

# Carleton University Canada Research Chairs Program (CRCP)

## Equity, Diversity, and Inclusion Action Plan

Revised September 2025

### ***Contact information for questions about this plan***

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## Introduction

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation.

In order to guide Carleton University's efforts in ensuring the representation of individuals from the four federally designated groups (FDG) — women and gender equity-seeking groups, racialized individuals, persons with disabilities, and Indigenous peoples — as well as individuals who identify as LGBTQ2S among our Canada Research Chairholders (CRC) and across the university, we have developed this Action Plan. It is a product of both formal and informal consultation and conversations with a broad range of stakeholders, including CRCs, faculty, and executive and academic administrators. Of the 44 people actively involved in the development and review of the Plan document, 24 were members of one or more of the four designated groups.

We consider this Plan to be a living document, which will be updated as our knowledge evolves and we move forward with implementing strategies to achieve an inclusive, transformational university culture. The Plan will be implemented by the Office of the Vice-President (Research and International) (OVPRI), and the Carleton Office of Research Initiatives and Services (CORIS). In this work, OVPRI and CORIS will seek out the advisory counsel of the Department of Equity and Inclusive Communities (EIC), as well as the Deans and the Associate Deans of Research (ADR) of the individual Faculties.

Final accountability for its implementation rests with the Associate Vice-President, Equity and Inclusive Communities and University Advisor, who reports to Carleton University's Provost and Vice-President (Academic).

## 1) Equity, Diversity and Inclusion Objectives and Measurement Strategies

### a) Current equity and diversity status

Carleton is pleased to report that it meets or exceeds all of its institutional equity and diversity targets.

As of July 2025, Carleton University has a total allocation of 30 Canada Research Chairs (CRCs). The institution's equity and diversity status as at July 2025 is summarized in Table 1.

Carleton views our CRC Program EDI goals not as mere numbers to be achieved but indicators of our progress in equity and inclusiveness. Moreover, we keep these targets firmly in mind in our CRC recruiting and management practices to ensure that Carleton continues to meet or exceed its targets but do not allow them to be the singular driver. The focus on the candidates research excellence and their fit with our institution's strategic plan, as well as core established and emerging strengths are the primary drivers of the selection process. Carleton also respects the terms of its [\*Policy and Procedures Regarding Academic Staff Hiring at Carleton University\*](#) in all recruitment and hiring activities or statements.

Carleton University is a unionized environment, and has a collective bargaining agreement with its faculty members (CUASA) that applies once a Chair is hired by the University.

*Table 1. Carleton University institutional equity and diversity target status (as at July 2025, based on 23 active chairs)*

RESULTS	Representation at Jul 2025 (Actual #)	Dec 2025 Target (%)	Dec 2025 (Target #)	Gap (Actual #)
Women and gender equity-seeking groups	13	37%	8	no gap
Racialized individuals	10	17.5%	4	no gap
Persons with disabilities	*	5.3%	1	*
Indigenous peoples	*	0%	1	*

\*Numbers for targets where current representation that is less than 5 are not disclosed in order to protect privacy

## b) Carleton University objectives

The University's vision is the creation of an inclusive and transformational university culture where individual distinctiveness and a sense of belonging for every member drive excellence in research, teaching, learning and working at Carleton. We will create a safe work and academic environment conducive to the pursuit of knowledge and personal and intellectual growth, one that is not only free of discrimination, injustice and violence, but is also characterized by understanding, respect, peace, trust, openness and fairness.

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### *Objective 1: Continue to meet or exceed equity targets*

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**INDICATOR:** CRC equity targets are maintained, and there is increasing representation from among the FDGs

**ACTIONS:**

1. Carleton will maintain its compliant status prospectively by managing CRCP vacancies through a planning process that tracks both equity and diversity targets and available CRCs, two years in advance of any expected vacancy. (December 2017) *Responsibility: CORIS*
2. CORIS shall be responsible for monitoring compliance with Carleton's CRC equity and diversity targets, and shall advise the Vice-President (Research and International), the Director of Equity and Inclusive Communities, and the Deans whenever the University's compliance status changes. Course corrections will be determined by this group, along with the Manager, Faculty Affairs, and the Chairs of those departments where CRC vacancies exist. (Ongoing) *Responsibility: CORIS*
3. Available chairs in the University may be allocated specifically to areas that are likely to attract members of the four designated groups. (Ongoing) *Responsibility: VPRI, Deans of Faculties*
4. Advertising will continue to specifically invite persons identifying as members of the four designated groups to apply, and will be tailored to attract and encourage diverse applicants by articulating the relationship between academic excellence and EDI, as well as criteria demonstrating the value of innovative approaches to scholarship. (Ongoing) *Responsibility: OVPRI, CORIS, Deans of Faculties, Office of the Provost, EIC*
5. Advertising is targeted to professional groups specifically representing members of the four designated groups in those fields of research relevant to the discipline of the CRC being advertised, from October 2017 forward. Both the University's standard venues for CRC

advertising placement (CAUT, University Affairs, Carleton website) and additional appropriate placements will be used. Appendix B shows our current Appointment Advertisement Form, which includes a list of advertising venues. (Ongoing) *Responsibility: Office of the Provost & VP Academic*

6. The Equity Champion shall monitor hiring processes and deliberations to assess the intrusion of unconscious bias or need for alternative assessment methods, bring any such discoveries to the hiring committee's attention for correction, and ensure the University's equity targets are kept in clear focus by the committee. (Ongoing) *Responsibility: CORIS with support from EIC*
7. Continue to train hiring committees for CRCs and throughout the University in unconscious bias and the value of EDI to the Institution. (Ongoing) *Responsibility: EIC*

**OUTCOME:** Carleton will fully meet or exceed all its EDI targets (December 2019)

**ACCOUNTABILITY:** OVPRI

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*Objective 2: Improve understanding of and ways to combat unconscious bias in the recruitment and hiring process for CRCs in all Faculties*

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**INDICATOR:** Training in preventing unconscious bias will be completed by all members of Carleton faculty who are involved in hiring processes

**ACTIONS:**

1. As hiring committees are formed, training in unconscious bias will be completed by all members and persons involved in the recruitment, assessment, and hiring of CRC candidates. (December 2017) *Responsibility: Office of the Provost & VP Academic, CORIS with support from EIC*
2. Hiring committee members and persons involved in the interview or decision processes receive training in alternative methods of career assessment appropriate to consideration of members of the four designated groups. The content of the training is determined by the Director of Equity and Inclusive Communities and the dissemination of the resources to the hiring manager for any CRC will be provided as part of the Carleton Academic Hiring Committee Checklist (see Appendix C). Hiring committees are made aware that the latest equity statistics (by Faculty) are available on the OIRP website for reference. (December 2017) *Responsibility: Office of the Provost & VP Academic, CORIS, with support from EIC*
3. EIC to review unconscious bias training and make recommendations with a view to enhancing learning outcomes and facilitating greater impact. (December 2020) *Responsibility: Office of the Provost, OVPRI, AVP Human Resources with support from EIC*

**OUTCOME:** All persons involved in the review and hiring processes will be trained in unconscious bias (December 2019)

**ACCOUNTABILITY:** OVPRI

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*Objective 3: Remove systemic barriers identified in the environmental scan*

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**INDICATOR:** CRCs report greater satisfaction as part of the Carleton community in future environmental scans

