



REPORT OF THE  
WORKING GROUP ON EQUITY,  
DIVERSITY AND INCLUSION

November 2020

CONCORDIA





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# ACKNOWLEDGMENTS

We acknowledge that Concordia University is located on unceded Indigenous lands. The Kanien'kehá:ka Nation is recognized as the custodians of the lands and waters on which we conduct our work. Tiohtià:ke/Montréal is historically known as a gathering place for many First Nations. Today, it is home to a diverse population of Indigenous and other peoples. We respect the continued connections with the past, present and future in our ongoing relationships with Indigenous and other peoples within the Montreal community.

We acknowledge that the diversity of its community is an inherent strength of Concordia University that we need to support and sustain in order to achieve inclusive excellence.

We acknowledge that initiatives to enhance equity, diversity and inclusion are already under way across our campuses, but that we collectively can and must do better.

We acknowledge that Concordia members are not immune to biases that confer privilege to some identities, and the compounding effect of intersecting marginalized identities on creating barriers.

We acknowledge the need to have difficult and uncomfortable conversations in order to address systemic issues and challenge the status quo.

We acknowledge the existence and persistence of historic and continued systemic oppression, dehumanization, social injustice and violence, especially but not limited to sexism, racism and ableism.

We acknowledge that a significant proportion of Concordia members experience discrimination and harassment on our campuses, based on gender, race/ethnicity, disability, sexual orientation and religion.

We acknowledge the uniqueness of the needs, challenges and expectations of First Nations, Métis and Inuit peoples and we respect their desire to work separately on their own goals and objectives.

These important acknowledgements frame the work of the Working Group on Equity, Diversity and Inclusion (EDI) in developing this report and its set of recommendations for advancing EDI in all aspects of life at Concordia University.

# INTRODUCTION

Concordia University's mission is to be "welcoming, engaged and committed to innovation and excellence in education, research, creative activity and community partnerships. It dares to be different and draws on its diversity to transform the individual, strengthen society and enrich the world." (Concordia University's mission)

The diversity of Concordia University is a strength that we need to support and sustain in order to achieve the university mission. Initiatives to enhance equity, diversity and inclusion exist across our campuses, but there is a recognition that the university community must collectively commit to continuous improvement and coordinate our efforts.

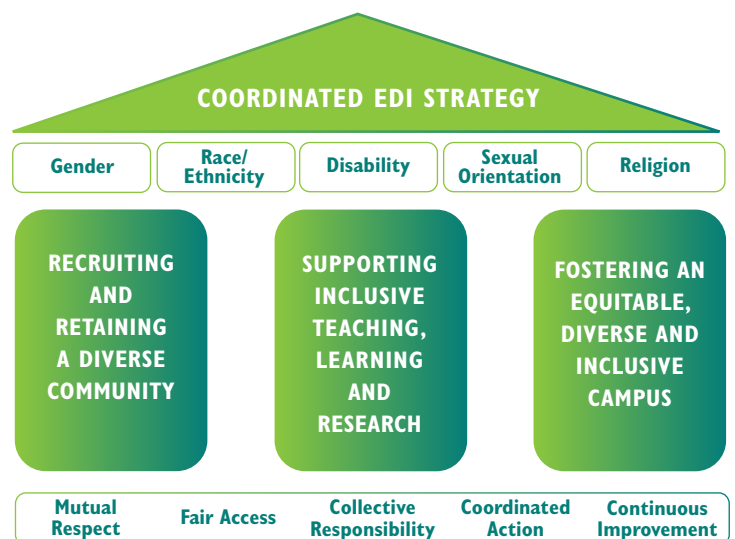
Beginning in June 2018, Concordia University has embarked on a campus-wide conversation on equity, diversity and inclusion to listen and learn about what is working well, what needs attention and what members of the community suggest. This diverse process to engage the community included a combination of formal and informal opportunities such as feedback and input from groups and individuals. This report highlights the process, identifying what was heard, with recommendations for a framework to coordinate EDI priorities across the university.

Over the last two years, an opportunity for conversations on EDI was created to give members of the community an opportunity to listen and give feedback on what the university was doing well as a way to promote and support EDI as well as identify barriers and gaps on ways to improve structures, processes and practices.


This report is part of a long-term commitment to addressing EDI outcomes, and it identifies priorities and EDI initiatives. It describes a two-phase process that included a series of opportunities to collect feedback from students, staff and faculty. This report reflects a campus-wide process to listen, reflect and review priorities to advance EDI at the university.

Phase 1 of the process took place from January to August 2019 and focused on consultations with the community. This phase was led by an advisory group that generated priorities, which can be found in the report of the Advisory Group on EDI. Phase 2 took place from September 2019 to October 2020 and involved the creation of a working group with representatives from students, staff and faculty who focused on validating the priorities of Phase 1 and developing recommendations to coordinate EDI across the campus.

In Phase 2, the Working Group generated five guiding principles and 115 recommendations from the consultations with the community. These recommendations are organized into three pillars, which provide a foundation for a coordinated EDI strategy. They support the Universities Canada Inclusive Excellence Principles and were identified as important areas to generate cross-sector coordination to address EDI.



These three pillars addressed five areas of discrimination and harassment reported by members of our community. These five areas include gender, race/ethnicity, disability, sexual orientation and religion. The Working Group on EDI consultation process addressed the five areas of discrimination, and the pillars were developed to be inclusive of the needs and barriers for these groups.



This report summarizes the process and what was heard from our community. It also creates a framework for a coordinated EDI strategy across the university, including guiding principles and recommendations to build our EDI commitment at Concordia.

The report closes the first two phases of the Working Group on EDI. The Working Group report provides a point-in-time reference on EDI perceptions and work underway, and also highlights gaps, barriers and opportunities. The Working Group proposes a coordinated approach across three pillars of EDI and to deeply engage all members of our community under an EDI umbrella. The next phase will involve developing specific actions, including timelines and responsibility. This report highlights recommendations to build a framework and structure to coordinate shared responsibility for EDI across the campus.



# DEFINITIONS

The terms EDI, equity, diversity and inclusion are commonly used in universities, but their meanings are not always fully understood. In order to engage all members of the community in conversations on EDI, it was important to create a shared understanding of these terms at Concordia. The definitions of Equity, Diversity, Inclusion and Underrepresented groups were developed by the Working Group on EDI following input from the community. These definitions are provided at this point in time to promote a university-wide understanding of EDI.

