentioned needing to take the lead in their own integration and find their own way.
- One respondent mentioned a faculty mentor.
- Two respondents identified issues with the culture of their department.

Comparative/Notable Variances by Self-Identification Groupings:

- Of the five respondents that mentioned being welcomed at a faculty meeting, most did not identify as members of under-represented groups.
- The majority of those who answered this question and identified as member of under-represented groups indicated they received no support with integration.

Q43: Have you experienced any career interruptions as a faculty member?**Answered:** 26

- Yes = 6
- No = 19
- I prefer not to respond = 1*

**This number was not withheld as this was not considered a confidential data point.*

Comparative/Notable Variances by Self-Identification Groupings:

- Of the 6 respondents that indicated they had experience career interruptions, 5 identified as women.

Q44: Have you disclosed the career interruptions that you experienced?**Answered:** 6

The majority of respondents indicated they had disclosed their career interruptions (number withheld).

Comparative/Notable Variances by Self-Identification Groupings:

- Information withheld.

Q45: How have your career interruptions affected the trajectory of your career (considering both the short and long term)?**Answered:** 6**Overall Summary:**

- Several respondents suggested their career interruptions had slowed down research, student recruitment, paper writing/publications, and/or grant applications.
- One respondent indicated their career interruption had affected the trajectory of their career but did not indicate how.
- Several respondents suggested their career interruptions had not affected the trajectory of their careers.

Comparative/Notable Variances by Self-Identification Groupings:

- There were no other notable trends affiliated with self-identification data.

Final Summary Questions

Q46: Do you have any suggestions for Memorial with regards to how to improve the search and hiring process for under-represented faculty members and/or CRCs with particular attention to issues of equity, diversity, and inclusion?

Answered: 9

Overall Summary:

- Respondents suggested an increase in tenure-track positions (and corresponding decrease in contract work and precarious employment).
- Other suggestions included increased training for search committees in EDI principles and employment equity and broader advertising, including advertising that specifically targets under-represented groups (though one respondent suggested this approach was inorganic) and advertising within graduate studies offices.
- For CRC's, it was suggested that increased mentorship by current CRCs as well as stronger connections to research hubs and increased administrative support and start-up funds for new CRC's might be impactful.

Q47: Do you have any suggestions for Memorial with regards to how to improve the retention of under-represented faculty members and/or CRCs with particular attention to issues of equity, diversity, and inclusion?

Answered: 9

Overall Summary:

- Respondents suggested increased clarity and consistency in the fulfillment of employment agreements and the standardization of employment contracts resulting in less burden on candidates to negotiate equitable packages.
- Respondents also suggested increased training on what constitutes discriminatory behavior.
- An increase in the number of tenure track positions (and corresponding decrease in the number of individuals from underrepresented groups who are contract faculty) was suggested as a broader measure as was an increase in morale; improved mentorship, and more meaningful recognition of diverse skills and experiences from across the university community.

Q48: Is there anything not covered you would like to add?

Answered: 6

Overall Summary:

- A desire for more spousal hires.
- Recommendation that expectations be tempered given the lack of relative diversity in the local population.
- The need to highlight the positive aspects of the university.