**ACTIONS:**

1. Implement a formal, structured "Sponsorship" program to link new CRCs with an established faculty member who acts as their advocate and actively helps them integrate professionally and socially. (July 2020) *Responsibility: OVPRI with support from EIC*
2. Improve post-award support in the faculties, ensuring consistent support in learning university systems and process, particularly for first-year CRCs. (July 2020) *Responsibility: OVPRI, CORIS, Deans of Faculties*
3. Raise understanding of what the term "disability" means, its implications, and the benefits of self-identification, both for CRCs and through an ongoing University-wide education campaign. (October 2019 for CRCs) *Responsibility: OVPRI, CORIS, Office of Quality Initiatives (OQI) with support from EIC*
4. Educate the University communities about the integration of EDI in hiring practices, particularly unpacking the concept of "best" when considering candidates for a job.(Ongoing) *Responsibility: Provost, OVPRI with support from EIC*
5. Reduce excess administrative burden on members of the FDGs, particularly Indigenous faculty, by targeted hiring to increase their numbers and create a greater pool to fill administrative roles. (2023) *Responsibility: Provost & VP Academic, Deans of Faculties, Human Resources with support from EIC*
6. Clarify administrative ambiguities around CRC allocation and roles in the hiring process with Deans and ADRs in ongoing meetings between the Vice-President (Research and International) (VPRI) and Deans. (October 2019 and ongoing) *Responsibility: VPRI*

**OUTCOME:** Significant reduction in barriers as reported through repeated OQI environmental scan consultation (August 2022)

**ACCOUNTABILITY:** OVPRI

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*Objective 4: Remove institutional barriers to the recruitment and hiring of CRCs who identify as women, visible minorities, persons with disabilities, or Indigenous persons.*

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**INDICATOR:** The number of self-identified members of the four designated groups will increase among CRCs in particular, and among faculty and university staff in general, based on University self-identification surveys

**ACTIONS:**

1. Develop a Carleton Co-ordinated Accessibility Strategy (READ Initiative). (April 2019) *Responsibility: VPs (Students & Enrolment, Research & International) and Provost and VP Academic*

2. Through campus-wide consultation, conducted by the Indigenous Strategic Initiatives Committee, develop an Action Plan directing Carleton's response to the Truth and Reconciliation Report.  
*Responsibility: Provost and VP Academic*
  - a. Indigenous Learning Place Consultation and report (November 2017)
  - b. Indigenous Strategic Initiatives Committee Action Plan (December 2019)

**OUTCOME:** Create a more diversified and inclusive University (December 2020)

**ACCOUNTABILITY:** OVPRI

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*Objective 5: Increase the diversity of applicants for CRC positions at Carleton, and better characterize the applicant pool*

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**INDICATOR:** Applicant self-identification surveys report participation by members of all four designated groups for each posted CRC vacancy

**ACTIONS:**

1. All advertising for unfilled faculty positions, including Canada Research Chair vacancies, includes the equity statement, "Carleton University is strongly committed to fostering diversity within its community as a source of excellence, cultural enrichment, and social strength. We welcome those who would contribute to the further diversification of our university including, but not limited to: women; visible minorities; First Nations, Inuit and Métis peoples; persons with disabilities; and persons of any sexual orientation, gender identity and/or expression. Carleton understands that career paths vary: legitimate career interruptions will in no way prejudice the assessment process, and their impact will be taken into careful consideration." Applicants are provided instructions on how to request any necessary accommodations during the recruitment process. The description of Carleton in the advertisement will include the statement "We are proud to be one of the most accessible campuses in North America. Carleton's Paul Menton Centre for Students with Disabilities has been heralded as the gold standard for disability support services in Canada." Advertising will specifically invite persons identifying as members of the four designated groups to apply. (December 2017) *Responsibility: Office of the Provost & VP Academic; CORIS*
2. Targeted advertising will be used as needed to recruit members of the FDGs. (September 2019) *Responsibility: VPRI, Office of the Provost & VP Academic, CORIS with support from EIC*
3. All applicants will be required to complete a self-identification survey. (August 2019) *Responsibility: Hiring manager, CORIS, OIRP, with support from EIC*

**OUTCOME:** The applicant pool responding to advertisements for all posted CRC positions will be well-characterized, and will include members of all four designated groups. (December 2019)

**ACCOUNTABILITY:** OVPRI

**c) Evidence of employment systems review**

In comparison to the published statistics for CRCP equity representation as of March 2025, Carleton exceeds them in all four categories (women and gender-equity groups, Indigenous Peoples, racialized individuals, and persons with disabilities). Similarly, when considering the statistics for representation of the designated groups among CRCs at all medium-sized Universities, Carleton has higher representation in each of the designated groups.

We, at Carleton, have also taken note of the 2019 Addendum, which prescribes new equity targets in function of the population figures published in the 2016 Census. Although these targets are to be reached by the universities incrementally over the course of 10 years, Carleton already meets or exceeds all of institutional equity targets. Given this reality, we are certain that we will continue to meet, if not exceed, the targets for every group by 2029, if not earlier.

*Table 2. Comparison of Carleton University representation among the four designated groups*

	Women and Gender-Equity Groups	Indigenous Peoples	Racialized Individuals	Persons with Disabilities
<b>CRCP Equity Representation, March 2025</b>	51.5%	4.8%	31.7%	8.6%
<b>Medium Universities, 2015-2017</b>	26%	1%	16%	1%
<b>Carleton University (CRCs), July 2025**</b>	56.5%	13.0%	43.5%	17.4%
<b>CRCP Equity Targets by 2029***</b>	50.9%	4.9%	22.0%	7.5%

\* Source: [http://www.chairs-chaires.gc.ca/about\\_us-a\\_notre\\_sujet/statistics-statistiques-eng.aspx#](http://www.chairs-chaires.gc.ca/about_us-a_notre_sujet/statistics-statistiques-eng.aspx#)

\*\* Source : Carleton EDI data provided directly by the CRC Program based on 23 active chairs

\*\*\* Source: [http://www.chairs-chaires.gc.ca/program-programme/equity-equite/2019\\_addendum-eng.aspx](http://www.chairs-chaires.gc.ca/program-programme/equity-equite/2019_addendum-eng.aspx)

Carleton University maintains a university-wide employee equity and diversity census that is updated on a rolling basis as new staff are hired and others retire or leave the institution. Figures for 2022 (Table 3) show that among our faculty, we exceeded the Canadian external work force representation for racialized individuals and Indigenous Peoples; approached the national representation figure for faculty who identify as women and gender-equity seeking groups, and were slightly under the national figures for persons with disabilities.

*Table 3. Representation of designated groups in the Carleton University work force by employment equity occupational group, overall university work force and faculty employment group\**

	Women & Gender Equity-Seeking Groups		Indigenous Peoples		Racialized Individuals		Persons with Disabilities	
	Carleton	External Work Force	Carleton	External Work Force	Carleton	External Work Force	Carleton	External Work Force
<b>Overall 2022</b>	53.5%	52.7%	1.6%	2.4%	18.3%	19.7%	6.6%	9.1%
<b>Professionals – Faculty 2022</b>	40.9%	44.2%	1.5%	1.1%	23.1%	21.1%	4.8%	8.9%

\*Source: <https://oirp.carleton.ca/databook/ongoing/staff/tables/staff-eeog-2015on-2016.pdf>



The University has instituted confidential self-identification data collection for all CRC searches. This process now affords us the ability to assess the progress of equity candidates at each phase of the hiring process, while maintaining confidentiality. If an equity candidate fails to advance through the recruitment process, we will be able to obtain documentation from the hiring committee explaining why the candidate did not move forward. This helps ensure that our CRC hiring systems are functioning fairly, and address any issues that might raise concerns of unconscious or other bias.