## **Equity**

Equity involves the recognition of historic and current inequalities in the university community. Equity is the fair treatment of all community members through the removal of institutionalized barriers, biases and obstacles that impede access or jeopardize opportunities for all to achieve their full potential.

## **Diversity**

Diversity is the representation of different knowledge, worldviews, practices and experiences within a community. Individuals may hold diverse, intersecting identities along dimensions of race, Indigeneity, ethnicity, gender, sexual orientation, socioeconomic status, age and abilities. Diversity allows for richer cognitive processing and exchange of information, and enriches the learning, working and living environment of the university.

## **Inclusion**

Inclusion is achieved when all members of a community are inherently valued and welcomed and feel a sense of meaningful belonging. An inclusive learning, working and living university environment embraces differences and offers mutual respect in words and actions for all. Responsibility for inclusion is shared across all members of the community.

## **Underrepresented groups**

Underrepresented groups are groups whose representation in a community does not reflect local and national demographic diversity. The term recognizes groups that have been historically and contemporarily marginalized, underutilized and underserved in higher education. Underrepresented groups include BIPOC (Black, Indigenous and People of Colour), women, persons with disabilities (invisible or visible), members of the LGBTQ+ (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning and others) communities and ethnic and religious groups

# PROCESS

## THREE-PHASE PROCESS

Concordia University initiated a three-phase conversation on EDI in the 2018-19 academic year:

In **Phase 1**, from January to August 2019, the Advisory Group on EDI consulted the Concordia community about existing practices, concerns and needs related to EDI. Activities of the Advisory Group included a scan of EDI practices in Canadian universities, a call for written submissions from the Concordia community, ethnographic observations of the Concordia community on both campuses, group and individual interviews of Concordia stakeholders, collection of “sense of belonging” stories from students, test of staff’s level of agreement with statements related to EDI and IDEAS Cafés on both campuses.

In **Phase 2**, from September 2019 to October 2020, the Working Group on EDI validated the priorities identified in Phase 1 and made recommendations to address them.

In **Phase 3**, starting from November 2020, these recommendations will be put into action. Phase 3 will include the creation of a coordinated EDI structure for the university and the development of an EDI action plan, supported by a steering committee on EDI and a well identified home for EDI resources and services at the university.



# PROCESS

## WORKING GROUP ON EDI

The Working Group on EDI was in charge of Phase 2 of the EDI conversation at Concordia. The mandate of the Working Group was to address priorities resulting from community consultations in Phase 1 and to develop a strategy for advancing EDI in all aspects of life at Concordia, with the goal of coordinating and enhancing ongoing initiatives.

The Working Group on EDI included 12 members, a cross-section of students, staff and faculty representative of the different sectors of the university. Some members of the Advisory Group on EDI were confirmed by their unions to continue from Phase 1 into Phase 2. The complete list of Working Group members can be found in Appendix 1.

Members of the Working Group on EDI met 30 times between September 2019 and October 2020. Members reviewed the recommendations from the report of the Advisory Group on EDI and provided additional opportunities to the Concordia community to give feedback on equity, diversity and inclusion at the university:

- University-wide survey
- Series of EDI Conversations
- Three-step stakeholders' consultation process
- Community consultation
- Open call for feedback

Members also hosted themed meetings with invited stakeholders to review the five priorities identified in Phase 1 (hiring and retention, training, campus culture, policies and processes, and governance) and the five main bases of discrimination at Concordia university identified in the survey (gender, race/ethnicity, disability, sexual orientation and religion). The complete list of stakeholders invited to meet with the Working Group can be found in Appendix 2.

Based on the priorities identified in Phase 1 and the additional feedback collected, the Working Group on EDI generated 115 recommendations. These recommendations are organized into three pillars:

- Recruiting and retaining a diverse community
- Supporting inclusive teaching, learning and research
- Fostering an equitable, diverse and inclusive campus

## UNIVERSITY-WIDE SURVEY

The Working Group on EDI conducted a web survey among all Concordia students, staff and faculty between October 7, 2019, and October 23, 2019. The purpose of the survey was to evaluate perceptions of EDI at the university and to test the priorities identified by the Advisory Group on EDI in Phase 1. Members worked with an external survey provider, SOM, to develop the questionnaire and analyze the data.

A total of 1,183 university members participated in the survey:

- 731 identified as students
- 148 as faculty
- 267 as staff
- 37 preferred not to specify

## EDI awareness and perceptions at Concordia

Although most community members (65%) feel that Concordia promotes EDI to some extent, actual awareness of EDI policies or practices on campus is limited. Indeed, less than one-third of respondents (31%) declare being aware of EDI policies or practices on campus. EDI policies and practices are mostly known to faculty (68%) and staff (54%), whereas students report being much less aware (26%) of them. Furthermore, across the Concordia community, personal involvement in EDI initiatives is not very common. Faculty lead the way (44%), followed by staff (22%) and students (10%).

While Concordia's commitment towards reducing barriers for marginalized groups and the fight against discrimination is acknowledged by a majority, only a minority (less than one-third of respondents) perceive it to be a strong commitment. A significant proportion (20%) do not believe there is any commitment on the part of Concordia on these issues. Among those who have personally experienced harassment or discrimination at Concordia, these levels are close to 50%.



# PROCESS

Similarly, the community expresses a moderate to somewhat negative assessment of the situation of EDI at Concordia. Among the 13 EDI statements evaluated and shown in Appendix 3, the level of strong agreement is higher than disagreement only when it comes to the respect of individual differences. Disagreement reaches its highest level (one-third of respondents) with regards to fair access to opportunities for all and physical accessibility of facilities and equipment.

## **Discrimination and harassment at Concordia**

A significant proportion of community members (36%) have personally experienced or witnessed harassment or discrimination at Concordia. Faculty are the most exposed (37% experienced and 49% witnessed), followed by staff (31% experienced and 39% witnessed) and students (22% experienced and 25% witnessed). The combination of the proportion of community members who report having experienced or witnessed harassment or discrimination with the frequency of events shows that 6% of the community is in contact with harassment or discrimination on a regular basis.

Most situations of discrimination or harassment are associated with gender (46%) or race/ethnicity (45%). Other important bases for discrimination or harassment at Concordia are religion, sexual orientation and disability, all three involved in 15% of the situations. The complete list of bases for discrimination or harassment experienced by community members can be found in Appendix 4.