Appendix A: Correlations with Rank, Faculty/School, and Tier of CRC

Notable Correlations with Faculty Rank

Filter by Full Professors

- Of those who indicated they were Full Professors 44.44% indicated they were CRC's.
- Of those who indicated they were Full Professors and CRCs 100% indicated they were Tier I CRC's.
- 25% of those who indicated they were Full Professors and CRCs indicated they had been through a renewal process.
- 100% of those who indicated they were Full Professors indicated they hold a PhD.
- Respondents in this grouping described the interview process as "rigorous" and all indicated it was standardized process.
 - 85.71% gave a job talk.
 - 42.86% gave a sample class lecture.
 - Most shared a meal with panel or contacts.
 - 85.71% suggested the interview process was more than one day.
 - 57.14% met with graduate students.
 - 85.71% met with the Dean or equivalent.
- Respondents in this grouping described mentoring and support as minimal, informal, and insufficient; there was a strong indication within this grouping of mentoring other faculty.
- A small number indicated they had experienced career interruptions but did not comment on their effect.
- Self-Identification of Full Professors:
 - Gender, Gender Identity and Expression, and Sexual Orientation
 - A woman = number withheld
 - A man = number withheld
 - Trans = 0
 - Gender queer = 0
 - Non-binary = 0
 - Gender-fluid = 0
 - Two-Spirit = 0
 - I prefer not to respond = 0
 - I prefer to self-describe as = 0
 - LGBTQI2+ community
 - Yes = number withheld
 - No = number withheld
 - No, but I identify as an ally = 5
 - I prefer not to respond = 0
 - I prefer to self-describe as = 0
 - Visible minority
 - Yes = number withheld
 - No = number withheld
 - Indigenous = 0
 - Arab = 0

- Black = 0
- Chinese = 0
- Filipino = 0
- Japanese = 0
- Korean = 0
- Latin American = number withheld
- South Asian = number withheld
- Southeast Asian = number withheld
- West Asian = 0
- White = number withheld
- Other = ("██████████")* = number withheld

**These data points were withheld as the specificity of reply provided would likely identify respondents.*

- None (0%) identified as Indigenous
- None (0%) identified as a person with a disability

Filter by Associate Professors

- Of those who indicated they were Associate Professors 20% indicated they were CRC's.
- Of those who indicated they were Associate Professors and CRCs 100% indicated they were Tier I CRC's.
- None of those who indicated they were Associate Professors and CRCs indicated they had been through a renewal process.
- 100% of those who indicated they were Associate Professors indicated they hold a PhD.
- Respondents in this grouping described the interview process as "rigorous," "uneven", "fair" and all indicated it was standardized process.
 - 100% gave a job talk
 - 40% gave a sample class lecture
 - Most shared a meal with panel or contacts
 - 100% suggested the interview process was more than one day
 - 80% met with graduate students
 - 100% met with the Dean or equivalent
- Respondents in this grouping described mentoring and support as "uneven," and "insufficient;" most indicated mentoring other faculty.
- 20% indicated they had experienced career interruptions but did not comment on their effect.
- Self-Identification of Full Professors:
 - Gender, Gender Identity and Expression, and Sexual Orientation
 - A woman = number withheld
 - A man = number withheld
 - Trans = 0
 - Gender queer = number withheld
 - Non-binary = 0
 - Gender-fluid = 0
 - Two-Spirit = number withheld
 - I prefer not to respond = 0
 - I prefer to self-describe as = 0
 - LGBTQI2+ community

- Yes = number withheld
 - No = number withheld
 - No, but I identify as an ally = number withheld
 - I prefer not to respond = 0
 - I prefer to self-describe as = 0
- Visible minority
 - Yes = number withheld
 - No = number withheld
 - Indigenous = number withheld
 - Arab = 0
 - Black = number withheld
 - Chinese = number withheld
 - Filipino = 0
 - Japanese = 0
 - Korean = 0
 - Latin American = 0
 - South Asian = 0
 - Southeast Asian = 0
 - West Asian = 0
 - White = number withheld
 - Other = = number withheld
- Of those who identified as Indigenous; all identified as Métis
- Person with a disability
 - Yes = number withheld
 - No = number withheld