#### **d) Evidence of comparative review**

The comparative review showed that the University's practices regarding CRC compensation and support were being applied uniformly across all the active Chairs. Where differences existed in salary, they were attributable to objective factors inherent in the methodology used to calculate any faculty member's starting salary. All CRCs receive a standardized salary increment in recognition of being a Chair, the amount dependent only upon whether they are Tier I or II. Similarly, differences in space allocations and equipment provided were attributable to differing needs among the various disciplines and research areas of the various CRCs. In one case, providing the allocated laboratory space was delayed because construction of the new building into which the entire department was being moved was not completed on schedule. The department, including the CRC affected, was moved into temporary quarters off campus for much longer than expected during the construction. This disadvantaging was pervasive across the department, not unique to the Chair who was affected nor linked in any way to EDI considerations. While waiting for the completion of the internal environmental scan, we analyzed the CRCs' annual reports for the last four years and records of University funding provided to our Chairs as part of their CRC support. Basic CRC research funding provided by OVPRI remains consistent for Tier II chairs. The results show that all CRCs consistently received the promised level of half-load teaching release: the exact quantification of this is according to the differing number of courses constituting a normal teaching load from Faculty to Faculty within the University. CRCs also consistently received other institutional support promised to them by the University.

Anecdotal information about possible excess committee participation burden on faculty who self-identify as designated group members was assessed in the 2024 environmental scan (see e, below). It was verified to be a problem, and identified as a systemic barrier.

#### **e) Evidence of environmental scan**

To develop the first version of the Carleton University Canada Research Chairs Equity, Diversity, and Inclusion Action Plan in 2019, the University's Office of Quality Initiatives (OQI) completed the initial consultation with active and past CRCs, as well as senior academic management personnel in the Faculties. The 2019 scan identified systemic barriers which were described in the original Plan, and targeted for remediation and resolution.

We had planned to repeat the environmental scan in three years' time; however, this was delayed by the ongoing COVID pandemic. We repeated the environmental scan by OQI in late 2023. In addition to active and past CRCs and members of senior academic management, we extended the scope of our consultations to members of CRC hiring committees over the past four years to gain perspective on elements of the Action Plan that concerned the CRC hiring process.

The report is included in this document as Appendix A. The significant observations are summarized below.

##### ***Interviewee observations:***

- 1. Importance of University research facilitator support:** Interviewees participating in the environmental scan expressed overwhelming gratitude for the support received from the University's research facilitators.
- 2. Comments on the recruitment and selection process:** Interviewees reflected on the



many process changes and enhancements since the original scan in 2019, all of have been in keeping with the CRCP's requirements and best practices guidelines. They offered the following comments and suggestions:

- **Recruitment Strategies:** Many interviewees said that they believed the best recruitment strategy is word of mouth, particularly with members of underrepresented groups. It was also suggested that to reach members of the designated groups, specific communication should be occurring with the identity-based subgroups of professional associations (i.e. caucuses of equity seeking groups).
  - **The Selection Process:** The interview process at Carleton is consistent with that of other Canadian institutions. One suggestion was to connect candidates from underrepresented groups to the identity-based groups on campus (either through the union or group of researchers) in order for them to ask specific questions and feel more comfortable joining the Carleton community. Related, there was also a desire from interviewees who identified as members of underrepresented groups to speak to others who are members of an underrepresented group, regardless of if they share the same identity. It was suggested that it would be beneficial for candidates to meet students during the interview process as the students speak so positively of their experience at Carleton, seem genuine, and would positively sway a candidate. The need to more accurately assess what constitutes a competitive offer in the current environment, and be able to make one, was raised. The comparison should be to external opportunities the candidate would have (both at other higher education institutions as well as private sector opportunities).
3. **The role of the unconscious bias training:** Unconscious bias training has been implemented in keeping with the CRCP's hiring rules and best practices since 2019. Many participants articulated a need for conversations, in addition to the training, to ensure learning and increased awareness moving forward. The idea of participating in the training as a group was raised. Others experienced frustration with the time commitment of repeating the same training multiple times if they frequently serve on hiring committees. An alternative suggestion was that the EDI Champion lead an open discussion with the committee on what learning arose from the unconscious bias training as part of the first committee meeting. There was desire to have more tailored training available to address disciplinary differences.
  4. **Uncertainty regarding the allocation of CRC positions.** All who were consulted in the environmental scan indicated that they were unsure how the allocation of CRC positions take place.
  5. **Balance between excellence and diversity** The need for balancing excellence and diversity when making hiring decisions was mentioned frequently. This barrier was also identified in 2019. There remains concern that CRC positions are perceived to be given based on diversity not excellence. There was a strong desire for the university to help combat this perception of a trade-off, but rather reinforce that the CRC positions value diversity *and* excellence.
  6. **Recruiting from more diverse pools** The challenge with recruiting from diverse pools was mentioned frequently. There was interest in knowing statistics regarding the frequency of diversity within the general population/department or unit/the specific field of study/etc. in order to gauge whether the pool is adequately diverse. It was suggested that proposals for CRC positions should include an assessment of a viable pool of applicants, with sufficient diversity to select from.
  7. **The challenges and considerations when self-identifying** Several interviewees identified that there is a need to explain what is meant by equity, diversity, and inclusion. CRC positions draw candidates from outside of Canada so the significance may be lost, or alternative words or phrases are used to express a similar sentiment. It was also stressed that we need to explain why we ask candidates to self-identify in the selection process.

8. **Implementation of the EDI Champion** EDI Champions became a mandatory part of every CRC hiring committee in 2018. The environmental scan interviewees indicated that having the role identified helped create more conscious discussion, considerations of the process, and transparency around decision-making. However, committee members were not always aware of who had taken the role of EDI champion on the hiring committee. They felt that more transparency regarding what the role entails and why it is important would help all members of the committee to be open to the challenges of this role. It was suggested that the individual identified as the EDI Champion may benefit from additional materials and support..
9. **Desire to foster a CRC community** It was expressed that CRCs would welcome more support in the transition to Carleton and integrating into the community. Chairholders also requested an official recognition of the CRC approval, and to publicly welcome the CRC as part of the Carleton community. It would serve as a celebration and a way to connect the CRCs to each other to begin forming a network. It was noted that prior to 2019 there were multiple events to connect CRCs to the larger Faculty and university community. These events were appreciated. It was expressed multiple times that being connected to another CRC would also be helpful in terms of guidance in the renewal process, or if they had questions about navigating the specific rules/regulations in the CRCP. Bringing together all CRCs would allow for more natural mentoring relationships to develop, as well as those from designated groups to connect with each other.
10. **Additional labour of the designated groups** It was acknowledged that members of the designated groups take on additional labour, and that is often unseen and unrecognized. They are called upon to be mentors to students who identify with them and are asked to perform service to the university more often. The challenge identified is that by contributing their time and energy to these activities, they are being taken away from the scholarship. For tenure, this balance can be recognized, but for the CRC application it is solely focused on research, leaving members of the designated groups at a disadvantage. Someone who is pulled in other directions and contributing to the university in other ways would have more hurdles to meet the demand of the CRC application.