Intersectionality affects a significant proportion of the Concordia community (22% of respondents have experienced or witnessed situations of discrimination or harassment associated with more than one basis), especially among faculty (38%). The most common types of intersectional forms of discrimination or harassment that members have experienced at Concordia are a combination of gender and race/ethnicity, race/ethnicity and religion, and gender and sexual orientation.

## **SERIES OF EDI CONVERSATIONS**

Following the release of the report of the Advisory Group on EDI, the Working Group on EDI organized a series of six events from October 7, 2019, to October 10, 2019, on both campuses. Events included information sessions on the work of the Working Group, a workshop on ethnocultural empathy, a workshop on building an inclusive campus, a workshop on diversity and firm performance, and a discussion on addressing discrimination dedicated to students. Members of the Working Group facilitated the events and collected feedback from participants on existing practices, concerns and suggestions related to EDI.

## **STAKEHOLDERS' CONSULTATIONS**

Between August 13, 2020, and August 26, 2020, the Working Group on EDI hosted a three-step consultation process with 152 stakeholders from across the university to help finalize and prioritize its set of recommendations.

1. Information session on EDI: The Working Group members presented their process and findings and gave an overview of their recommendations. The information session was available to watch live on August 13, 2020, or recorded after the event.
2. Prioritization questionnaire: Following the information session, participants were invited to complete a short questionnaire to prioritize the recommendations of the Working Group based on what changes seem most important to them.
3. Consultation sessions on EDI: The Working Group on EDI organized six consultation sessions, two on each pillar (Recruiting and retaining a diverse community, Supporting inclusive teaching, learning and research and Fostering an equitable, diverse and inclusive campus), for participants who wished to discuss the recommendations in more detail. Discussions in smaller groups were facilitated by Working Group members.

# PROCESS

The Working Group on EDI hired three graduate students from the Human Systems Intervention program in the Department of Applied Human Sciences to assist members in the organization of this three-step stakeholders' consultation process.

Stakeholders invited to take part in this three-step consultation process included participants in previous events organized by the Advisory Group or the Working Group, staff and faculty who work on EDI-related topics and services, student associations that represent EDI-related groups or topics, research groups who work on EDI-related topics, student executives (Concordia Student Union [CSU] and Graduate Students' Association [GSA]) and members of senior management (Chairs, Deans and Vice-Presidents).

## COMMUNITY CONSULTATION

Following the stakeholders' consultations, the Working Group on EDI updated and prioritized the recommendations based on the feedback collected. The updated version of the recommendations was posted on the Working Group's website for two weeks, from September 7, 2020, to September 20, 2020. The whole Concordia community was invited to submit any final feedback to the Working Group's email address. The call for feedback was sent through the university news bulletins (undergraduate and graduate students, staff and faculty, leaders and managers) of the week of September 7, 2020.

## OPEN CALL FOR FEEDBACK

For the duration of the Working Group on EDI's work, an open call for feedback was posted on the Working Group's website ([www.concordia.ca/edi](http://www.concordia.ca/edi)) inviting any member of the community to send feedback to the Working Group's email address ([edi@concordia.ca](mailto:edi@concordia.ca)). All submissions were confidential and reviewed only by Working Group Members.

All feedback collected since Phase 1 by any means and at every step of this campus conversation framed the five guiding principles and 115 recommendations generated by the Working Group on EDI. These recommendations address the five bases for discrimination at Concordia University (gender, race/ethnicity, disability, sexual orientation and religion) and what was reported as needing improvement with regards to EDI. The recommendations also aim to enhance the existing practices that already seem to be working well and reflect the many suggestions made by community members.

# GUIDING PRINCIPLES

In framing these recommendations, the Working Group identified five principles to guide members of our community in the university's coordinated EDI effort.

## **MUTUAL RESPECT**

We maintain an inclusive learning, working and living environment, where the rights and dignity of all community members are respected. We value the diversity of our community as a strength and an essential part of our identity. At Concordia University, we recognize the importance of the representation and respect of all voices and we welcome the contribution of every community member.

## **FAIR ACCESS**

At Concordia University, we set the conditions for the success and full participation of all members at all levels and in all areas of the university by addressing barriers, biases and discrimination of all sorts. We provide the institutional framework and the resources to ensure equitable access to opportunities and to our learning, working and living environment for all members to achieve their full potential.

## **COLLECTIVE RESPONSIBILITY**

We establish equity, diversity and inclusion as a shared responsibility among all community members. Every Concordia University member has a role to play in creating a diverse, equitable and inclusive community and must lead by example. We commit to intentional individual and institutional actions to challenge the status quo at all levels and in all areas of the university.

## **COORDINATED ACTION**

We dedicate the resources necessary to develop new and sustain existing initiatives that promote equity, diversity and inclusion in a coordinated manner across the university. We encourage community-driven projects and mutually beneficial partnerships with communities, in conjunction with our implementation of institutional policies, best practices and services at all levels and in all areas of the university.

## **CONTINUOUS IMPROVEMENT**

We commit to dismantling systemic historic and continued discrimination and inequities at Concordia University. We recognize the need for change and the importance of including underrepresented members of our community in the process. We commit to data-informed decision-making, transparency and accountability in demonstrating progress and improvement towards our equity, diversity and inclusion objectives.



# RECOMMENDATIONS

Based on the feedback collected since the start of the EDI conversation in 2018, the Working Group on EDI generated 115 recommendations. These recommendations are organized into three pillars:

- Recruiting and retaining a diverse community
- Supporting inclusive teaching, learning and research
- Fostering an equitable, diverse and inclusive campus

Priority levels were determined by Working Group members based on the results of the prioritization questionnaire, the consultation sessions, the community consultation and the discussions at Working Group meetings (including themed meetings with stakeholders).