Filter by Assistant Professors

- Of those who indicated they were Assistant Professors 78.57% indicated they were CRC's.
- Of those who indicated they were Assistant Professors and CRCs 100% indicated they were Tier I CRC's.
- Of those who indicated they were Assistant Professors and CRCs 18.18% indicated they had been through a renewal process.
- 92.86% of those who indicated they were Assistant Professors indicated they hold a PhD.
- Respondents in this grouping described the interview process as "positive," "good", "fun," "standard," "fine," and 92.31% indicated it was standardized process.
 - 100% gave a job talk.
 - 15.38% gave a sample class lecture.
 - Most shared a meal with panel or contacts.
 - 92.31% suggested the interview process was more than one day.
 - 61.54% met with graduate students.
 - 100% met with the Dean or equivalent.
- Respondents in this grouping described initial support as uneven, but most referenced lab space and administrative support being provided; mentoring was seen as lacking; half indicated mentoring other faculty.
- 30.77% indicated they had experienced career interruptions, and all disclosed them, respondents commented that these interruptions slowed down research and student recruitment.
- Self-Identification of Assistant Professors:

- Gender, Gender Identity and Expression, and Sexual Orientation
 - A woman = 7
 - A man = 7
 - Trans = 0
 - Gender queer = 0
 - Non-binary = 0
 - Gender-fluid = 0
 - Two-Spirit = 0
 - I prefer not to respond = 0
 - I prefer to self-describe as = number withheld

- LGBTQI2+ community
 - Yes = number withheld
 - No = 8
 - No, but I identify as an ally = 8
 - I prefer not to respond = 0
 - I prefer to self-describe as = 0

- Visible minority
 - Yes = number withheld
 - No = 11
 - Indigenous = number withheld
 - Arab = 0
 - Black = 0
 - Chinese = 0
 - Filipino = 0
 - Japanese = 0
 - Korean = 0
 - Latin American = 0
 - South Asian = 0
 - Southeast Asian = number withheld
 - West Asian = 0
 - White = 9
 - Other = number withheld

- Of those who identified as Indigenous
 - First Nation = number withheld
 - Métis = 0
 - Inuit = number withheld
 - Other = number withheld

- Person with a disability
 - Yes = number withheld
 - No = number withheld*
 - I prefer not to respond = number withheld

**This number was withheld to prevent the deduction of other numbers in the set.*

Notable Correlations with Faculty/School

Given the statistically small representation present from all but the Faculty of Science, Faculty of Humanities and Social Science, and the Faculty of Medicine we chose to only highlight correlations to findings from those groupings.

Filter by Faculty of Science

- 6.67% of respondents hold CRCs.
- 50% Assistant Professors; 50% Full Professors.
- All hold PhD's.
- Responses by CRCs suggested a good level of support from Pam White in applying to the CRC Program.
- Respondents in this grouping described the interview process overall as very positive.
 - 92.31% indicated it was standardized process.
 - 100% gave a job talk.
 - 25% gave a sample class lecture.
 - All shared a meal with panel or contacts.
 - 100% suggested the interview process was more than one day.
 - 75% met with graduate students.
 - 100% met with the Dean or equivalent.
- Respondents in this grouping described initial set-up support as sufficient but suggested that infrastructure support over the longer-term has been lacking.
- Respondents in this grouping described mentoring as lacking and indicated a strong desire for a formal mentoring program.
- Respondents in this grouping described onboarding and integration into the Faculty as lacking, particularly for those who identified as being from under-represented groups. The Faculty was described as a "boys club" and "not inclusive."
- Morale and positivity were signaled as issues across the Faculty and university more broadly.

Filter by Faculty of Medicine

- 75% of respondents hold CRCs.
- 75% Assistant Professors; 25% Other: ("██████████").
- All hold PhD's.
- Minimal qualitative information was given about the interview process by this grouping.
 - 75% indicated it was standardized process; 25% did not answer this question.
 - 75% gave a job talk; 25% did not answer this question.
 - None of the respondents gave a sample class lecture.
 - Most shared a meal with panel or contacts.
 - 75% suggested the interview process was more than one day; 25% did not answer this question.
 - 50% met with graduate students; 24% did not; 25% did not answer this question.
 - 75% met with the Dean or equivalent; 25% did not answer this question.
- Responses from CRCs suggested "good" and "adequate" guidance in applying to CRC Program.
- Responses overall suggested that initial set-up support was adequate, but some respondents suggested that longer term infrastructure support has been lacking ("very little support").
- Responses suggested there was no mentoring offered and little support for integrating into the Faculty, respondents suggested they had to "take the lead" in their own integration.