## f) Progress reporting

CORIS will report to the CRC program and publicly on its outward-facing Canada Research Chairs webpage about the progress made in meeting their objectives on a yearly basis. In conjunction with the Manager, Faculty Affairs, all policies and procedures guides will be reviewed annually at the same time.

## 2) Management of Canada Research Chair Allocations

### a.i) Carleton University policies and processes for recruiting Canada Research Chairholders

All Canada Research Chairs open for nomination are advertised, at a minimum nationally, in wide searches that are consistent with the Canada Research Chairs Program (CRCP) recruitment and nomination process, equity practices, and the CRCP [Requirements for ensuring a fair and transparent recruitment and nomination process](#). Because Carleton is a unionized environment, the recruitment and nomination process, and all advertising related to it, must comply with the University's [Policy and Procedures Regarding Academic Staff Hiring](#), and the safeguards it defines for tenure-track hiring.

### a.ii) Safeguards to ensure recruitment practices are open and transparent

All Canada Research Chairs for which a nominee is sought are openly advertised internally, as well as externally through CAUT, *University Affairs*, the public-facing university academic recruitment webpage, appropriate discipline-specific professional organizations, and organizations serving members of the four designated groups and LGBTQ2S+ communities. Advertisements are fully compliant with all CRCP

equity, diversity and inclusiveness requirements. Each advertisement contains a clear statement of the University's commitment to equity, diversity and inclusion in the nomination and appointment process, as well as specific information about Carleton that demonstrates the institutional commitment beyond the affirmation. In consultation with EIC, advertising content and practices are under continual review to take into consideration systemic barriers that exist for the four designated groups and LGBTQ2S+ persons. All postings for Canada Research Chair positions include clear, gender-neutral statements concerning eligibility, and are carefully worded to ensure that the text is neither misleading nor exclusionary. A template for job advertisements is provided by the Deputy Provost's office.

When equity and diversity targets have not been met, or are projected to be at risk (see 1a, Current Equity and Diversity Status, above) the advertising plan will be reviewed (see 1b.8, above) to identify additional approaches for reaching the targeted designated group(s), in order to prevent their underrepresentation. Advertising will be placed in appropriate publications and the position will be advertised through groups specifically serving the underrepresented populations.

The Assistant Director – Research Development (AD-RD) of CORIS (or the AD-RD delegate) meets with the hiring manager before the hiring process is initiated to ensure that she or he fully understands all the EDI and transparency requirements and responsibilities incumbent upon the hiring manager, the Equity Champion (to be named at the time the hiring committee is constituted), and the committee. The requirements around documentation and the writing of the hiring committee's final report which will be the basis for the Vice-President (Research and International) signing the Institutional Attestation form are fully discussed. The hiring manager and the Equity Champion are responsible for ensuring that all those involved in assessing applications, interviewing candidates, and making hiring decisions have received training in both unconscious bias and in alternative methods of career assessment that are appropriate for the discipline in question. This is to ensure that no individual is unfairly disadvantaged by career interruptions or any other factors.

A checklist summarizing the procedures surrounding the hiring process and the steps relevant specifically for Canada Research Chair recruitments is provided to all Hiring Managers by the Deputy Provost's Office.

## **b) Institutional management of the allocation of Chairs**

The nomination process guidelines provided by the CRCP are followed throughout Carleton's management of our chair allocations. Decisions regarding which academic Faculty will receive open chair allocations rests with the Provost and Vice-President (Academic) and the Vice-President (Research and International), and consider multiple factors, which include:

- the CRC credit data available in the RSF- CRC Data Breakdown;
- current assessment of the University's CRC equity target status and goals;
- the overall institution's priorities, as reflected in the Academic Plan, Strategic Research Plan, individual Faculty strategic plans; and
- priority areas as determined by metrics such as programmatic growth and research intensity.

Once allocated an open CRC allocation, the Vice-President (Research and International) will invite the relevant Dean to submit a proposal with possible research areas for that CRC position. Decision-making on research areas rests with the Vice-President (Research and International). Key factors in decision making on research areas include:

- the ability to recruit a large and diverse pool of applicants in service of meeting or exceeding our institutional EDI targets;

- the fit of the proposed research area with Carleton's research strengths and Carleton's strategic plans; and
- the capacity to leverage the CRC program to reinforce core established and/or invest in emerging institutional strengths.

In cases where a candidate's nomination is not approved by the CRCP, the nominee fails to accept the position, or a Chair is vacated prematurely through resignation, retirement or other reason, the returned Chair may be reallocated to the same Faculty or reassigned, as determined by the Provost and Vice-President (Academic) and the Vice-President (Research and International) in accordance with the process outlined above. The CRCP shall be advised in writing of the disposition of such Chairs by the Vice-President (Research and International) or delegate.

### **c) Use of the corridor of flexibility to manage CRC allocations**

The corridor of flexibility will be used where it permits Carleton to meet our equity targets and diversity goals by converting Chairs across tiers and Agencies.

Carleton has chosen to focus on Tier 2 over Tier 1 chairs to help in recruiting a more diverse cadre of chairholders. Most of the University's Tier 1 CRCs have completed their last permissible term since the original CRC EDI Action Plan was written, and we have used flex moves to convert several of our Tier 1s into Tier 2 chairs, allowing us greater ability to meet our equity and diversity goals.

At this writing, Carleton has used more than the permissible number of flex moves. We will be taking steps, as Tier 2 CRCs complete their second terms, to recombine Tier 2 CRCs into Tier 1s to bring us back in compliance.

### **d) Process and criteria for determining Tier I and Tier II Chairholder renewals**

The Director of CORIS flags chairholders up for renewal to the Vice-President (Research and International) in advance so that discussion can be entered with the Provost and Vice-President (Academic) concerning the overall status of CRC allocations at the University. The University's equity and diversity targets are a primary consideration, as well as the University's strategic plans.

If the decision is to proceed with a possible renewal of the CRC, CORIS contacts the Chairholder to inquire whether the individual wishes to renew for another term. If yes, an up-to-date CV is requested by CORIS, and transmitted to the Vice-President (Research and International) for review of the Chairholder's progress during their current term. If the Vice-President (Research and International) endorses the CRC for renewal, the file is then sent to the Faculty (Dean and Associate Dean of Research) for Faculty approval to proceed with the Chairholder's renewal. Once Faculty approval has been given, the choice of possible dates to submit the renewal application is discussed by the Assistant Director – Research Development (or designate) with the chairholder, a date is selected, and the choice is communicated to the VPRI.

Should the decision be that redistribution of the Chair is in the best interest of the University, the decision is communicated to the Dean of the Faculty in question. Any relevant processes dictated by the CUASA Agreement must be followed.

### **e) Process and criteria for deciding whether to advance individuals from a Tier II Chair to a Tier I Chair**

Carleton University generally does not approve the advancement of individuals from a Tier II Chair to a Tier I Chair. Tier II chairholders are welcome to apply for Tier I chairs via the open and competitive processes described in section 2(b).