<p><b>RECRUITING AND RETAINING A DIVERSE COMMUNITY</b></p>	
<p><b>I. Staff, faculty and student employees</b> Develop and implement a comprehensive recruitment and retention plan to support the success of a diverse workforce at all levels, with emphasis on underrepresented groups.</p>	
<p><b>A. Hiring</b></p>	
<p><b>Priority Level 1:</b></p> <ol style="list-style-type: none"> <li>1. Set recruitment targets of faculty (in conjunction with the deans) and staff (in conjunction with the Associate Vice-President, Human Resources) at all levels from underrepresented groups aligned with market availability in particular disciplines. Implement a reporting process on the progress.</li> <li>2. Create an EDI education package for all hiring committees, including: <ul style="list-style-type: none"> <li>• A new job ad form (including contact information of a resource person for accommodation during the interview process)</li> <li>• Information on job posting (language, where to post, interview accommodations)</li> <li>• Information on the selection of diverse hiring committee members</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• A new interview guide template</li> <li>• A tool to self-identify your bias</li> <li>• Information on best practices for hiring women, people with disabilities, Indigenous people and visible minorities</li> <li>• Information on best practices for informal interaction during the hiring process</li> <li>• Information about the campus and community to share with candidates, such as but not limited to information on accessibility, mentoring programs, professional development, family-friendly policies and language. This can be tailored by/for different departments</li> </ul> <ol style="list-style-type: none"> <li>3. Require all hiring committee members to receive EDI training.</li> </ol>

# RECOMMENDATIONS

<p><b>RECRUITING AND RETAINING A DIVERSE COMMUNITY</b></p>	
<p><b>I. Staff, faculty and student employees</b>          Develop and implement a comprehensive recruitment and retention plan to support the success of a diverse workforce at all levels, with emphasis on underrepresented groups.</p>	
<p><b>A. Hiring</b></p>	
<p><b>Priority Level 2:</b></p> <ol style="list-style-type: none"> <li>Increase opportunities for EDI training for Human Resources employees and encourage diversity within Human Resources employees at all levels.</li> <li>Work with departments to analyze data from past recruitment efforts to identify effective unit-specific strategies.</li> <li>Designate a resource person for hiring staff from underrepresented groups (equivalent to the existing resource for faculty hiring). Do the same for student employees. That person would be available to consult, support and advise committees on EDI hiring practices.</li> </ol>	<p><b>Priority Level 3:</b></p> <ol style="list-style-type: none"> <li>Explore the implementation of best practices in collecting data on our staff, faculty and student employee diversity from the beginning of the hiring process and throughout the career path</li> <li>Include information on EDI policies and resources in the onboarding process.</li> <li>Add an EDI awareness test that hiring committee members would have to take before being able to download the hiring package (based on the results of the member, different information and resources could be recommended).</li> <li>Add a statement of commitment to inclusive hiring practices to the confidentiality form signed by all hiring committee members.</li> </ol>
<p><b>B. Retention</b></p>	
<p><b>Priority Level 1:</b></p> <ol style="list-style-type: none"> <li>Encourage the appointment of diverse and representative working groups, decision-making committees and leadership teams.</li> <li>Create resources and services for staff, faculty and student employees to address racism (equivalent to what exists for survivors of sexual violence).</li> <li>Create resources and services for staff, faculty and student employees to address gender issues (equivalent to what exists for survivors of sexual violence).</li> <li>Designate a resource person for support to faculty, staff and student employees from underrepresented groups.</li> </ol>	<p><b>Priority Level 2:</b></p> <ol style="list-style-type: none"> <li>Increase opportunities for EDI training for managers, members of application committees for grants, scholarships and award nomination, and members of departments' personnel and tenure committees.</li> <li>Enhance data collection activity to include measures such as time to promotion and departures from the university over time by designated group status.</li> <li>Create resources for workplace accommodation for staff, faculty and student employees, including the identification of a contact person for workplace accommodation.</li> </ol>

# RECOMMENDATIONS

<p><b>RECRUITING AND RETAINING A DIVERSE COMMUNITY</b></p>	
<p><b>I. Staff, faculty and student employees</b>          Develop and implement a comprehensive recruitment and retention plan to support the success of a diverse workforce at all levels, with emphasis on underrepresented groups.</p>	
<p><b>B. Retention</b></p>	
<p><b>Priority Level 2:</b></p> <p>8. Create inclusive networks to provide visibility, support and opportunities for staff, faculty and student employees from underrepresented groups to connect (e.g. Employee Affinity or Resource Groups). A small budget could be allocated to the networks to organize activities and events.</p> <p>9. Recognize service contributions in contracts and career progression of faculty and staff from underrepresented groups, and adjust teaching, workloads and other responsibilities accordingly.</p> <p>10. Develop a formalized mentoring program for staff and faculty, with priority given to staff and faculty from underrepresented groups to use the service, and ensure the diversity of the mentors.</p>	<p>11. Develop a process to automatically send exit surveys to staff and faculty, possibly followed by an invitation to meet for an exit interview.</p> <p>12. Enhance diversity of and access to mental health and wellness services for staff, faculty and student employees from underrepresented groups.</p> <p><b>Priority Level 3:</b></p> <p>13. Create accommodation for family care responsibilities and extend access to daycare services for staff, faculty and student employees.</p> <p>14. Add information on the expression of cultural differences in the workplace into the faculty's performance evaluation process and in the staff's probationary period evaluation form.</p>
<p><b>II. Students</b>          Develop and implement a comprehensive recruitment and retention plan to support the success of a diverse student body, with emphasis on underrepresented groups.</p>	
<p><b>A. Recruitment</b></p>	
<p><b>Priority Level 1:</b></p> <p>1. Increase targeted outreach and bursaries for recruitment of students from underrepresented groups.</p> <p><b>Priority Level 2:</b></p> <p>2. Highlight the different pathways to enter the university to attract non-traditional students.</p>	<p>3. Create an EDI education package for all selection committees, including:</p> <ul style="list-style-type: none"> <li>• A new application form</li> <li>• Recommendation to review the language in program descriptions</li> <li>• Information on the selection of diverse admission interview committee members</li> <li>• A tool to self-identify your bias</li> <li>• Information on best practices for recruiting women, people with disabilities, Indigenous people and visible minorities</li> </ul>