Filter by Faculty of HSS

- 28.57% of respondents hold CRC's.
- 28.57% Assistant Professors; 28.57% Associate Professors; 42.86% Full Professors.
- All hold PhD's.
- Mixed responses regarding the interview process; "uneven," "odd," "straightforward," "intense;" one indication that accommodation requests were not met.
 - 100% indicated it was a standardized process.
 - 100% gave a job talk.
 - 28.57% gave a sample class lecture.
 - 85.71% shared a meal with panel or contacts; 14.28% did not answer this question.
 - 100% suggested the interview process was more than one day.
 - 71.42% met with graduate students.
 - 100% met with the Dean or equivalent.
- Responses from CRCs indicated varying levels of guidance in applying to CRC program.
- Respondents characterized initial support and provision of resources as lacking overall; one respondent mentioned specific items promised in an offer letter (including those related to accommodation requests) were not delivered upon start of employment.
- Respondents characterized longer term support for infrastructure requirements as poor citing lack of lab space, failure to meet accommodation requests, and health and safety issues.
- Respondents characterized mentoring as being "non-existent" and described their various departments as "aggressive," "competitive," and "violent" citing incidents of harassment and bullying. Respondents mentioned feeling "isolated" and the need to "sink or swim," and "find my own way."

Notable Correlations with Tier of CRC

Renewal

- 25% of Tier I CRCs have been through a renewal process.
- 16.67% of Tier II CRCs have been through a renewal.
- No notable differences between Tier I and Tier II respondents in terms of their experience of renewal process.

CRC Submission

- No notable differences between Tier I and Tier II respondents in terms of their experience of support for CRC submission.

Recruitment

- No notable differences between Tier I and Tier II respondents in terms of where they heard about the opportunity and/or whether they were approached or encouraged by anyone from Memorial.

Interview Process

- 100% of Tier I gave a job talk.
- 100% of Tier II gave a job talk.
- 50% of Tier I gave a class lecture.
- 27.27% of Tier II gave a class lecture.

- 75% of Tier I met with graduate students.
- 72.73% met with graduate students.

- 100% of Tier I indicated it was a formal, standardized process.
- 90.91% of Tier II indicated it was a formal, standardized process.

- None of the Tier I respondents indicated they had experienced career interruptions.
- 36.36% of Tier II experienced career interruptions.

Self-Identification of Tier I CRC's

- Gender, Gender Identity and Expression, and Sexual Orientation
 - A woman = number withheld
 - A man = number withheld
 - Trans = 0
 - Gender queer = 0
 - Non-binary = 0
 - Gender-fluid = 0
 - Two-Spirit = 0
 - I prefer not to respond = 0
 - I prefer to self-describe as = 0

- LGBTQI2+ community
 - Yes = 0
 - No = number withheld
 - No, but I identify as an ally = number withheld
 - I prefer not to respond = 0
 - I prefer to self-describe as = 0

- Visible minority
 - Yes = number withheld
 - No = number withheld
 - Indigenous = 0
 - Arab = 0
 - Black = 0
 - Chinese = 0
 - Filipino = 0
 - Japanese = 0
 - Korean = 0
 - Latin American = 0
 - South Asian = number withheld
 - Southeast Asian = 0
 - West Asian = 0
 - White = number withheld
 - Other = number withheld

