

University of
Lethbridge



University of Lethbridge
Canada Research Chair Program
Equity, Diversity, & Inclusion Action Plan

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INTRODUCTION

The University of Lethbridge acknowledges that as a place of research, teaching, and learning, the full and equal participation of the widest diversity of people is necessary for excellence in creating and sharing knowledge. Beyond this acknowledgement, advancing and protecting people's human rights includes actively creating the conditions for their full participation and realization of their individual goals. Additionally, research, teaching, and creative activities are all enriched when we interact with a broad range of people with diverse experiences and perspectives. We serve society and ourselves when we create a university that respects everyone's human rights and promotes diversity, equity and inclusion. Achieving this requires intentional and systemic action.

In December of 2017, the Canada Research Chairs (CRC) Program advised all institutions with five or more chairs of the need for greater transparency and accountability in relation to the process used to allocate, select, and support chairholders. These requirements demonstrate the CRC Program's commitment to excellence in research and training, and achieving a diverse, inclusive, and equitable research enterprise across Canada. The U of L shares this commitment to equity, diversity, and Inclusion. As a destination university, the U of L strives to create a diverse and inclusive community where students, faculty, and staff feel welcome, are treated equitably, and can thrive in their various endeavours. Further, the U of L recognizes that achieving this requires intentional and systemic planning and action. In alignment with [Destination 2022, the University of Lethbridge Strategic Plan](#), the U of L has developed the following CRC EDI Action Plan (hereafter referred to as the EDI Action Plan), which will guide the University's ongoing efforts to ensure greater transparency in the allocation, hiring, nomination, and renewal processes for chairholders. This will allow the University to continue to meet and exceed our CRC EDI targets, as well as address any inequalities or barriers that are experienced by individuals, providing chairholders with a supportive, inclusive research environment.

This plan is specific to the CRC program, but aims to align with, and build on, other broader initiatives occurring on campus. As such, the plan was developed in consultation with the President's Office, including the President's Advisory Committee on Diversity, Equity, and Inclusion (PACDEI), the Office of the Vice-President (Research), and Human Resources, including the Associate Vice-President (Human Resources) and a Senior HR Consultant. Following the CRC Program best practices, the plan focuses on the four federally designated equity seeking groups, which include women, persons with disabilities, Indigenous peoples, and members of visible minorities. However, the U of L also recognizes people with diverse gender identities as a designated equity seeking group.

The U of L EDI Action Plan builds on the already thoughtful approach taken at the University to manage the CRC program. All qualitative and quantitative data collected and analyzed as part of the Environmental Scan, Employment Systems Review, and Comparative Review are used to inform the objectives contained within this EDI Action Plan. The U of L's EDI Action Plan, as well as all annual reports to the CRC Secretariat will be publicly posted on the University's [Public Accountability and Transparency webpage](#).

UNIVERSITY OF LETHBRIDGE CONTEXT

The University main campus is located on traditional Blackfoot Confederacy territory, while the Calgary campus is located on Niitsitapi territory in the City of Calgary. We honour the Blackfoot and Niitsitapi people and their traditional ways of knowing in caring for this land, as well as all Indigenous people who have helped shape and continue to strengthen our University community. Our Blackfoot name is Iniskim, meaning Sacred Buffalo Stone. In 2019, the University appointed Charles Weaslehead as the 14th Chancellor and the first of Indigenous descent. This appointment reflects the University's longstanding, meaningful association with the Blackfoot community.

The U of L has built an outstanding record of research achievement that has consistently ranked in the top five undergraduate universities in Canada, most recently placing 2nd overall (2018, ReSearch Infosource). The U of L places complementary emphases on teaching, research, and community engagement. To this end, the University fosters an inclusive environment that prioritizes student engagement in learning, research, and creative activities in all disciplines and levels of instruction, from undergraduate and graduate studies to postdoctoral fellows.

Between our two campuses (Lethbridge and Calgary), approximately 8,956 undergraduate and graduate students were registered as of Fall 2019. According to Institutional Analysis figures, 5,055 students identify as women (57.9%), mirroring our success in exceeding our targets in the CRC program, in which 45.5% of chairholders identify as women. To place this in context, recent communication from the CRC Secretariat indicate that at the national level women hold 33.5% of all CRC chair positions. Recent data provided by Institutional Analysis indicates that Indigenous student enrollment has increased by 3.1%, reaching a new enrollment record of 9.4%. International student enrollment has increased by 17%, with 95 countries represented on campus, creating a diverse campus environment. This diversity provides an invaluable opportunity for all of students, faculty, and staff to benefit from an enriching learning environment that reflects many different perspectives and world views.

The University of Lethbridge endorses [the Universities Canada's Principles on Equity, Diversity, and Inclusion](#). Additionally, in 2019 the U of L endorsed the [NSERC Dimensions Charter](#) and signed the Dimensions Pilot Affiliation Agreement, providing us with invaluable resources, as well as access to a "community of practice" focusing on EDI best practices as they relate to the research and academic enterprise. The University is also guided by several internal policies related to equity, diversity, and inclusion including the [Diversity and Employment Equity policy](#), [Aboriginal Education Policy](#), [Academic Accommodations for Students with Disabilities](#), [Sexual Violence Policy](#), [Harassment and Discrimination Policy](#), and [Best Practices for Hiring with a Focus on Diversity and Equity](#), among others. These policies will be discussed in the forthcoming Employment Systems Review section of this plan.