# RECOMMENDATIONS

<p><b>RECRUITING AND RETAINING A DIVERSE COMMUNITY</b></p>	
<p><b>II. Students</b> Develop and implement a comprehensive recruitment and retention plan to support the success of a diverse student body, with emphasis on underrepresented groups.</p>	
<p><b>A. Recruitment</b></p>	
<p><b>Priority Level 2:</b></p> <p>4. Develop pre-university preparatory programs, with priority given to underrepresented groups.</p>	<p><b>Priority Level 3:</b></p> <p>5. Increase opportunities for EDI training for Student Recruitment employees and members of admission interview committees.</p> <p>6. Encourage a diverse representation at kiosks and tables during Open House.</p>
<p><b>B. Retention</b></p>	
<p><b>Priority Level 1:</b></p> <p>1. Create resources and services for students to address racism (equivalent to what exists for students with disabilities, Indigenous students and survivors of sexual violence).</p> <p>2. Create resources and services for students to address gender issues (equivalent to what exists for students with disabilities, Indigenous students and survivors of sexual violence).</p> <p>3. Target scholarships, bursaries and paid work placements to non-traditional students.</p> <p>4. Enhance diversity of and access to mental health and wellness services for students from underrepresented groups.</p> <p><b>Priority Level 2:</b></p> <p>5. Extend student services availability outside of regular 9-to-5 work hours.</p> <p>6. Enhance data collection activity and annually review student retention and graduation rates and time to degree completion by designated group status to identify student achievement gaps.</p>	<p>7. Develop some degree of flexibility for students in all programs (online courses, evening and weekend courses, alternative exam dates, etc.).</p> <p>8. Increase opportunities for EDI training for members of application committees for grants, scholarship and award nominations.</p> <p>9. Create a guide for students with basic information on the Canadian university system, Concordia's services and resources, and a summary of students' rights and responsibilities.</p> <p><b>Priority Level 3:</b></p> <p>10. Create accommodation for family care responsibilities and extend access to daycare services for students.</p> <p>11. Develop an online booking system for appointments with student services.</p> <p>12. Develop the automatic sending of exit surveys to non-returning students.</p>

# RECOMMENDATIONS

## RECRUITING AND RETAINING A DIVERSE COMMUNITY

### III. Senior leadership

Develop and implement a comprehensive recruitment and retention plan to support the success of diverse senior leaders, with emphasis on underrepresented groups.

#### Priority Level 1:

1. Prioritize the hiring, development and promotion of leaders from underrepresented groups.
2. Fund professional development opportunities and leadership training for leaders and potential leaders from underrepresented groups.

#### Priority Level 2:

3. Require search firms to provide diverse candidate pools for senior positions.
4. Increase training opportunities for and encourage discussions among leadership teams on conscious and unconscious biases as they relate to assessing leadership criteria and work styles.
5. Encourage diverse representation on the University Board of Governors.

#### Priority Level 3:

6. Ask applicants to senior leadership positions about their experience with advancing EDI.
7. Include experience and success in furthering inclusive excellence as part of the job description and evaluation criteria.
8. Reinforce the current practice that all members of senior leadership hiring committees receive EDI training and extend it to additional senior leadership positions (e.g. Chairs).

## SUPPORTING INCLUSIVE TEACHING, LEARNING AND RESEARCH

### I. Teaching

#### A. Academic programs

#### Priority Level 1:

1. Support the creation of new academic programs (e.g. certificates, minors) and elective course options related to EDI.
2. Provide in-class opportunities to cultivate EDI awareness and best practices throughout each program.

#### Priority Level 2:

3. Increase resources and training opportunities for faculty to include a diversity of cultures, perspectives and knowledge systems in the curricular and program development.
4. Increase EDI training opportunities in departments and for members of curriculum committees.
5. Create opportunities for EDI reflection on curriculum content within the program self-appraisal process.

# RECOMMENDATIONS

<b>SUPPORTING INCLUSIVE TEACHING, LEARNING AND RESEARCH</b>	
<b>I. Teaching</b>	
<b>A. Academic programs</b>	
<p><b>Priority Level 2:</b></p> <ol style="list-style-type: none"> <li>Increase opportunities for undergraduate and graduate students to participate in intercultural/intracultural learning within academic programs.</li> </ol>	<p><b>Priority Level 3:</b></p> <ol style="list-style-type: none"> <li>Encourage faculty to build flexibility into the course requirements to accommodate diverse student needs.</li> <li>Encourage the composition of diverse groups for in-class and remote group work.</li> </ol>
<b>B. Learning environment</b>	
<p><b>Priority Level 1:</b></p> <ol style="list-style-type: none"> <li>Increase academic support for students from historically underrepresented groups, with a particular focus on students from groups with lowest retention rates.</li> <li>Ensure that all students have equitable access to resources needed to complete their courses (e.g. textbooks, digital equipment, internet connection).</li> </ol> <p><b>Priority Level 2:</b></p> <ol style="list-style-type: none"> <li>Increase training opportunities on inclusive teaching practices for faculty.</li> <li>Conduct an accessibility audit of the physical learning environment (similar to the audit of the online learning environment).</li> </ol>	<ol style="list-style-type: none"> <li>Allocate human resources to implement a campus-wide approach to Universal Design for Learning in a phased approach.</li> </ol> <p><b>Priority Level 3:</b></p> <ol style="list-style-type: none"> <li>Consider adding a value statement on respect, appropriate behaviour and attitudes to all course syllabi.</li> <li>Based on the results of the accessibility audit of the online learning environment, increase the accessibility of online courses.</li> <li>Include a statement on accommodation and accessibility in all course syllabi.</li> </ol>
<b>II. Research</b>	
<p><b>Priority Level 1:</b></p> <ol style="list-style-type: none"> <li>Promote and support sustained research on EDI-related considerations and the scholars who produce it.</li> <li>Encourage graduate students and faculty to build and sustain meaningful research partnerships with local communities that integrate EDI-related considerations and are respectful, responsive and beneficial to those communities.</li> </ol>	<p><b>Priority Level 2:</b></p> <ol style="list-style-type: none"> <li>Increase opportunities for EDI training for research chairs and their respective teams and require EDI reporting for research chairs programs.</li> <li>Create a fund to support undergraduate and graduate student research on issues related to EDI.</li> </ol>