Carleton University will only advance individuals from a Tier II chair to a Tier I chair using the emergency retention mechanism. In very exceptional circumstances, the Vice-President (Research and International) in consultation with the relevant Dean may invoke the emergency retention mechanism to advance a Tier II chair to a Tier I chair without a competitive process. In general, the emergency retention mechanism will only be used in cases where the nomination contributes to meeting of equity targets.

**f) Process and criteria for deciding which Chairholder(s) will be phased-out in the case where the institution loses a Chair due to the [re-allocation process](#)**

The decision on which Chairholder(s) to phase out in the case of loss due to the reallocation process will be made by the Vice-President (Research and International), Provost and Vice-President (Academic), and President and Vice-Chancellor. They will review the candidates for phase-out in chronological order by the end of current CRC terms, discussing each with the Deans and Chairs of the relevant Faculties and Departments, respectively. The criteria for decision will be, in order:

1. renewability of the CRC (Tier I, in second term; Tier II, in second term)
2. the University's strategic needs
3. departmental strategic needs
4. equity and diversity target compliance
5. the CRC's track record in their first term

**g) Process for determining what level of support is provided to Chairholders**

Several elements and amount of support to CRCs at Carleton are standardized. The standardized support includes:

- teaching release of one-half the normal teaching load for their Faculty throughout the duration of their tenure as a Chairholder.
  - The University's collective agreement with the Carleton University Academic Staff Association specifies the percentage time distribution of a regular Faculty member's duties to be 50% teaching, 35% research, and 15% service to the University. The 50% reduction in a CRC's teaching requirement results in their having a total of 60% protected research time.
- a standardized unrestricted research grant from the Vice-President (Research and International) to support their research program; the amount and timing is the same for each CRC, and is determined by whether they are in their first or second term of the Chair.
  - All CRCs receive \$10,000 per year in research funds in each year of their first term, and \$10,000 in the first year of their second term.
- a salary adjustment during the tenure of their Chair of \$5,000 for a CRC Tier 1 and \$2,500 for a CRC Tier 2, in recognition of special merit at the time of their initial appointment to the Chair, and a continuing adjustment of the same amount at the beginning of their renewal term.
- the same level of cash-equivalent administrative support from OVPRI, without exception.

Salary and benefits are negotiated within the University's permissible range by the Dean, and approved by the Vice-President (Research and International) and the Provost and Vice-President (Academic) before a final offer is sent to the candidate. As a unionized workplace, the terms of the CUASA agreement must be respected when establishing any hiring package. In the case where an internal candidate is the selected nominee through an open and competitive hiring process, the standard Carleton CRC salary increment may be supplemented, while holding the CRC, by additional Faculty CRC salary increments.



Start-up funds, office and laboratory space allocations, and equipment requirements vary by discipline and as such, are the responsibility of each Dean and/or Department Chair.

**h) Safeguards taken to ensure that individuals from the four designated groups are not disadvantaged in negotiations related to the level of institutional support provided to them (e.g., protected time for research, salary and benefits, additional research funds, office space, mentoring, administrative support, equipment, etc.)**

Carleton's safeguards begin with the hiring process, with a designated Equity Champion whose task is to ensure that all deliberations and decisions are in keeping with the regulations. The Champion is charged with intervening at any and all points in the hiring process should an instance of failing to be transparent and fair occur.

All persons involved in any way with the recruitment and hiring processes must complete equity, diversity, and inclusiveness training either provided by the CRC Program or Carleton University. As a unionized workplace, starting salary is at the discretion of the Faculty Dean within the parameters defined by the CUASA collective agreement. Benefits are also defined by the CUASA agreement.

The University recognizes that new faculty members may be unaware of what can be negotiable issues or aspects of their employment at Carleton, creating a power imbalance. The Manager of Faculty Affairs, in the Office of the Provost and Vice-President (Academic) is identified as the available contact person for new faculty hires, including CRCs. This individual is tasked with explaining to the potential new hire about equity issues, informing them about the CUASA Collective Agreement, and is the person to whom they can direct any questions. The Manager also contacts all short-listed candidates prior to their arrival for the interview phase, offering to speak with them about any questions with the negotiation process, as well as to offer accommodation for the interview day, if needed.

The elements of support offered by OVPRI are standardized for all CRCs as per g) above.

The results of the comparative review are the main record documenting support given to our CRCs, considering comparability of the support given to our CRCs according to their equity status, CRC Tier, and Faculty. This file will be maintained by CORIS, and reviewed at the time of the annual institutional report to the CRCP. It will also be reviewed whenever a CRC is renewed, or if a specific question arises. The results of the review will be communicated to the Vice-President (Research and International) and the Provost and Vice-President (Academic), and any inequities flagged for redress.

**i) Measures to ensure that individuals from the four designated groups are not disadvantaged when applying to a Chair position when career gaps have occurred for permissible reasons**

The Hiring Manager is responsible for ensuring that all those involved in assessing applications, interviewing candidates, and making hiring decisions receive training in both unconscious bias and in alternative methods of career assessment that are appropriate for the discipline in question. This is to ensure that no individual is unfairly disadvantaged by career interruptions or any other factors. Hiring committees will be specifically advised of the [Guidelines for Assessing the Productivity of Nominees](#) utilized by CRC reviewers, which acknowledges that certain circumstances may legitimately affect a nominee's record of research achievement.

**j) Training and development activities related to unconscious bias, equity, diversity and inclusion for administrators and faculty involved in the recruitment and nomination processes for Chair positions**

The University requires all employees to complete the workshop on Workplace Violence and Harassment Prevention Training, in addition to the [\*Accessibility for Ontarians with Disabilities Act\* \(AODA\) training courses](#). These include [\*AODA Customer Service Standard Training \(three modules\)\*](#), [\*AODA Employment Standard Training\*](#), and [\*AODA Information and Communication Training\*](#). The completion is monitored and enforced by the Assistant Vice-President of Human Resources.

All persons involved in any capacity with the recruitment, application review, interview process, hiring process, or having administrative responsibility for a CRC file are required to complete training on unconscious bias, equity, diversity, and inclusion, specific to the hiring process. The content of this training, and its delivery, shall be under the direction of the Associate Vice-President, EIC. Carleton currently requires all members of hiring committees to complete equity training biennially.

The University recognizes the current research evidence that unconscious bias training alone may be of questionable efficacy. Carleton is committed to implementing appropriate policies and practices that address systemic barriers and to changing hiring practices in order to improve equity, diversity and inclusion in the University.

### 3) Collection of Equity and Diversity Data

#### a) Processes and strategies for collecting and protecting data on the four designated groups (both applicants to Chair positions and successful candidates)

In advertising for CRC positions, the University advises applicants that they will be requested to complete an equity self-identification survey, which will be sent to them separately. A list of names and email addresses for those who have submitted complete, valid applications for a CRC posting is provided in confidence to an authorized representative in CORIS and Carleton's OIRP by the hiring committee manager. The survey is sent to individual applicants by OIRP, and is returned to OIRP. The results are reported to the CORIS representative, who assesses the diversity of the applicant pool. A decision is made in consultation with the hiring committee manager whether a sufficiently diverse pool has been achieved, and whether there are additional efforts that should be made to attract a wider pool of applicants. A summary of the results of the equity self-identification survey are made available to the hiring manager.