The University has a longstanding commitment to equity, diversity, and inclusion initiatives across both the education and research sectors. For example, in 1975, the U of L was one of the first universities in Canada to establish a Native American (now Indigenous) Studies Department. More recently, the University established the UofL President's Advisory Committee on Diversity, Equity, and Inclusion (PACDEI), which is working to support diversity amongst our academic community. Additionally, we have an established institutional [People Plan](#) centred around the development of a diverse, inclusive, and welcoming environment, have recently developed an [Internationalization Strategic Plan](#), and are in the process of revitalising our Indigenous Strategic Plan. In order to assist in revitalizing the Indigenous Strategic Plan, the University has appointed Dr. Leroy Little Bear as Senior Advisor to the President & Distinguished Niitsitapi Scholar, Indigenous Studies. In addition, the University has undertaken several strategic initiatives related to EDI, which are outlined below.

In 2017, the University conducted a Campus Accessibility Review, which has resulted in all capital projects being designed to meet or exceed the most current best practice standards and requirements for accessibility. The University is committed to improving the way students, faculty, staff, and visitors access and navigate our campus, regardless of their age, background, interest or ability. As a result of this review, the UofL plans to identify and implement specific accommodation supports on the Calgary campus and to continue to retrofit the Lethbridge campus according to accessibility best practices. This will include an initiative to co-locate all student support services in a central, accessible location (both physically and virtually), and ensure better awareness of available supports for all University community members (i.e., external and internal signage, website updates, etc.).

Within the last two years, the Gender, Equity, and Diversity Committee of the University of Lethbridge Faculty Association (ULFA GEDC) has coordinated a number of EDI initiatives related to the lived experiences of faculty members on campus. The current GEDC mandate is to examine and document the existing equity landscape, including the existence of and engagement in EDI practices and initiatives on campus, in order to develop a profile of diversity, suggest strategies to address inequities impacting their membership, and to make recommendations with respect to diversity issues affecting the academic staff of the University. While PACDEI's work has primarily focused on comparisons with similar external institutions and an assessment of on-campus resources in addition to campus consultations, this committee, in a joint initiative with the Board of Governors of the University, produced an Equity Working Group Report in December of 2017. The report contained ten recommendations and conclusions. In addition, GEDC has conducted a Perception survey with faculty members on a broad range of EDI issues in the Spring of 2018. The data are currently being analyzed and subsequent reports will be generated in order to communicate results to stakeholders. An additional survey specifically related to compensation equity is under development, with plans for circulation to faculty members in 2019. Finally, GEDC has worked with the Iikaisskini Gathering Place staff to assess initiatives related to the Truth and Reconciliation Commission of Canada (TRC) findings and Indigenization at the University.

In 2018, The PACDEI committee was established. The work of this committee is viewed as an initial step in the development of a long-term approach to addressing diversity, equity, and inclusion at the U of L. The committee's purpose is to:

- Conduct an inventory of current diversity, equity, and inclusion related policies, plans and initiatives throughout the institution;
- Identify gaps between stated institutional commitments and the Universities Canada Inclusive Excellence Principles;
- Conduct a survey of such practices at comparator institutions; and
- Make recommendations for action.

To achieve these objectives, PACDEI undertook consultations with members of the University community via survey and focus groups, to seek input regarding challenges and opportunities related to diversity, equity and inclusion at the U of L. In addition, the committee conducted an inventory of all reports, policies, documents, and recurring activities that directly or even tangentially address issues of equity, diversity, exclusion/inclusion. Finally, the PACDEI committee conducted an analysis of the University's performance in relation to the Universities Canada Inclusive Excellence Principles, as well as consulted nine comparator institutions in order to garner insights into best practices in areas such as handling equity data, how best to handle complaints and conduct education initiatives, and the structure of their institutional Equity Office (if applicable).

In March of 2019, this committee produced a Public Report entitled "[President's Advisory Committee Equity, Diversity, and Inclusion Report](#)," which identified 19 recommendations of immediate and longer-term actions and strategies to advance diversity, equity and meaningful inclusion at the U of L (for a full list of recommendations see Appendix A). As the U of L EDI Action Plan is directly connected to this report, findings will be discussed further in this document where relevant and has been included in the Appendices.

Commitment Statement

The University of Lethbridge strives to be Canada's destination for all who seek a comprehensive, liberal education-based university that promotes a diverse and inclusive environment and inspires research-informed teaching and learning, creative discovery, scholarship, professional endeavors, experiential opportunities, and community engagement (see [the University of Lethbridge Strategic Plan](#)). The U of L is committed to embedding our shared values of EDI as stated in our Strategic Plan and our commitment to [Universities Canada's Principles on Equity, Diversity, and Inclusion](#) throughout the University community.

The U of L recognizes that our success is dependent on how well we include, value, and engage a diversity of students, staff, faculty, administrators, and alumni to achieve the desired outcomes identified within our Strategic Plan. Further, a diverse research and academic culture will have benefits that reach far beyond the University. To this end, the University is strongly committed to equity and diversity within its community. It welcomes members of racialized groups, Indigenous persons, all genders, persons with disabilities, members of sexual and gendered minority groups, and others with the skills and knowledge to contribute to the diversification of ideas. Moreover, the University will seek to remove barriers in employment areas such as recruitment, hiring, training, promotion, and retention and work proactively to develop employment equity measures in consultation with relevant campus, community, and government stakeholders.