# RECOMMENDATIONS

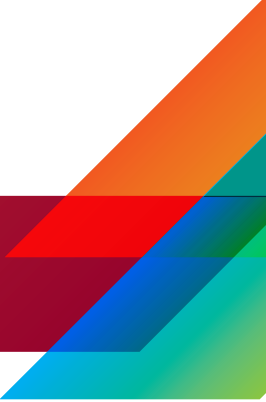


<b>SUPPORTING INCLUSIVE TEACHING, LEARNING AND RESEARCH</b>	
<b>II. Research</b>	
<p><b>Priority Level 3:</b></p> <ol style="list-style-type: none"> <li>5. Increase communication of EDI-related research and research that integrates EDI considerations in university-wide news sources and social media.</li> <li>6. Exceed, wherever possible, the prescribed EDI targets for Canada Research Chairs (CRCs) set by the Canada Research Chairs Program (CRCP).</li> <li>7. Develop parameters and criteria of inclusive excellence and ensure their application in research design and processes.</li> </ol>	<ol style="list-style-type: none"> <li>8. Include criteria within assessments of faculty performance and promotion that recognize and value the integration of EDI-related considerations in research.</li> <li>9. Create and avail of research networks, events (such as EDI Research Days), venues and other opportunities, both internal and external to the university, for students, staff and faculty to share experiences, insights and best practices on the integration of EDI considerations in research.</li> <li>10. Collect and analyze the data required to support the inclusion of EDI considerations in research policies and processes.</li> </ol>
<b>FOSTERING AN EQUITABLE, DIVERSE AND INCLUSIVE CAMPUS</b>	
<b>I. Governance</b>	
Review and revise the leadership, policy and reporting structures and processes to reflect the university's commitment to EDI.	
<b>A. Structure of leadership</b>	
<p><b>Priority Level 1:</b></p> <ol style="list-style-type: none"> <li>1. Create an organizational structure to coordinate and harmonize EDI resources and initiatives across the university, implement the university EDI action plan and provide services and support to the community (e.g. a dedicated office).</li> <li>2. Designate EDI responsibility across the university, and encourage every unit, department and union to develop and implement their own EDI action plan or revise their existing EDI action plan to ensure that it is harmonized with the university-wide action plan.</li> <li>3. Provide additional human and financial resources to support the rollout of proactive EDI initiatives.</li> </ol>	<p><b>Priority Level 2:</b></p> <ol style="list-style-type: none"> <li>4. Adopt and communicate a university-wide EDI value statement and action plan.</li> <li>5. Create a Steering Committee on EDI with five sub-committees based on the five main bases for discrimination at Concordia University: gender, race, disability, sexual orientation and religion. A dedicated initiative on race has been identified as the first priority.</li> </ol>

# RECOMMENDATIONS

<p><b>FOSTERING AN EQUITABLE, DIVERSE AND INCLUSIVE CAMPUS</b></p>	
<p><b>I. Governance</b> Review and revise the leadership, policy and reporting structures and processes to reflect the university’s commitment to EDI.</p>	
<p><b>B. Policies and processes</b></p>	
<p><b>Priority Level 1:</b></p> <ol style="list-style-type: none"> <li>1. Draft and adopt a university-wide EDI policy.</li> <li>2. Develop a plan to communicate EDI best practices, policies and processes, including the on-boarding process and the creation of an EDI website.</li> </ol>	<p><b>Priority Level 2:</b></p> <ol style="list-style-type: none"> <li>3. Conduct an audit of our policies and processes to identify where there is a need to update existing policies or draft new policies that align with the university EDI value statement. An update of the accessibility policy has been identified as the first priority.</li> </ol>
<p><b>C. Data and reporting</b></p>	
<p><b>Priority Level 1:</b></p> <ol style="list-style-type: none"> <li>1. Develop and improve collection methods of EDI data (age, gender, race, disability, Indigenous identity, religion, sexual orientation and language) on all students (under graduate, graduate and postdoctoral), student employees, staff and faculty, and also on Board, Senate and committee members.</li> <li>2. Develop a set of diversity performance indicators, including retention and career advancement analysis, and monitor progress on a regular basis to assess the effectiveness of EDI efforts.</li> </ol>	<p><b>Priority Level 2:</b></p> <ol style="list-style-type: none"> <li>3. Conduct a university-wide EDI survey on campus climate to be administered every three years.</li> <li>4. Create a web page dedicated to the university-wide EDI action plan, as well as department and unit EDI action plans, that will host reports, updates, events and news stories.</li> <li>5. Annually review the reporting rates and follow-ups of discrimination and harassment disclosures and complaints to Human Resources, the Office of Rights and Responsibilities, the Sexual Assault Resource Centre and the Ombuds Office.</li> </ol>
<p><b>II. Training and programming</b> Develop a shared understanding of equity, diversity and inclusion, and foster EDI best practices to ensure welcoming, respectful and inclusive communities.</p>	
<p><b>Priority Level 1:</b></p> <ol style="list-style-type: none"> <li>1. Create a fund to encourage pilot EDI projects and initiatives.</li> </ol> <p><b>Priority Level 2:</b></p> <ol style="list-style-type: none"> <li>2. Encourage dialogue on EDI through an annual Speaker Series that combines talks from external guests and conversations within the university community.</li> </ol>	<p><b>Priority Level 3:</b></p> <ol style="list-style-type: none"> <li>3. Create voluntary cross-sector collaborative opportunities that include students, staff and faculty working together on a project (e.g. charity campaigns like Centraide, projects to enhance the campus like tree planting on Loyola Campus, etc.) and encourage the creation of inclusive and diverse teams.</li> </ol>

# RECOMMENDATIONS



## FOSTERING AN EQUITABLE, DIVERSE AND INCLUSIVE CAMPUS

### II. Training and programming

Develop a shared understanding of equity, diversity and inclusion, and foster EDI best practices to ensure welcoming, respectful and inclusive communities.

#### Priority Level 3:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>4. Increase opportunities for EDI awareness training in multiple formats for all students, staff, faculty, university leaders and alumni. Topics should include: decolonization and anti-racist Indigenous strategies, unconscious privilege, biases in hiring and promotions, EDI principles, university policies and resources, navigating university systems (Canadian university system, resources, rights and responsibilities, etc.), universal design, and intercultural communications.</li> <li>5. Consider the implementation of a Train-the-Trainer Program in which university members would be trained to deliver EDI training to other members.</li> <li>6. Increase communication of success stories related to EDI in university-wide news sources and social media.</li> <li>7. Organize programming for months highlighting different groups and cultures throughout the year, including but not limited to: Black History Month</li> </ul> | <ul style="list-style-type: none"> <li>(February), Asian Heritage Month (May), National Indigenous History Month (June), Women’s History Month (October) and Disability Employment Awareness Month (October).</li> <li>8. Create a campus-wide EDI network to share achievements, best practices, events and success stories from departments, groups and units, and communicate the results using university communications channels.</li> <li>9. Create a digital calendar featuring religious observance days and an explanation of those days. It would automatically update the Outlook calendars of university members. It could be extended to other EDI days, traditions and celebrations.</li> <li>10. Create a shared calendar for EDI events and activities across the university</li> </ul> |
|--|---|

### III. Campus services

Enhance university services to create an environment in which all campus community members are welcomed and supported.

#### Priority Level 1:

- 1. Increase opportunities for EDI training for staff and students delivering services to members of our internal and external community.
- 2. Ensure accessibility of all services across the university.

#### Priority Level 2:

- 3. Designate resource persons within service units across the university to address the needs of members from underrepresented groups.