- None (0%) identified as Indigenous

- None (0%) identified as a person with a disability

Self-Identification of Tier II CRC's

- Gender, Gender Identity and Expression, and Sexual Orientation
 - A woman = 50% (percent given to hide total number of Tier II CRC's)
 - A man = 50%
 - Trans = 0
 - Gender queer = 0
 - Non-binary = 0
 - Gender-fluid = 0
 - Two-Spirit = 0
 - I prefer not to respond = 0
 - I prefer to self-describe as = 0
- LGBTQI2+ community
 - Yes = 0
 - No = 8
 - No, but I identify as an ally = number withheld
 - I prefer not to respond = 0
 - I prefer to self-describe as = 0
- Visible minority
 - Yes = number withheld
 - No = 10
 - Indigenous = 0
 - Arab = 0
 - Black = 0
 - Chinese = number withheld
 - Filipino = 0
 - Japanese = 0
 - Korean = 0
 - Latin American = 0
 - South Asian = 0
 - Southeast Asian = number withheld
 - West Asian = 0
 - White = 9
 - Other = number withheld
- None (0%) identified as Indigenous
- Person with a disability
 - Yes = number withheld
 - No = number withheld*

**This number was withheld to prevent the deduction of other numbers in the set.*

Appendix B: CRC Responses Only (Summary)

CRC Questions (Q1-Q6)

Q2: What Tier is your CRC?*

Answered: 16

The majority of respondents indicated they were Tier II CRC's, with a small number of Tier I CRC's responding. (numbers withheld).

**Correlations in responses between Tier of CRC and other data appear in Appendix A*

Q3: Have you been through a renewal process?

Answered: 16

The majority of respondents have not been through a renewal process. A number of respondents have (number withheld).

Q4: When did you go through the renewal process?

Answered: number withheld

Respondents indicated years between 2010 and 2019.

Q5: Please describe the CRC renewal process as you experienced it, including which aspects you appreciated and those you disliked.

Answered: number withheld

Summary: Overall positive responses mentioning adequate to good guidance and support.

Q6: What type of administrative support and/or grant writing mentoring did you receive from the University when you submitted your application to the CRC Program?

Answered: 16

Summary: Most respondents mentioned good support in their application preparation from the SIRI Office and CREAT with mention of support from Pamela White and Dr. Marlies Rise specifically. Other mentioned receiving support from administrators within particular Faculties. One respondent did not feel they received adequate support with the research proposal.

Rank and Faculty/Home (Q7-8)

Q7: Please identify your faculty rank.

Answered: 16

- Full Professor = number withheld
- Associate Professor = number withheld

- Assistant Professor = number withheld*

**This number was withheld so as not to identify the number of Assistant Professors completing the survey who are not CRC's.*

Q8: What Faculty/School are you in?

Answered: 14

- Faculty of Science = 5
- Faculty of HSS = number withheld
- Faculty of Medicine = number withheld
- School of Pharmacy = number withheld
- School of Music = 0
- School of Social Work = 0
- School of Business = number withheld
- School of Human Kinetics and Recreation = number withheld
- Faculty of EAS = number withheld
- Faculty of Education = 0

**Correlations in responses between faculty rank and Faculty/School and other data appear in Appendix A*

Education Trends (Q9-Q11)

Q9: Do you have a PhD?

Answered: 16

All of those who answered this question indicated they held a PhD.

Q10: In what year was your PhD granted?

Answered: 16

- Respondents obtained their PhD's between the years of 1990 and 2014 with the average year of graduation being 2007
- The majority of respondents received their PhD between the years of 2007 and 2014 (87.5%)

Q11: How many years had it been since your PhD completion when you took up your role at MUN?

Answered: 16

- Respondents had held their PhD between 3 and 30 years before obtaining their current roles at MUN, with an average of 8.28% years and the majority of respondents having held their PhD for between 4 and 7 years prior to obtaining their current roles at MUN (68.75%)

Self-Identification (Q12-Q20)

Q12: Gender, Gender Identity and Expression, and Sexual Orientation

Answered: 16

- A woman = 7
- A man = 9
- Trans = 0
- Gender queer = 0
- Non-binary = 0
- Gender-fluid = 0
- Two-Spirit = 0
- I prefer not to respond = 0
- I prefer to self-describe as = 0

Q13: Do you identify as part of the LGBTQI2+ community?