The U of L values its responsibility to promote equity in the employment of women, racialized/visible minorities, Indigenous peoples, and persons with disabilities; the University is an advocate for equity within the CRC Program. The U of L commits to evaluating representation of the designated equity seeking groups listed above within its CRC Program and to strive to proactively meet and maintain its equity targets. The University recognizes that researchers have varying career paths and that career interruptions due to personal circumstances can be part of an excellent academic record. As such, the impact of certain circumstances (including, but not limited to parental leave, family responsibilities, illness, disability, research in emerging fields, limited access to resources) that may legitimately affect a nominee's record of research achievement will be given careful consideration when assessing a nominee or current chairholder's research productivity.

The University of Lethbridge is committed to providing an inclusive and barrier-free work environment, starting with the hiring process. If accommodations are required during any phase of the hiring, nomination, and renewal process, Human Resources can be contacted to request accommodation. All private information received in relation to the accommodation request will be kept confidential, only information required to facilitate the accommodation will be shared.

As of January 2019, a version of this commitment statement is included in all CRC Job postings. In addition, all advertisements and hiring procedures must follow the CRC program's [Equity, Diversity, and Inclusion: A Best](#)

[Practices for Recruitment, Hiring and Retention](#). All relevant contact details for accommodation requests and department, faculty, and CRC program links are included. An example can be found on the [U of L CRC EDI Public Accountability and Transparency webpage](#) under the heading “Active and Archive Postings”.

U of L CRC Targets for the Four Designated Equity Seeking Groups

The CRC Secretariat created a target-setting tool which it provides to institutions. The associated targets estimate the representation of a designated equity seeking group and assist in the analysis of data collected from both applicants and current chairholders. The U of L has consistently met or exceeded our institutional targets for the CRC program. However, while we acknowledge the importance of meeting these targets, we also affirm our commitment to move beyond target setting and recognize the importance of establishing an intersectional institutional approach to reducing barriers to inclusion for all equity seeking groups; one that highlights the importance of equity and inclusion in all aspects of institutional life.

The U of L has been allocated a total of 12 CRC Chair positions, which includes one new position announced in the Fall of 2018. Currently, 11 chair positions are filled with active chairholders, with one nomination under review. The term for one existing chairholder will expire in October 2019. The allocation and search processes are underway to replace this chair with a new nomination. The table below reflects the current targets at the time of this report (September 2019) in relation to the U of L CRC program:

Designated group	Target (percentage)	Target (actual number)	Representation (Percentage)	Representation (actual number)	Gap (actual number)
Women	31%	3	45%	5	No gap
Indigenous peoples	1%	0	Withheld	Withheld	Withheld
Persons with disabilities	4%	0	Withheld	Withheld	Withheld
Visible minorities	15%	1.5	Withheld	Withheld	Withheld

In accordance with CRC policies and best practices in relation to EDI, target and actual representation numbers that are less than five must be withheld in order to protect the privacy of the Chairholder(s). At the time of reporting, the U of L currently meets or exceeds our institutional targets. More information on the CRC program statistics and equity target data can be found on [the CRC program webpage](#).

MANAGEMENT OF CANADA RESEARCH CHAIR ALLOCATIONS

The CRC program is essential to the University’s ability to recruit world-class faculty members who conduct research at the frontiers of knowledge and creativity. Canada Research Chairs, representing the Tri-Agency research areas SSHRC, NSERC, and CIHR, are allocated to the University by the Tri-Agency Institutional Programs Secretariat (TIPS). Allocations are based on the University’s performance in these federal tri-council agencies. TIPS conducts an allocation exercise every two years and may reallocate the fixed pool of chairs based on performance. Each CRC position is defined by disciplinary expertise (NSERC, SSHRC, CIHR) and by level (Tier 1 or Tier 2). More information on the allocation process can be found on the [CRC Method of Allocating Chairs webpage](#). This section outlines the U of L’s process for the management of CRC allocations.

Administration of the CRC portfolio at the U of L is a joint exercise between the Offices of the President, the Provost and Vice-President (Academic), and the Vice-President (Research), in consultation with Faculty Deans. All decisions related to the U of L CRC program are guided by the [University of Lethbridge Management of Canada Research Chairs Standard Operating Procedures](#) (See Appendix B). Wherever possible, this section of the CRC EDI Action Plan will refer to this procedure. Decisions are also influenced by the U of L [Destination 2022, the University of Lethbridge Strategic Plan](#), the [ULFA Collective Agreement](#), and the [Best Practices for Hiring with a Focus on Diversity and Equity](#) guide. The University affirms that EDI strengthens academic communities and the quality, social relevance, and impact of all research, and as such considers it in all aspects of the CRC allocation, recruitment, nomination, and retention. In addition, the U of L will carefully collect and monitor the program and

associated Action Plan, responding to program changes and stakeholder concerns in appropriate and meaningful ways, leading to greater transparency in the Allocation process.

Allocation Management

The process for the internal allocation of CRC positions is outlined in the [University of Lethbridge Management of Chairs Standard Operating Procedures](#) (see Appendix B). The research area of all proposed chairs must align with the priorities and objective outlined within the [University's Strategic Research Plan \(2017-18 – 2019-20\)](#).

Recruitment and Nomination of New Chairs

The process for the recruitment and nomination of CRC positions is outlined in the [University of Lethbridge Management of Chairs Standard Operating Procedures](#) (see Appendix B). This includes the procedure for ensuring a fair and transparent recruitment process, initiated by the Office of Research & Innovation Services (ORIS), in consultation with Human Resources and the relevant Dean's Office. The University follows the [CRC Program's Equity, Diversity, and Inclusion: A Best Practices for Recruitment, Hiring and Retention](#) in all areas of the process and ensures all those involved in the process have completed the [CRC Unconscious Bias Training module](#).