All Chairholders will be informed that the University is required to keep statistics on institutional compliance with equity and diversity targets, but that no individual or identifiable data will be published. The University's commitments under the Federal Contractors Program require that equity census forms be completed on a voluntary basis.

#### b) Strategies for encouraging individuals to self-identify

The University will inform both its CRC applicants, and new and existing CRCs, about the target compliance regulations, and educate them about the desire to increase representation of the target groups in our academic cadre. The initiative will be identified as an opportunity to help the University meet its responsibilities to society.

**c) Institution's applicant self-identification form:** see **Appendix B**. This form will be modified as required by the CRCP should additional groups or categories be designated.

### 4) Retention and Inclusivity

#### a.i) How Carleton University provides a supportive and inclusive workplace for all Chairholders (including those from the four designated groups) and how this is



### **monitored (e.g., survey of Chairholders, monitoring why Chairholders leave the institution)**

As outlined in the CUASA collective agreement, the University offers a mentorship program for all pre-tenure faculty. This program ensures that new hires will understand the criteria for success in their positions, have their progress monitored to help identify any problematic issues, and receive the support needed to resolve those issues and succeed. The results of the University's CRC Program environmental scan consultation identified systemic barriers that affect CRCs once they have been hired. An initial flight of actions to mitigate and remove these barriers has been identified (see 1b. Carleton University Objective), with responsibility and accountability for them clearly defined. The success of these actions, and progress made toward removing the barriers, will be monitored by EIC and OVPRI through ongoing consultation with the CRCs and others in the Carleton communities. One of the ways this will be done is through repeating the OQI survey on a triennial basis.

The EIC supports Carleton University's commitment to providing equity in employment (including pay equity) and maintaining a supportive, hospitable and welcoming employment environment for all individuals. The commitment to equity extends to members of disadvantaged groups as outlined in the University's Statement on Conduct and Human Rights. Provisions relating to both employment and educational equity are contained in Carleton's [Human Rights Policy](#).

In 2021, following extensive consultations with both the Carleton communities and other stakeholders, the University launched its [Carleton University Equity, Diversity, and Inclusion Action Plan](#). The latest [Progress Report](#) details the University's successes in support of the Plan's ten specified Strategic Actions, as well as reporting on Carleton's alignment with the Scarborough Charter.

In addition to the University's overall EDI Action plan and this specific EDI Action Plan for the CRCs, we wish to point to two ongoing exemplary Institution-wide initiatives have been concluded since the original CRC EDI Action Plan was developed, with official reports and recommendations.

- The Kinàmàgawin Report released in 2020 identified 41 Calls to Action regarding community engagement; Indigenous student support; student experience in recruitment, retention and graduation; ways of teaching and learning; culture, systems and structure; research and innovation; and qualitative and quantitative metrics. Carleton University has committed to fulfilling these calls and released a progress report in 2022.
- The Coordinated Accessibility Strategy was released in 2020 and updated in 2025. The CAS serves as a framework to guide Carleton's ongoing commitment towards a campus that is accessible for all students, employees, and visitors. The Strategy is intended to not only coordinate the many accessibility services, programs, and initiatives that already exist, but also continue to inspire a strong campus culture of accessibility and inclusion. Progress reports are published annually.

#### **a.ii) How are support and inclusivity monitored?**

Each year, the Director of CORIS will review the University's Funding Support Report that is submitted to the CRCP. The results of the review will be communicated to the Vice-President (Research and International) and the Provost and Vice-President (Academic), and any inequities flagged for redress.

The environmental scan every three years will identify systemic barriers in the area of support and inclusivity and will be used to update the CRC EDI Action Plan objectives. Progress will be monitored by CORIS.

The University also conducts exit interviews for all faculty members leaving the institution. These explicitly address issues of equity, diversity, and inclusion. Human Resources communicates all comments and information gained about matters of EDI to EIC, who then initiate discussion with the appropriate unit of the University to determine and implement corrective action, if required.

Together with the Vice-President (Research and International), they are responsible for identifying needed course corrections if EDI targets and the University's objectives are not being achieved.

**b) The procedures, policies and supports in place that enable the retention of individuals from the four designated groups**

The Vice-Presidents' Academic and Research Committee (VPARC) is mandated to advise Carleton's President and Vice-Chancellor on matters requiring management action relating to equity and human rights at Carleton University.

As well, specific policies governing aspects of equity, accommodation and discrimination for students and employees are included in a compendium of policies called [Carleton University Human Rights Policies and Procedures](#).

**c) How Carleton University manages complaints from its Chairholders/faculty related to equity within the program**

Chairholders and faculty are advised that any concerns or complaints related to equity in the CRC program should be directed to the Associate Vice-President, EIC.

Any concerns directed to other university staff will be forwarded to the Associate Vice-President and University Advisor, EIC, who will investigate them as well as any directly received by the Associate Vice-President's office. A record of all complaints shall be maintained by EIC and shared with CORIS.

Following the investigation, a course of action will be determined by Associate Vice-President, EIC, the Director of CORIS, the Vice-President (Research and International), and the Provost and Vice-President (Academic), in concert with such other persons as may be necessary. The Associate Vice-President, EIC, will respond to the Faculty member, explaining the findings of the investigation, and the solution undertaken.

**d) Who is responsible for addressing any equity concerns/complaints regarding the management of Carleton's Chair allocations?**

Should there be questions or concerns regarding equity issues in Carleton's management of its Canada Research Chair allocations, please contact:

Associate Vice-President and University Advisor, Equity and Inclusive Communities  
3800 Carleton Technology and Training Centre  
Carleton University  
1125 Colonel By Drive Ottawa, Ontario K1S 5B6  
Email: [equity@carleton.ca](mailto:equity@carleton.ca)

**e) How are concerns/complaints monitored and addressed, and reported to senior management?**

Concerns and complaints are monitored, addressed and reported to senior management as per section 4(c) above.

# Appendix A – Environmental Scan

## CANADA RESEARCH CHAIR PROGRAM

### Equity, Diversity, and Inclusion (EDI) Environmental Scan

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Prepared for the Office of the Vice-President (Research and International)  
and Carleton's Office for Research Initiatives and Services  
by Kaylee Mask, Senior Quality Advisor, Office of Quality Initiatives  
January 2024

## Background:

In 2019, Carleton's Office of Quality Initiatives (OQI) conducted interviews with current and previous Canada Research Chairs (CRCs), Deans and Associate Deans of Research (ADR) about the university's Canada Research Chairs Program at the request of the Office the Vice President (Research and International) (OVPRI) to help improve equity, diversity, and inclusion in the Program. The findings from the report informed the Program's EDI Action Plan.

OVPRI has engaged OQI to conduct another interview process to provide current information to renew the CRC EDI Action Plan and measure the progress made over the last number of years.

## Objectives:

1. Gather information from current and previous CRCs, as well as faculty leaders.
2. Highlight changes, challenges and improvements made since the last Action Plan was updated.
3. Present findings to OVPRI to identify structural barriers and opportunities for improvement.

## Interview Participation:

Twenty five individuals expressed interest in participating in the consultation process, resulting in twenty one interviews taking place. Eleven participants were current or former Canada Research Chairs, with the remaining participants being members of hiring committees or being administrative staff at the university.

Of the eleven Canada Research Chairs that participated, four held tier I positions, and seven held tier II positions. Six were in their first term, four in their second term, and one had held a third term. Nine current chairs and two former chairs were interviewed.