# RECOMMENDATIONS

## FOSTERING AN EQUITABLE, DIVERSE AND INCLUSIVE CAMPUS

### III. Campus services

Enhance university services to create an environment in which all campus community members are welcomed and supported.

#### A. Facilities

##### Priority Level 1:

1. Designate a contact person in Facilities to assess accessibility of buildings (present and new) and coordinate accommodation with the Access Centre for Students with Disabilities and Human Resources.
2. Start to determine the highest priorities for renovations from the results of the first accessibility audit and conduct a second phase of accessibility audits of buildings on both campuses.

##### Priority Level 2:

3. Improve signage on both campuses and make it universally accessible, especially the signs related to safety.

4. Add more gender-neutral bathrooms across both campuses, including better signage, and make them a welcoming environment.

##### Priority Level 3:

5. Identify spaces for different communities on campus to meet that would be clearly marked as “safe spaces.”
6. Review our policies and signage on gender-specific bathrooms.
7. Use new naming opportunities on both campuses as an opportunity to reflect our commitment to diversity.

#### B. Food

##### Priority Level 1:

1. Add non-traditional caterers, including Indigenous caterers and social economy enterprises, to Hospitality’s approved caterers list.
2. Add diverse food options and availability on both campuses, including vegan, halal and kosher food.

##### Priority Level 2:

3. Add more food options to the Aramark offer for events, including vegan, halal and kosher food.

#### C. Communications and event planning

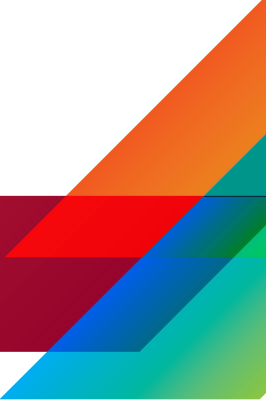
##### Priority Level 1:

1. Add complete information on accessibility (ramps, bathrooms, door openings, elevators, etc.) to every location available for booking on the Hospitality portal.
2. Develop an accessibility web page on the Concordia website and accessibility toggle in the Concordia app with a map (indicating building accessibility, bathrooms, etc.), a list of resources, etc.

##### Priority Level 2:

3. Increase communications on existing and upcoming EDI initiatives, projects, training, resources and services.
4. Encourage Hospitality to adopt accessibility guidelines for event planning.
5. Create and communicate a university guide to organize accessible events; a summary of the main guidelines could be mandatory to read before booking a venue through the Hospitality portal.

# RECOMMENDATIONS



## FOSTERING AN EQUITABLE, DIVERSE AND INCLUSIVE CAMPUS

### IV. Outreach

Increase EDI outreach to strengthen the university’s relationships with community groups and to enhance opportunities for students, staff and faculty engagement in community service.

#### Priority Level 1:

1. Provide students, staff, faculty and alumni with opportunities for community involvement in EDI projects in Montreal, with a particular focus on engagement with underrepresented groups.

#### Priority Level 2:

2. Continue efforts to foster collaboration with partners and community groups that align with our EDI value statement and action plan.

3. Involve federal and provincial government stakeholders in investing in our EDI initiatives.

#### Priority Level 3:

4. Create an alumni mentoring program for students, staff and faculty from underrepresented groups.



# CONCLUSION

The impact of coronavirus disease 2019 (COVID-19) on members of our community widened our awareness of the barriers and challenges experienced as a result of learning and working remotely, and the impact of social isolation on mental health. Throughout the consultations and preparation of the summary and recommendations, we consistently heard messages that indicated a desire for opportunities to build an inclusive campus community that involves connecting to fellow students and colleagues. We heard about the need for physical spaces for people from specific communities to come together for social opportunities. This desire to create connections was reported by students, staff and faculty. COVID-19 presents challenges for the university and, during the consultation process, the importance of a shared responsibility to address barriers related to gender, race/ethnicity, disability, sexual orientation and religion was highlighted.

Among the next steps that are suggested in this report, the one that appears as the first priority is to create a home to coordinate EDI, including an office.

This includes:

- Hiring dedicated staff and the allocation of resources to address the recommendations
- Collecting and housing all EDI initiatives together
- Collectively work on building strong pillars in the areas of hiring and retaining a diverse community
- Supporting inclusive teaching, learning and research
- Fostering an equitable, diverse and inclusive campus.

Throughout the EDI process, the Working Group provided support and advice to the community, as needed, when EDI concerns emerged and came to the EDI contact address. The Working Group also made recommendations when immediate referrals and support were needed. A central home for EDI initiatives should include a website and contact information where members of our community can get the information they need on services, programs and support. This central source for communication can also update the community on the progress of EDI actions across all sectors of the university.

Another priority was the development of a strategic EDI plan for the University. This report and these recommendations from the Working Group provide a foundation to build the plan by identifying a framework generated from the Concordia community. This includes the guiding principles of mutual respect, fair access, coordinated action, collective responsibility and continuous improvement, with recommendations in three pillars that support and enhance our commitment to underrepresented groups at Concordia, including gender, race/ethnicity, disability, sexual orientation and religion.

The Working Group on EDI would like to thank members of the university for their engagement and thoughtful feedback in this two-year process of addressing EDI and developing recommendations for a coordinated university strategy to advance EDI at Concordia.

An effective cultural shift in EDI is an ongoing process that takes time, commitment and willingness to embrace change. Developing a coordinated strategy at Concordia with actions to address all aspects of EDI will need an in-depth understanding of the issues facing individuals from underrepresented groups and meaningful continued follow-up as part of an ongoing, coordinated EDI effort at the university. These recommendations and guiding principles generated from input from the Concordia community highlight the importance of a coordinated approach to shared responsibility to advance EDI across the campus, which is part of Concordia's mission to build a university that is "welcoming, engaged and committed to innovation and excellence in education, research, creative activities and community partnerships."