The development and submission of all nomination packages to the CRC is coordinated by the ORIS. Formative feedback may be sought from [the SOURCE Program College of Reviewers](#) as needed, in order to ensure the development of an outstanding nomination package prior to submission.

Renewal of Existing Chairs

The process for the recruitment and nomination of CRC positions is outlined in the [University of Lethbridge Management of Chairs Standard Operating Procedures](#) (see Appendix B). The same internal renewal process is used for both Tier 1 and Tier 2 Chair positions and recognizes that at both the CRC Program and Institutional levels, the renewal of a CRC position is not automatic. During renewal considerations, equity, diversity, and inclusion is carefully considered, as the University recognizes that researchers have varying career paths and that career interruptions due to personal circumstances can be part of an excellent academic record.

Advancement of Existing Chairs

In keeping with CRC program best practices, and as stated in the [University of Lethbridge Management of Chairs Standard Operating Procedures](#) (see Appendix B), the advancement of Tier 2 chairholder to a Tier 1 chair position is considered a new nomination. At the U of L, there is no automatic advancement from a Tier 2 to a Tier 1 chair position, as [the CRC program states](#) that institutions should not treat Tier 2 chairs as a pathway for holding a Tier 1 Chair. However, in exceptional circumstances, Tier 2 chairholders who have shown that they have developed an international reputation (for example, but not limited to: publications, international collaborations or recognitions, significant invited presentations, and conferences at the international level) may be considered for advancement. Final decisions relating to advancement will be made by the President, the Provost and Vice-President (Academic), and the Vice-President (Research).

The process for advancement will follow the same process as for all new nominations, including an open and transparent recruitment process. The advancement nomination must be submitted by the nomination deadline for the existing Tier 2 chair and occur early enough to ensure that the funding decision on the advancement nomination may be made prior to the end of the Tier 2 chair term.

Institutional Support Provided to Chairholders

The process for determining institutional support for chairholders is outlined in the [University of Lethbridge Management of Chairs Standard Operating Procedures](#) (see Appendix B) and is guided by the support categories contained within the Institutional Environment and Fit section of the CRC nomination package.

Corridor of Flexibility

The process for using the Corridor of Flexibility is outlined in the [University of Lethbridge Management of Chairs Standard Operating Procedures](#) (see Appendix B).

Phase Out of Existing Chairs

The U of L processes for the phase out of existing CRC positions, both in relation to term expiry and reallocation exercises, are outlined in the [University of Lethbridge Management of Chairs Standard Operating Procedures](#) (see Appendix B).

Canada Research Chair Program Utilization Spreadsheet

Appendix C outlines the U of L CRC program allocations at the time of this report (September 2019). The current version can be found on the [U of L CRC EDI Public Accountability and Transparency webpage](#). At the time of reporting, the University has 11 filled chairs (ten Tier 2 positions and one Tier 1 position), with one Tier 2 chair currently under review. The spreadsheet includes details relating to chairholder area of allocation, start and end dates, renewal dates, and record of flex moves used/remaining.

Safeguards and Protection Measures for New and Existing Chairs

The U of L is committed to improving the measures currently in place to ensure that no individual is disadvantaged, including those from the federally designated equity seeking groups. At the U of L, it is recommended that all newly appointed Department Chairs, Directors, Advisors, Faculty Deans and Associate Deans, and members of the President's Executive consult with the Provost and Vice-President (Academic), the Vice-President (Research), and Vice-President (Human Resources) to familiarize themselves with the U of L CRC Program and CRC EDI Action Plan, ensuring their awareness of the policies and procedures guiding allocations, recruitment, nomination, and retention of chairholders. In so doing, chairholders will be protected from the possible perception that their requests during negotiations are "unreasonable" when containing items not normally offered to regular faculty appointments. Not only will this enhance awareness relating to negotiation of institutional support, but also to other the potential barriers or disparities faced by members of equity seeking groups among chairholders (for example, increased demands on their time for services activities etc.). The U of L Faculty Association also provides information for all prospective new members (including new chairholders) on frequently asked questions and considerations "Before Signing a Contract." This document includes tips for negotiation of salary and benefits, contract review best practices, and appointment type terminology clarification. This will also ensure continued strategic consideration of the CRC program and its chairholders in broader institutional EDI initiatives and efforts.

Moreover, performance reviews must not be negatively impacted by career interruptions (including, but not limited to parental leave, family responsibilities, illness, disability, research in emerging fields, limited access to resources) or requests for accommodations. The [ULFA Collective Agreement](#) outlines chairholder entitlements to, and conditions of various leaves or reduced load appointments, such as parental or health-related leaves. In addition, the University's [Wellness and Recognition department](#), located in Human Resources, provides services and resources for chairholders, such as the Employee and Family Assistance Program (EFAP). The U of L Professional Activities Review (PAR) process contains measures to ensure that chairholders are not unfairly affected by leaves. In addition, all those involved in the CRC Program at any stage of the allocation, hiring, nomination, and retention process will complete the [CRC Unconscious Bias Training module](#).