Answered: 16

- Yes = 0
- No = 9
- No, but I identify as an ally = 7
- I prefer not to respond = 0
- I prefer to self-describe as = 0

Q14: Do you consider yourself to be a visible minority person?

Answered: 16

- Yes = number withheld
- No = number withheld*
- I prefer not to respond = 0

**This number was withheld to prevent the deduction of other numbers in the set.*

Q15: Race and Ethnicity

Answered: 16

- Indigenous = 0
- Arab = 0
- Black = 0
- Chinese = number withheld
- Filipino = 0
- Japanese = 0
- Korean = 0
- Latin American = 0
- South Asian = number withheld
- Southeast Asian = number withheld
- West Asian = 0
- White = number withheld*
- Other = number withheld ("██████████")**

**This number was withheld to prevent the deduction of other numbers in the set.*

***These data points were withheld as the specificity of reply provided would likely identify respondents.*

Q16: Indigenous Persons

Answered: 0

- First Nation = 0
- Métis = 0
- Inuit = 0
- Other = 0

Q17: Do you consider yourself to be a person with a disability?

Answered: 16

- Yes = number withheld
- No = number withheld*
- I prefer not to respond = 0

**This number was withheld to prevent the deduction of other numbers in the set.*

Q18: Do you have any suggestions to encourage individuals to self-identify?

Answered: 8

Summary: There were very few qualitative suggestions here. One respondent mentioned that survey groupings should be larger; one respondent mentioned that the university should be more transparent regarding the challenges involved in meeting EE targets.

Q19: From your perspective, what do you see as the potential dilemmas of self-disclosure during the application or post-hiring process?

Answered: 9

Summary: Most respondents mentioned fear of discrimination or stereotyping. One respondent mentioned fear of not being hired based on merit. Lack of trust was identified as an issue by one respondent. One respondent did not understand the question.

Q20: Do you have any ideas for how departments, faculties, or the University more broadly can deal with these barriers?

Answered: 8

Summary: Respondents suggested targeted advertising/hiring; improved interviewing practices; sensitivity training. One respondent suggested that celebrating diversity would create a more inclusive environment and attract more diverse pools of applicants. One respondent wondered what the research says about this issue.

Q21: Memorial University is not meeting employment equity targets across the University, including in the research community. Why do you think that is?

Answered: 12

Summary: Respondents posited several ideas in response to this question: institution-wide sexism, ableism, and privilege of male, and heteronormative individuals; not enough emphasis on diversity in the hiring process; issues with inclusion and openness to other ways of seeing and knowing in the hiring and interview process; lack of opportunity for candidates to reflect on areas they may have underperformed during the hiring process; limited advertising; and lack of standardization across hiring processes. One respondent mentioned that the university should require institution-wide self-identification.

Several respondents mentioned location and relative lack of demographic diversity in the region as determining factors. Several respondents mentioned that MUN was unable to compete with other institutions for the best candidates. One respondent mentioned supply more broadly citing there were not enough qualified applicants for senior roles. One respondent mentioned the CRC assessment committee was not sufficiently diverse.

Q22: How did you hear about the opportunity at Memorial you currently hold?

Answered: 15

- AUCC website
- Unspecified online advertisement (5)
- Email and direct contact
- University Affairs
- Mathjobs
- CAUT Academic Jobs Website
- Through a colleague or friend/word of mouth (5)

Q23: Did anyone from the University discuss the position with you to encourage you to apply?

Answered: 15

Summary: The majority of respondents (seven) suggested someone had discussed the position with them, while six respondents suggested no one had discussed the positions with them.

Q24: Do you have suggestions for how academic job advertisements could be better worded to encourage applicants from the under-represented groups identified in Memorial's Employment Equity and Diversity Plan which includes women, Indigenous persons, members of visible minority groups, persons with disabilities, sexual minority groups, and those with diverse gender identities?