# APPENDICES

## APPENDIX 1 – Members of the Working Group on EDI



**Anna Barrafato**  
Disability Accommodation  
Specialist, Access Centre for  
Students with Disabilities



**Kajol Pasha**  
BA Student, Anthropology  
and Sociology,  
Faculty of Arts and Science



**Laurane Beyle**  
Project Coordinator, Campus Life,  
Office of the Provost and  
Vice-President Academic  
(*Working Group Coordinator*)



**Jacqueline Peters**  
Part-time Lecturer, Classics,  
Modern Languages and Linguistics,  
Faculty of Arts and Science



**Faye D. Corbin**  
Supervisor,  
Interlibrary Loans,  
Library



**Rahul Ravi**  
Chair, Finance,  
John Molson School of Business



**Emilie Fortin**  
Advisor, Organizational  
Development,  
Human Resources



**James Roach**  
Senior Communications Advisor,  
Institutional Affairs,  
University Communications Services  
(*Working Group Communications Advisor*)



**Mona Hamzeh**  
Senior Advisor,  
Strategic and Institutional  
Research Initiatives,  
Office of Research



**Tina Shah**  
Manager, Financial Planning and Analysis,  
Financial Services



**Lisa Ostiguy**  
Special Advisor to the  
Provost on Campus Life,  
Office of the Provost and  
Vice-President Academic  
(*Working Group Chair*)



**Mark Villacorta**  
Senior Lead, Diversity and Equity,  
Office of the Provost and  
Vice-President Academic

# APPENDICES

## APPENDIX 2 – List of stakeholders invited to meet with the Working Group on EDI

Marc Bédard, Manager, HR Employment, Human Resources

Téo L. Blackburn, Manager, Academic Leadership and Inclusion, Office of the Provost and Vice-President, Academic

Natalie Camirand, Manager, Organizational Development, Human Resources

Robert Cassidy, Director, Centre for Teaching and Learning

Jennifer Drummond, Manager, Sexual Assault Resource Centre

Frederic Guilhem, Acting Director, Environmental Health & Safety, Environmental Health and Safety Office

Ellie Hummel, Chaplain & Coordinator, Multi-Faith and Spirituality Centre

Effie Konstantinopoulos, Manager, Access Centre for Students with Disabilities

Jonathan Levinson, Executive Director, Office of Institutional Planning & Analysis

Kimberley Manning, Principal, Simone de Beauvoir Institute

Matthew Stiegemeyer, Director, Student Recruitment, Student and Enrolment Services

Melodie Sullivan, Senior Legal Counsel, University Secretariat

Cameron Tilson, Assistant Director, Office of Institutional Planning & Analysis

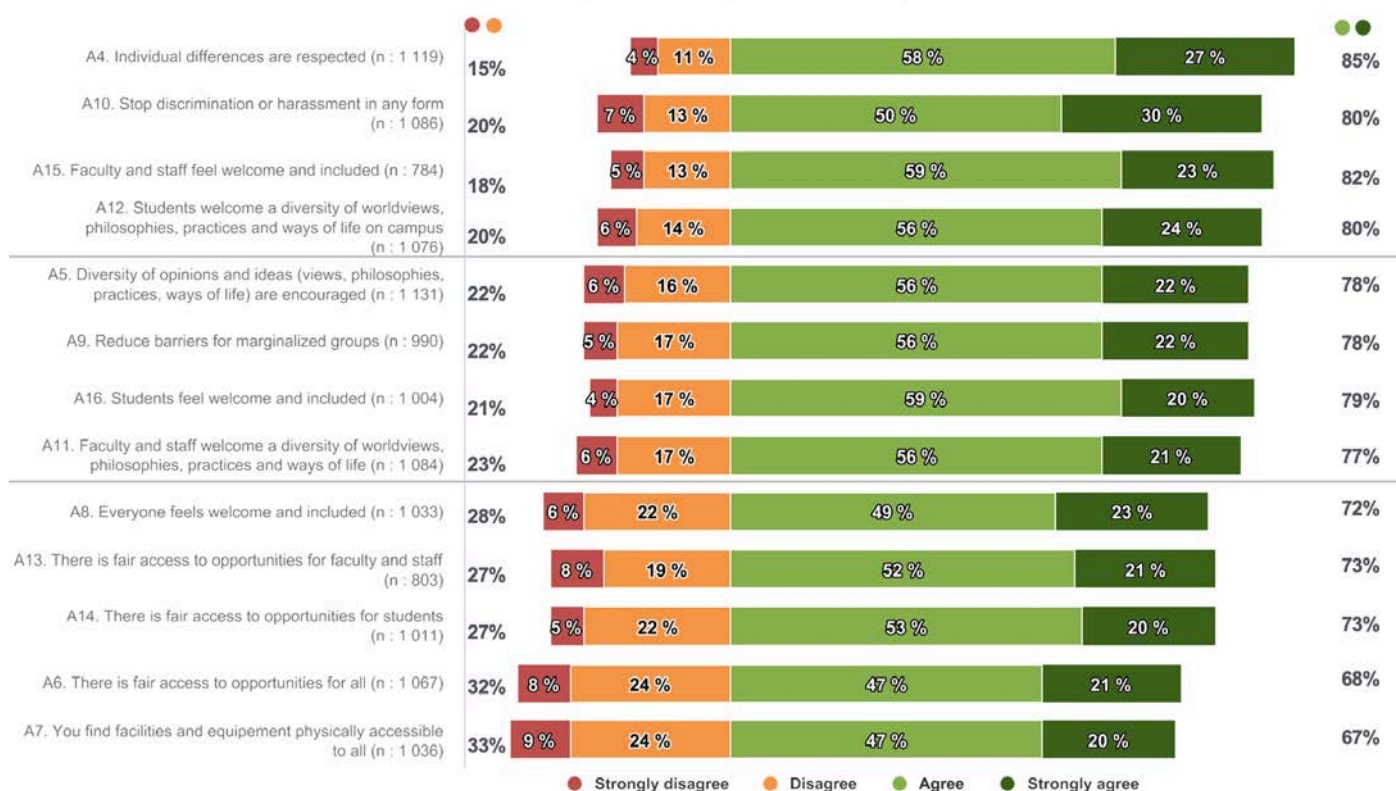
Lisa White, Director and Senior Advisor, Office of Rights and Responsibilities

# APPENDICES

## APPENDIX 3 – Perceptions of EDI at Concordia

QA4-QA8. Do you strongly agree, agree, disagree or strongly disagree that Concordia is an environment where...?  
 QA9-QA10. Do you strongly agree, agree, disagree or strongly disagree that at Concordia there is a commitment to...?  
 QA11-QA16. Do you strongly agree, agree, disagree or strongly disagree that at Concordia...?

Base: All, excluding those who did not provide an answer to a specific statement



# APPENDICES

## APPENDIX 4 – Experience of discrimination or harassment at Concordia

### QA19AT. What was the basis for this discrimination or harassment? Was it related to...?

Base: Respondents who have experienced discrimination or harassment, n: 310

Multiple answers possible