In addition to the aforementioned measures available to new and existing applicants, over the past year, the U of L has been working to develop and update all equity, diversity, and inclusion processes relative to hiring and recruitment for all faculty and staff. This includes updates to all campus research chair portfolios (i.e. the Board of Governors Research chair program), as well as the CRC program. Recent best practices outlined by the CRC program have assisted in the development of future plans for improvements to procedures for all campus job postings and candidate searches, ensuring an open and transparent hiring process. While these processes have not yet been formalized, the plans are guided by the [CRC Program's Equity, Diversity, and Inclusion: A Best Practices for Recruitment, Hiring and Retention](#) requirements, and include items such as standardized unbiased language in job postings and inclusion of EDI commitment statements, as well as the development of a toolkit for hiring committees.

COLLECTION AND PROTECTION OF EQUITY, DIVERSITY, AND INCLUSION DATA

Gathering self-identification data in relation to both applicants and current chairholders is essential to accurately assess the representation of designated equity seeking groups, as well as to review and monitor the effectiveness of the U of L CRC EDI Action Plan. In order to ensure consistency in data throughout the program, standard definitions are used for the designated equity seeking groups in all surveys sent to both applicants and existing

chairholders. All self-identification data is held in confidence within Human Resources, which has established protocols for management of personal information.

Self-Identification: Applicants

All applications for CRC positions are processed through Human Resources via the Applicant Tracking System (ATS). Applicants are invited to complete and submit a self-identification survey (see Appendix D) with their application. Candidates are emailed a link to the self-identification survey, with an accompanying explanation outlining the reasons for the data collection, their options to complete the survey, and details surrounding the storage and use of their data (included in Appendix D). The Senior HR Consultant involved in the hire will monitor the self-identification of applicants in order to measure our success in attracting a diverse pool of applicants.

All self-identification data is held in confidence within Human Resources and is not shared with Search/Hiring Committee members. Only aggregate data is shared in order to ensure compliance with CRC program requirements and best practices, to inform decisions relating a lack of diversity among candidates within a search, and/or to inform the development of initiatives related to underrepresentation, or to evaluate the success of EDI initiatives.

Self-Identification: Existing Chairs

Active CRC nominees/chairholders are encouraged to self-identify as part of their nomination or renewal packages submitted to the CRC Secretariat, using the CRC's preferred method of identification in place at the time of application. In addition, all 11 active U of L CRC chairholders were asked to complete a self-identification survey in 2019 as part of the Environmental Scan circulated in association with the development of this Action Plan (more details to follow in the subsequent Environmental Scan section outlining methodologies used).

As with new applications, all self-identification data is held in confidence within Human Resources. Only aggregate data are shared in order to ensure compliance with CRC Program requirements and best practices, to inform decisions relating to the fulfillment of equity targets and/or to inform the development of initiatives related to underrepresentation, or to evaluate the success of EDI initiatives.

Strategies to Encourage Self-Identification

The following wording is used in U of L CRC job postings to encourage applicant self-identification:

The University of Lethbridge values its responsibility to promote equity in the employment of women, racialized/visible minorities, Indigenous/Aboriginal peoples, and persons with disabilities; The University is an advocate for equity within the CRC Program. The University of Lethbridge commits to evaluating representation of the Four Designated Groups listed above within its CRC Program and to striving to proactively to meet and maintain its equity targets. All applicants will be invited to self-identify. Self-identification information will be held in confidence by the Office of Human Resources.

In addition, applicants are asked to complete the self-identification questionnaire to ensure that our CRC recruitment processes are fair and equitable in attracting highly qualified candidates. They are ensured of their ability to self-identify in more than one category. The University's message also reaffirms its commitment to confidentiality of responses (held in strict confidence within Human Resources) and are assured responses are independent of their application documents. In keeping with equity data collection best practices, applicants may decline to answer any or all the questions and are given the option of "I prefer not to respond at this time".

Concerns Relating to Collection and Protection of Self-Identification Data

The U of L is dedicated to addressing any concerns an applicant or current chairholder may have in relation to EDI data collection and/or initiatives. EDI concerns relating specifically to the CRC Program should be directed to the Vice-President (Research). Concerns relating to the handling of EDI data collection or about the recruitment and hiring process should be directed to the Associate Vice-President (Human Resources). General questions or concerns relating to EDI on campus should be directed to the Associate Vice-President (Human Resources) and will be addressed according to the appropriate policies and procedures related to the nature of the inquiry.

RETENTION AND INCLUSIVITY

The U of L recognizes that our success is dependent on how well we include, value, and engage with a diverse group of students, staff, faculty, administrators, and alumni to achieve our strategic research and academic outcomes. In recognition of our record of excellence and support for the CRC program, to date, the University has not lost a chairholder to a competing offer, and all former chairholders remain professors within their primary discipline. However, retention activities and support for all chairholders, including those who identify as members of equity seeking groups, remains a key strategic priority. The U of L strives to continually develop and support programs that work to ensure our University is a welcoming, supportive, and inclusive environment for all. Examples of such initiatives and processes are outlined below.

The U of L's commitment to EDI is also supported by a robust framework of policies and procedures (outlined in Appendix H), as well as key resources such as the University's Employee and Family Assistance program (EFAP). In addition, the University's [Wellness and Recognition department](#) coordinates a number of initiatives aimed at promoting employee wellness on campus. [These include programs](#) which go beyond standard short- and long-term benefits programs, and also include occupational health and ergonomics, active wellness programming and activities and numerous programs focused on mental health and wellness. Professional development training for managers and faculty, such as leadership lunch and learns, respectful workplace and resiliency training, and Mindful Employer training sessions are also offered within this unit.