Answered: 11

Summary: Respondents submitted varying ideas in response to this question suggesting: more clarity in advertisements that diverse applicants are encouraged; more clarity around MUN's strategies for supporting diverse applicants; broader advertising strategies – including within graduate studies departments; and moving the diversity statement to the top of the advertisement. Several respondents

felt the diversity statement used in advertisements was not useful and/or had little impact. Others commented more broadly on the small size of applicant pools or suggested that the university hire more tenure track positions.

Interviewing and Selection (Q26-Q37)

Q25: Do you have any other suggestions about wider recruitment practices?

Answered: 9

Summary: Respondents had a variety of suggestions including: longer interviews with the opportunity to meet with broader pools of stakeholders; more clarity with hiring committees around why employment equity is important; more targeted advertising (advertising targeted specifically to women for example); better support for those currently at the university who may identify as members of under-represented groups so that they can provide positive referrals; more virtual interviews; travel assistance and childcare support for interviewing candidates; better guidance for candidates undertaking an interview process who are coming from outside North America.

Q26: What was your interview process like for your current position at Memorial?

Answered: 9

Summary: Some respondents provided descriptive commentary regarding the length or components of their interview, while others provided descriptive comments about their impression of the process. Those that spoke to the length or components mentioned their interviews being 2 to 2.5 days, comprised of meetings, job talk, meals. Those that provided their impressions of the process mentioned it being positive, rigorous, and fairly standard. One respondent mentioned they would have liked to interact with more people (in particular other faculty) during the process.

Q27: Did you give a job talk?

Answered: 14

All of those who answered this question indicated they gave a job talk.

Q28: Did you give a sample class lecture?

Answered: 15

- Yes = 5
- No = 10

Q29: Did you have lunch? If so, with whom?

Answered: 13

All of those who answered this question indicated they had lunch. They listed: search committee members; graduate students; faculty members of the department.

Q30: Did you have dinner? If so, with whom?

Answered: 13

The majority of respondents indicated they had dinner. They listed: search committee members; faculty members of the department.

Q31: Was the interview process more than one day?

Answered: 15

All of those who answered this question indicated the process was more than one day.

Q32: Did you meet with graduate students?

Answered: 15

The majority of respondents met with graduate students (numbers withheld).

Q33: Did you meet with the Dean or equivalent in your unit and/or Vice-President (Research)?

Answered: 15

All of those who answered this question indicated they met with the Dean or equivalent.

Q34: Was it a formal, standardized interview or a more casual interview?

Answered: 15

The majority of respondents indicated it was a formal, standardized interview (numbers withheld).

Q35: Was there anything during the interview process that you particularly appreciated?

Answered: 9

Summary: Just under half the respondents felt there was nothing in particular about the interview process they appreciated. Other respondents mentioned meeting graduate students; the friendly, open, and welcoming demeanor of those they met; the ability to meet individuals in other departments and tour the campus as being particularly appreciated.

Q36: Was there anything during the interview process that you did not like or that made you uncomfortable?

Answered: 9

Summary: Most suggested there most nothing that they did not like or that made them uncomfortable. One respondent said they would have liked to meet colleagues in a more informal setting; one respondent mentioned that the lab space they were shown during the interview was then not provided to them upon arrival initially; one respondent mentioned being interrupted by a male colleague and also that student participation was lacking and that those that did participate mentioned strained relationships between students and faculty at MUN.

Onboarding and Support (Q37-Q42)

Q37: Other than standard research funds, what type of support and resources did you receive upon coming to Memorial?

Answered: 13

Summary: Respondents mentioned teaching release; RDC and CFI support; support for lab renovation; bridge funding; start-up funding of varying amounts; CRC funds; SIRI funding. Two respondents mentioned they received nothing outside of standard research funds.³

Q38: How has Memorial supported your infrastructure requirements over the course of your time as a faculty member?