The interview participants identified as follows:

*Please note – some participants identified as a member of more than one group. It should also be noted that some CRC participants were also involved in the hiring process of other CRC candidates and answered accordingly to both experiences.*

	CRC	Hiring Committee
Women and gender equity-seeking groups	8	5
Racialized individuals	4	3
Persons with disabilities	1	
Indigenous peoples	1	1
LGBTQ2+ individuals	1	1

	CRC	Hiring Committee
Faculty of Public Affairs	5	7
Faculty of Arts & Social Sciences	1	
Faculty of Engineering & Design	2	1
Faculty of Science	3	1
Sprott School of Business		

## Summary of Findings:

### Uncertainty regarding allocation

- All interviewed were unsure of how the allocation of CRC positions take place.
- It was noted that units know what areas are emerging that are better suited for CRC positions, so it is important that unit level consultations are done to determine areas and that those are prioritized.
- Due to the competitive nature of a unit receiving the CRC position, there was a belief that this might result in less support in the recruitment process from units who were unsuccessful in their bid to receive the CRC position, when the whole campus should be involved in recruiting the best candidates.

### Personal recruitment outreach

- Numerous interviewees commented that the best recruitment strategy is word of mouth. Reaching out to specific individuals and encouraging them to apply was stressed as very important, specifically with members of the designated groups, as they may self-select out of the competition by not applying.
- It was also frequently suggested that to reach members of the designated groups, specific communication should be occurring with the identity-based subgroups of professional associations (i.e. caucuses of equity seeking groups).

### Feedback on the selection process

- The interview process at Carleton is consistent with that of other Canadian institutions.
- One suggestion was to connect candidates of the designated groups to the identity-based groups on campus (either through the union or group of researchers) in order for them to ask specific questions and feel more comfortable joining the Carleton community. Related, there was also a desire from members of the designated group to speak to others who are members of a designated group, regardless of if they share the same identity.
- It was also suggested that it would be beneficial for candidates to meet students during the interview process. Participants perceive that the students speak so positively of their experience at Carleton, they are believed to be honest, and would positively sway a candidate. It would also highlight the diverse student body at Carleton and the potential for them to mentor students they identify with.
- An important point that was stressed was the caliber of the CRC candidates, and the fact that they are being recruited to many institutions. While they are being evaluated as to whether they are the right fit to be here, we are also trying to persuade them to join our academic community. We should present a welcoming and friendly (non-confrontational) interview process and showcase an environment where everyone is welcome to be themselves and the best version of themselves.
- Tied to this is the need for more accurate assessments of what would be considered a competitive offer. It was noted that comparisons made across disciplines at the university is not ideal, and the

comparison should be to external opportunities the candidate would have (both at other higher education institutions as well as private sector opportunities).

#### Gratitude for research support

- There was overwhelming gratitude for the support received from the research facilitators. Numerous times it was mentioned that the institutional support is excellent. The significant investment in research support is clear and unique compared to other universities. The importance of this and the value it brings was frequently echoed.
- Acknowledgement was shared that the work of the research facilitators improved applications and made a difference in the process. That success is due to the teamwork involved in the application and that this is the strongest part of the CRC process at Carleton.

#### Balance between excellence and diversity

- The need for balancing excellence and diversity when making hiring decisions was mentioned frequently. And the question of which should be prioritized if both are not found in the same candidate was also raised multiple times.
- Some currently perceive that CRC positions are given based on diversity not excellence, and therefore the position is seen as less prestigious. There was a strong desire for the university to help combat this perception so that hiring decisions are not seen as an either *or* in terms of diversity *or* excellence, but instead an *and* in terms of the candidate being selected for the diversity they bring to the university *and* their research excellence – the importance of language was stressed.
- Messaging around the value of diversity would help others to understand that having more diverse people in a variety of roles in fact strengthens the excellence of our community. Senior leaders in the faculties could reinforce this sentiment. There was a desire for the university to showcase when they meet diversity targets, alongside an equal emphasis on the excellence of the Chairs, so that their excellence in research is made prominent.
- It was acknowledged that recruiting for diversity improves excellence in long term planning and can assist in addressing systemic barriers – diverse professors can assist in recruiting diverse students and help train them to enter academia (ultimately supporting the diversity of application pools in the future).

#### Recruiting from more diverse pools

- The challenge with recruiting from diverse pools was mentioned frequently. There was interest in knowing statistics regarding the frequency of diversity within the general population/department or unit/the specific field of study/etc. in order to gauge whether the pool is adequately diverse. This knowledge would be useful in order for selection committees to understand why they may be encountering challenges selecting a qualified candidate, and then adjust their expectations.
- The suggestion was made to reverse the order of planning – first determine in which areas it could be expected to recruit a diverse pool of candidates, and then create the chair position to align with this pool.

- Related it was believed that units should be asked what they can do to get an adequately diverse pool. It was suggested that proposals for CRC positions should include an assessment of a viable pool of applicants, with sufficient diversity to select from.
- Another solution to this challenge was to think bigger picture and long term – consider the academic pipeline - train our own graduate students and support them to pursue further studies in order to get into these future candidate pools. A specific example of this type of broader thinking view was instead of having the goal to hire ten indigenous scholars, we could open ten post-doc positions. This in turn, would train them so that they could contribute to their disciplines in the future. The rest of the country would also benefit from this commitment.

#### The challenges and considerations when self-identifying

- Multiple times it was brought up that there is a need to explain what is meant by equity, diversity, and inclusion. CRC recruits candidates from outside of Canada so the significance may be lost, or alternative words or phrases are used to express a similar sentiment.
- It was suggested that all candidates would benefit from an understanding of what we, at Carleton specifically, mean when speaking of equity, diversity, and inclusion. There could be a link from the job ad to videos on Carleton's website explaining this, and the meaning it has to us in practice in our community. There could also be links from the job ad to reports and action plans that support the inclusive and transformational institutional culture. It was suggested that this would be more meaningful and impactful than a statement on the job ad indicating that everyone is welcome to apply. It could also highlight initiatives that Carleton and its Faculties are undertaking, in order to help convince top talent to choose Carleton.
- It was also stressed that we need to explain why we ask candidates to self-identify in the selection process. Candidates applying from outside of Canada do not have this context and can be taken aback by the request to self-identify. It would be useful to share what is done with this information, why we collect it, and why it is a priority in hiring practices.
- Multiple members of the designated groups shared their hesitation with self-identifying. They believed that it would be questioned as to whether they deserved the position based on merit and if they were qualified. They did not want to be perceived as looking for special consideration or taken less seriously by their colleagues. They also questioned whether it may count against them if there are some biases present.
- The importance of creating a working environment where it is safe to express your full identity was stressed.

#### Implementation of the EDI Champion

- There was strong consensus that the intention behind the EDI Champion role should be the responsibility of everyone, not only one individual on the hiring committee. However, that the role was helpful in ensuring that an EDI lens was considered, and time was taken to pause and consider this in the deliberation discussions.
- Having the role identified helped create more conscious discussion, considerations of the process, and transparency around decision-making. Identifying the role of the EDI Champion at the first meeting set the tone for how the selection process would be handled, and allowed for group norms to be established in terms of how communication would take place in deliberations.