The University's Wellness and Recognition Department also provides managed care for all staff and faculty when they are unable to work or perform their full duties due to a disability, illness or injury. This includes supporting the faculty member and their Chair/Dean during the return to work process, identifying abilities, restrictions and making recommendations on temporary or permanent accommodations as required.

Supporting Outstanding University Research and Creative Excellence Mentorship Program

The University's Supporting Outstanding University Research and Creative Excellence (SOURCE) program aims to establish a foundation of support to nurture the professional development of all researchers, especially new and early career researchers. SOURCE provides new and early career researchers, including those within the CRC program, with a strong foundation to build their research careers. They receive support and advice from senior researchers and gain a better understanding of the importance of a vibrant and thriving research culture at the U of L. For continuing faculty, the SOURCE Program offers two possibilities: support for strengthening faculty research programs along similar lines to new faculty, and/or opportunities to contribute as mentors, as part of either the College of Mentors or the College of Reviewers (or both). The SOURCE Program features four pillars:

- Mentorship
- Workshops and information sessions
- Proposal development and review
- Celebration and dissemination

SOURCE allows faculty on campus to participate in grant writing peer review initiatives. For example, SOURCE coordinates the NSERC Peer Review Program, which provides Discovery Grant applicants with feedback from former NSERC review committee members from the College of Reviewers. Similar proposal development, grant writing support, and peer review initiatives are also in place for researchers in the other tri-agency areas supported by the CRC program (SSHRC, CIHR etc.). The program has experienced significant success in developing inter- and transdisciplinary partnerships at both the provincial and federal funding levels.

The program also recognizes the central importance of celebrating not only the research excellence and innovation culture at the University of Lethbridge, but also the individuals that contribute to this success. This includes celebrating the success of outstanding mentor/mentee relationships via communications and biannual program gatherings and recognizing research excellence via the events such as the Celebrating Research Excellence reception and the Take Two Speaker series. This lecture series highlights current research themes that are being studied from different perspectives by U of L researchers, reflecting diverse research strengths on campus and working to create vibrant scholarly dialogue between disciplines. Full program details can be found on the [ORIS SOURCE program webpage](#).

In addition, all CRC Chairholders meet with the Associate Vice-President (Research) to discuss their proposed research programs, orient them to the research culture on campus, including introductions to the Grants

Facilitation team, and introduce them to their campus mentor immediately following their position start date. Follow-up meetings are scheduled within 12-months to ensure that the chairholder is receiving appropriate supports on campus, discuss any successes/challenges they may have encountered, and other relevant topics. These meetings serve to create an open dialogue with chairholders to ensure a successful start to their positions. Additional follow up meetings can be requested by the chairholder at any time.

likaisskini Gathering Place

The likaisskini ((ee-GUS-ganee) is Blackfoot meaning “low horn”) Gathering Place is an inclusive campus space centred around invitations to share stories, teachings, and wisdom. Centred around relationships, it serves as a safe place to explore new knowledge and engage in community dialogue. It aims to ignite pride and inspire leadership, planting the seeds of decolonization by inspiring students to share the knowledge of Indigenous Storytellers, Elders, Artists and Scientists, acknowledging the inherent right to practice and articulate the wisdom of our ancestors.

The likaisskini Gathering Place is a key centre for Indigenous affairs on campus and provides an extensive network of both university and community supports for Indigenous students, staff, and faculty on campus. Furthering initiatives related to Indigenous inclusion on campus, the likaisskini Gathering Place staff began a campus wide asset mapping exercise in 2018, which aims to support greater Indigenous student success and will guide the development of an Indigenous Strategic Plan. At present, these data have been incorporated into a draft report, which has been circulated for feedback from stakeholders within the University community.

The likaisskini Gathering Place is home to the work of [the Iniskim Education Committee](#), guided by the University's [Aboriginal Education Policy](#). The likaisskini team also supports an Elder-in-Residence program, a First Nations Metis Inuit Student Association, and provides assistance with Indigenous self-identification for all university community members. They host and promote inclusive educational events such as Reconciliation Week and Indigenous Awareness Days. likaisskini Gathering Place staff have been instrumental in the development of the University's [Territorial Acknowledgement Statements](#), [Smudging Procedures and Policy](#), and the ongoing development of an Indigenous Protocol Handbook. The transformative work of the likaisskini Gathering Place is key to creating a welcoming and inclusive university community, grounded in reconciliation, allyship, reciprocal support, and action.

U of L Teaching Centre

All Chairholders have access to the [University of Lethbridge Teaching Centre](#) supports on campus. The Centre is home to several highly qualified experts dedicated to the promotion and enhancement of outstanding and inspirational teaching in a variety of engaging learning environments. Through its commitment to scholarship, research, and best practice in teaching and learning, the Teaching Centre promotes the professional development of all university faculty and instructors. They provide valuable grants for those interested in enhancing their teaching effectiveness, such as the Teaching Development Grant and Teaching and Learning Conference Travel Fund. The Centre provides innovative support resources including access to leading-edge online teaching tools, workshops and events, and individual teaching feedback and consultations.

The U of L Teaching Centre has developed several resources for faculty and instructors related to inclusion that CRC chairholders have access to in order to enhance and improve inclusion in their instructional practices and spaces. For example, they have developed a database of Indigenous Inclusion Resources and an Accessibility Toolkit for Educators. Mentorship for new faculty and instructors is readily available through the experts within Board of Governors Teaching Chair and Teaching Fellows programs, who all serve to champion the importance of teaching development within the University community.