Answered: 13

Summary: Most respondents mentioned issues of varying degree receiving and/or modifying lab space. Issues with space, water, technology were identified. The speed with which funding requests are processed and met was mentioned as a concern by several respondents. Two respondents mentioned having their infrastructure requirements met through partnerships with or funding from external parties. One mentioned CFI. Two respondents suggested their requirements had been met.

Q39: What kind of mentoring did you receive during your first few years in your current position?

Answered: 13

Summary: The majority of respondents suggested they received little to no mentoring outside of informal help from colleagues.

Q40: Was it sufficient? If not, what could have made it better?

Answered: 11

Summary: Four respondents described their mentoring as having been sufficient. All others expressed a desire for more formal mentorship and clearer guidance on procedures, policies, the local context, and general guidance on “the way things work” at the university. Several respondents suggested informal events for CRCs and/or research hubs to make connections between CRCs.

Q41: Have you ever mentored a fellow faculty member?

Answered: 13

Summary: Most respondents mentioned having mentored colleague(s) informally. Five respondents suggested they had not mentored a fellow faculty member.

³ With regards to the reference to SIRI funding, the candidate may have received internal funding from Memorial, but the source was mis-identified as SIRI confirmed that it does not administer internal awards for researchers.

Q42: How did your hiring unit integrate you into the department initially (welcome lunches, faculty mentor, etc.)? How has your integration unfolded since?**Answered:** 12

Summary: Overall, respondents suggested there were very few (if any) formal integration efforts made by their departments. Several respondents mentioned an being welcomed at a meeting while one respondent mentioned a welcome party. Several respondents mentioned needing to take the lead in their own integration and find their own way.

Career Interruptions (Q43-Q45)**Q43: Have you experienced any career interruptions as a faculty member?****Answered:** 15

- Yes = number withheld
- No = number withheld*

**This number was withheld to prevent the deduction of other numbers in the set.*

Q44: Have you disclosed the career interruptions that you experienced?**Answered:** number withheld

100% of those who indicated they had experienced career interruptions disclosed them.

Q45: How have your career interruptions affected the trajectory of your career (considering both the short and long term)?**Answered:** number withheld

Summary: Some respondents suggested their career interruptions had slowed down research, student recruitment, paper writing/publications, and grant applications. One respondent suggested their career interruption had not affected the trajectory of their career.

Final Summary Questions**Q46: Do you have any suggestions for Memorial with regards to how to improve the search and hiring process for under-represented faculty members and/or CRCs with particular attention to issues of equity, diversity, and inclusion?****Answered:** 9

Summary: Respondents highlighted several suggestions including an increase in tenure-track positions (and corresponding decrease in contract work and precarious employment); increased training for search committees in EDI principles and employment equity; broader advertising, including advertising that specifically targets under-represented groups (though one respondent suggested this approach was inorganic) and advertising within graduate studies offices; increased mentorship by current CRCs as well as stronger connections to research hubs and increased administrative support and start-up funds for new CRCs.

Q47: Do you have any suggestions for Memorial with regards to how to improve the retention of under-represented faculty members and/or CRCs with particular attention to issues of equity, diversity, and inclusion?

Answered: 9

Summary: Respondents highlighted clarity and consistency in the fulfillment of employment agreements; standardization of employment contracts resulting in less burden on candidates to negotiate equitable packages; training on what constitutes discriminatory behavior; an increase in the number of tenure track positions (and corresponding decrease in the number of individuals from underrepresented groups who are contract faculty); an increase in morale; improved mentorship, and recognition of diverse skills and experiences from across the university community.

Q48: Is there anything not covered you would like to add?

Answered: 6

Summary: Respondents highlighted a desire for spousal hires; commented on the relative lack of demographic diversity in Newfoundland as a whole and suggested that expectations around diversity at the university therefore should be tempered; and suggested that an increase in morale and focus on the positive aspects of the university would be beneficial.