- People were not always aware of who had taken the role of EDI champion on the hiring committee. More transparency regarding what the role entails and why it is important would help all members of the committee to be open to the challenges of this role.
- It was suggested that the individual identified as the EDI Champion may benefit from additional materials and support. It was noted that there is a delicate balance to addressing concerns with how decisions are being made or the motivations of others, while still maintaining the collegiality of the committee.

#### The role of the unconscious bias training

- There was positive feedback for the training, and appreciation for the interactive nature of it. Many echoed the need for the training to be live (in person or via zoom) in order to facilitate conversations. The honest and open conversations led to learning and increased awareness moving forward.
- The idea of participating in the training as a group was raised. The value of this would be that everyone has a common set of experiences that can be referenced to later on and ensures that everyone is on the same page. Others experienced frustration with the time commitment of repeating the same training multiple times if they frequently serve on hiring committees.
- An alternative suggestion was that an open discussion of the role of the EDI Champion and what learning arose from the unconscious bias training be on the agenda for the first committee meeting, so that the implementation of both of these can be discussed as a group to set expectations and group norms for how challenging conversations will be handled. Perhaps this discussion could be facilitated by someone in Equity and Inclusive Communities.
- There was desire to have more tailored training available – What does this look like in Science/Engineering? What additional considerations might there be?
- There was some concern that the knowledge shared in training is not trickling down into practice. And that to have change, we need people to really understand, in order to combat the tendency to do things the way they have always been done.

#### Desire to foster a CRC community

- No formal mentoring was set up upon arrival, and it was noted that due to the fact that they are already established academics it was not necessary. However, it was also expressed that support would have been helpful in navigating the Carleton system (i.e. administratively) and integrating into the community.
- Although the reduced teaching load was frequently mentioned as an incredible benefit to allow focus on research, it was also noted that being involved in teaching provided the opportunity to connect with colleagues in the department and undergraduate students (who might be future graduate students/research assistants) which allowed for integration into the Carleton community. Serving on a committee also provided the opportunity to learn about Carleton and feel integrated.
- There was desire for a formal recognition of the CRC appointment. Often there is a gap between when the faculty position starts and when the CRC position is approved, and at that time there should be an official moment of recognition and welcome to signal the pride in having the CRC as

part of the Carleton community. The Canada 150 Chairs event was mentioned as an ideal way to recognize the excellence these individuals bring with our internal and external communities. It would serve as a celebration and a way to connect the CRCs to each other to begin forming a network.

- It was noted that prior to 2019 there were multiple events to connect CRCs to the larger transformational issues at the faculty and university level. These events provided opportunities to speak to senior leaders, as well as be introduced to the new CRC. Informal opportunities to connect occurred through planned breakfasts and lunches throughout the year and were appreciated.
- It was expressed multiple times that being connected to another CRC would be helpful. Individuals desired to speak to a peer when they were looking for guidance in the renewal process, or if they had questions about rules/regulations (i.e. asking about maternity leave process as no one in her department would have experienced this). Beyond sharing personal experiences between CRCs, there is also the opportunity for the university to share this information and guidance to CRCs directly.
- It was frequently mentioned that there would be value in the CRCs being brought together to network and build community amongst each other. There was desire for the group of CRCs to feel like a collective, where everyone takes interest in each other's success, and there is support and encouragement among the group. Bringing together all CRCs would allow for more natural mentoring relationships to develop, as well as those from designated groups to connect with each other.

#### Additional labour of the designated groups

- It was acknowledged that members of the designated groups take on additional labour, and that is often unseen and unrecognized. They are called upon to be mentors to students who identify with them and are asked to perform service to the university more often.
- The challenge identified is that by contributing their time and energy to these activities, they are being taken away from the scholarship. For tenure, this balance can be recognized, but for the CRC application it is solely focused on research, leaving members of the designated groups at a disadvantage. Someone who is pulled in other directions and contributing to the university in other ways would have more hurdles to meet the demand of the CRC application.
- It was brought up that people have different ideas about the role of a professor as a researcher or a role model. Some members of the designated groups are proud to be a role model for the identity, but that is not the case for everyone. It is not clear if this is an element of the role of the CRC, so while there could be preference to serve as a role model and mentor, there is no recognition of the invisible labour involved.
- There was recognition of the need for reaching a critical mass, so that members of the designated groups are not treated as tokens while sitting on committees, and not dismissed when raising concerns. It was also identified that inequities occur all along the path to becoming an academic and that has influenced the pipeline and who historically earns a PhD and enters academia. Therefore the dedication to mentoring and supporting students of the designated groups to pursue and persist in their studies should be recognized as a value to the university and academia more broadly.

# Appendix B – Applicant Equity Self-identification Survey

1. What is your date of birth? \* (DD/MM/YYYY)

- Provide date
- I prefer not to answer

2. Select the option that best describes your current gender identity. \*

- Gender-fluid
- Man
- Nonbinary
- Trans man
- Trans woman
- Two-spirit
- Woman
- I don't identify with any option provided
- I prefer not to answer

3. Select the sexual orientation that best describes how you currently think of yourself. \*

- Asexual
- Bisexual
- Gay
- Heterosexual
- Lesbian
- Pansexual
- Queer
- Two-Spirit
- I don't identify with any option provided
- I prefer not to answer

4a. Do you identify as Indigenous, that is, First Nation (North American Indian), Métis or Inuk (Inuit)? \*

- Yes
- No
- I prefer not to answer

4b. If "Yes", select the group(s) that you identify with.

- First Nation
- Inuit
- Métis
- I prefer not to answer

5. The [Employment Equity Act](#) defines visible minorities as "persons, other than Aboriginal peoples, who are non-Caucasian in race or non-white in colour".

Do you identify as a member of a visible minority in Canada? \*

- Yes
- No
- I prefer not to answer

6. Select the population group(s) you identify with. \*

Note: if you answered "Yes" to question 4a (i.e., you are an Indigenous person), select "Population group not listed above" for this question. You can also select from the list any other population group that applies to you.

- Arab
- Black
- Chinese
- Filipino
- Japanese
- Korean
- Latin American
- South Asian (e.g., East Indian, Pakistani, Sri Lankan, etc.)
- Southeast Asian (including Vietnamese, Cambodian, Laotian, Thai, etc.)
- West Asian (e.g. Iranian, Afghan, etc.)
- White
- Population group not listed above. I identify as \_\_\_\_\_ (option to specify)
- I prefer not to answer

7a. The [Accessible Canada Act](#) defines disability as “any impairment, including a physical, mental, intellectual, cognitive, learning, communication or sensory impairment—or a functional limitation—whether permanent, temporary or episodic in nature, or evident or not, that, in interaction with a barrier, hinders a person’s full and equal participation in society.”

Do you identify as a person with a disability as described in the Act? \*

- Yes
- No
- I prefer not to answer

7b. If “Yes”, select the type(s) of disability that applies to you.

- Communications
- Developmental
- Dexterity
- Flexibility
- Hearing
- Learning
- Memory
- Mental-health related
- Mobility
- Pain-related
- Seeing
- Disability not listed above. \_\_\_\_\_ (option to specify)
- I prefer not to answer

8a. What language(s) did you first learn at home in childhood and still understand? (Select all that apply) \*

- English
- French
- Another language
- I prefer not to answer

8b. What language(s) do you speak most often at home? (Select all that apply) \*

- English
- French
- Another language
- I prefer not to answer