Women's Scholars Network, SNAC+, and Social Justice

The U of L is also home to several faculty-led inclusion initiatives driven by dedicated communities within the University. One is the Women Scholars Group, which provides a supportive community for those faculty and staff who identify as women (and all other gender identities should they wish to join). Members of this network support a number of key EDI initiatives on campus. One of the key initiatives of this group is the Women Scholars Speaker Series, which began in 2002 and is funded by the Office of the President. The objective of the series is to highlight the research and careers of women scholars. Another goal of the series is to encourage and inspire women students. Through the series, the University of Lethbridge hosts eight to ten public presentations a year, with a mix

of internal and external speakers. Visits from external speakers typically include meetings with classes, presentations to local groups, and a public presentation.

Another initiative that has become increasingly active within the equity and diversity campus community is the Support Network for Academics of Colour Plus (SNAC+) group. SNAC+ aims to support diversity among the university community, working towards equity, inclusion, and belonging for students, staff, and faculty. Members of the network have organized several key educational and outreach initiatives such as International Human Rights Week, International Day for the Elimination of Racial Discrimination activities, Rights, Equity, and Diversity (RED) sessions covering topics such as responding to bias and discrimination, as well as other equity workshops. These initiatives provide opportunities to start conversations, build bridges, and support a changing culture on broad range of subjects related to equity, diversity, and inclusion.

Process to Manage Equity Related Complaints from Chairholders/Faculty

If there are concerns related to the administration of CRC program at the U of L, the primary point of contact is the Vice-President (Research). While there are no formal processes in place as of yet for program related equity concerns, it will be the duty of the forthcoming position of Equity Advisor to develop these procedures in consultation with various campus stakeholders once appointed. However, the University has a number of established avenues through which all faculty and staff can register complaints and disclosures, as well as access the necessary accommodations and resources required at the time of complaint/disclosure. These processes and procedures are guided by the University's [Harassment & Discrimination](#) and [Sexual Violence](#) policies.

In addition to all policies and procedures relating to complaints/disclosures, CRC chairholders can also reach out directly to senior administrators involved in the management of the CRC program for all matters related to EDI in the allocation, nomination, hiring, retention, and reporting processes. Key contacts include:

Andrew Hakin, PhD
Provost & Vice-President (Academic)
Phone: (403) 329-2202
Email: hakin@uleth.ca

Erasmus Okine, PhD, PAS, FICN
Vice-President Research
Phone: (403) 329-2431
Email: Erasmus.okine@uleth.ca

Ariane Tennant
Associate Vice President, Human Resources
Phone: (403) 329-2268
Email: ariane.tennant@uleth.ca

INSTITUTIONAL EQUITY, DIVERSITY, AND INCLUSION PLAN REQUIREMENTS

In order to achieve the requirements of the institutional CRC Action Plan, a small working group was struck with members from the President's Office, the Office of the Vice-President (Research), the Office of the Dean of Arts & Science (where the majority of U of L chair positions reside), and Human Resources. Members of the working group have diverse experiences related to the management of the CRC program on campus and contributed their expertise in many areas related to the initiative, resulting in small working groups undertaking each, or portions of each initiative. Expertise in relation to EDI was guided by Human Resources through all scans and reviews. The purpose of the CRC EDI Action plan is to review the current practices associated with the management of the CRC program in order to identify areas of concern or disparities for members of equity seeking groups among CRC chairholders. The findings of the following activities in relation to the Action Plan will guide the creation of impactful, contextual equity, diversity, and inclusion objectives, actions, indicators, and measures that are developed to address these issues.

Comparative Review

A comparative review of institutional support was conducted in order to ensure consistency across all chairholders, including those who identify as a member of an equity seeking group (acknowledging disciplinary differences within the negotiated sections of the packages). In order to conduct the review, the institutional support packages for all current chairholders (nomination and renewals) were analyzed. In addition, salary stipend information, as well as the process for salary negotiations, was analysed using data provided by the relevant Dean's Office to determine potential disparities. In accordance with CRC policies and best practices in relation to EDI, target and actual representation numbers that are less than five must be withheld in order to protect the privacy of the Chairholder(s). When organizing and analyzing the data included in our comparative review it became apparent that many of these categories (i.e. separating data by tri-agency discipline) include only a small number of chairholders. As a result, only aggregate themes, findings, and figures are shared within this section of the plan.

At the U of L, following the [Management of Canada Research Chair Allocation Standard Operating Procedures](#), chair support is provided through a combination of institutional and faculty-level resources. Chairholders are offered the following supports (for which no large differences in support were found amongst equity seeking groups):

- Dedicated time for research (in the form of teaching relief);
- Dedicated space;
- Salary stipend;
- Research funding (e.g. funds for equipment, materials & supplies, travel, salaries for trainees and technical staff, and other research related expenses);
- Indirect cost relief;
- Relocation costs;
- CFI John R. Evans Leaders Fund (JELF) allocation; and
- Grant support and administration from the Office of Research & Innovation Services

In recognition of chairholders as leading, top-ranked scholars, the University strives to offer competitive conditions (salary, research support, infrastructure support, mentorship, etc.), in order to demonstrate our commitment to their success.

In response to feedback received from reviewers on several recent nomination and renewal submissions, and self-identified issues regarding historical inconsistency in institutional supports, the U of L has established a new, institutional support process (beginning in 2017). Led by the ORIS team, in both renewals and nominations, chairholders are consulted and a list of support requests is generated. The University finds that consulting the researcher in the support process allows for a tailored package to ensure the success of the proposed research program. These packages include the following contributions:

- All nominations and renewals are offered the discipline equivalent of 50 percent reduction in teaching and service in order to support their research program.
- All chairholders are offered dedicated lab, studio, or other space requirements necessary to conduct their research, in state-of-the-art facilities.
- Salary stipend negotiated at the faculty level (see further details outlined below).
- Standardized graduate student support is offered based on Tier of the nomination/renewal. For Tier 1 chairs, a maximum of 80 assistantship units or \$288,000, for Tier 2 chairs a maximum of 20 assistantship units or \$72,000 is offered to candidates. These allocations are tied to rough enrollment targets, while at the same time allowing for flexibility in recruiting for chairholders, since funding can be accessed on a student-by-student basis.
- The institutional standard for indirect costs at the U of L is 20%. Although eligible to a maximum of 25%, the U of L forgoes the collection of indirect costs over the entire term of all Chair positions. This ensures the full value of the award is allocated to the Principal Investigator.
- Where applicable, the comparative review indicated that all chairholders are offered a maximum of \$12,000 in relocation costs.

In addition to the guaranteed commitments outlined above, the University also provides several outstanding competitive research support opportunities for chairholders. These include:

- The University of Lethbridge Travel Fund (\$1,000);

- the University of Lethbridge Research Fund (\$6,000-12,000);
- the Strategic Opportunities Fund (variable); and
- the Community of Research Excellence Development Opportunities (CREDO) program (\$15,000).

Researchers are also encouraged to support undergraduate trainees through summer studentship competitions such as the Chinook Award, the NSERC USRA, and the Alberta Innovates Summer Studentship programs. At the graduate level, students accepted to the U of L are eligible to apply for several internal and external awards, scholarships, and assistantships, which are allocated on the basis of merit. Given the strength of the CRC program, we fully anticipate that chairholders will attract the best and brightest students who are competitive for such awards and are therefore likely to qualify for maximum funding levels. All full-time graduate students (typically two years for Master's and four years for PhD) will be considered for a U of L Graduate Assistantship (normally \$7,200 per year), the SGS Tuition Award (offsetting domestic/international tuition fees), and the SGS Dean's Scholarship (normally \$10,000 per year). Finally, graduate students will also apply to SGS for travel awards valued at \$1,500 or \$1750 in support of their presentations at national or international conferences.

The CFI John R. Evans Leaders Fund (JELF) enhances the support from the institution for a select number of an institution's excellent researchers to undertake leading-edge research by providing them with the foundational research infrastructure required to be or become leaders in their field. In turn, this enables institutions to remain internationally competitive in areas of research and technology development, aligned with their strategic priorities. As a small institution with limited allocations available for applications to the CFI, the University elects to strategically invest in the areas of top institutional priority, with first priority given to members of the CRC program. In alignment with the 2017 changes to developing chairholder support packages, and in keeping with priorities guiding provincial matching programs, ORIS has assigned consistent maximum values to CRC chairholder nominations/renewals, which may vary in only exceptional circumstances, in order to ensure equity within the program. After the assignment of allocations to CRC chair positions, any residual CFI allocations are then assigned to other portfolios, in line with the priorities identified within [the Strategic Research Plan](#). Chairholders are consulted regarding their infrastructure needs at the time of nomination/renewal in order to ensure a specific, cohesive nomination package is developed. Per CRC best practices relating to data for small cohorts, actual values of CFI allocations are withheld due to the small number of allocations and chair positions at the U of L.

The comparative review revealed that similar standardized practices are also taking place at the faculty support level in relation to salary stipends, and are guided by procedures within the [ULFA Collective Agreement](#) as a means to establish equity. At the beginning of the hiring process, the hiring committee determines the number of career years that can be applied to a candidate's salary. Career years impact the number of career salary progress increments remaining, so those provided with more career years may have a higher salary, but fewer remaining available increments. For each year of service, the Dean applies a standardized amount to the base salary for the rank (i.e. assistant or associate professor) in question, in accordance with the [ULFA Collective Agreement](#) as the basis for negotiations. Salary increases, including items such as career progress, cost-of-living adjustments, as well as merit adjustments, are defined by the collective agreement. Study leaves during a chair term are competitive (as with all faculty appointments), with recommendations to the Dean provided by the Study Leave Committee and established increments outlined by the collective agreement. Salary provided during the leaves is 100% for all chairholders.

An analysis of salary stipends indicates no variance or discrepancies between non-equity seeking groups and equity seeking groups. The average salary stipend for all Tier 2 chairholders was \$11,000, within the range guided by the [ULFA Collective Agreement](#) of \$10,000 - \$15,000. It is not possible to report on Tier 1 salary stipends, as the chairholder numbers in this tier are below the threshold for reporting. An analysis of total cost of salary (defined as salary + stipend) at the Tier 2 level revealed a difference based on gender, with women chairholders earning 9% less than men. Due to the small number of chairholders in this sample, it is not possible to disaggregate salary data by discipline. When chairholders are aggregated as a whole (i.e. Tier 1 and 2's combined) there is a slight variance in the total cost of salary based on gender, women chairholders earning a higher average salary. However, it is recognized that pay equity is a campus wide issue that should be investigated further for all faculty members. Work related to a pay equity review for all faculty members is currently underway, led by the ULFA GEDC committee. Another factor for future consideration within future phases of the comparative review process would be an examination of salary relative to number of years in their chairholder position (i.e. initial appointment or renewal stage).

It is clear, as a result of the comparative review, that due to procedures already in place at the U of L, no major discrepancies in institutional support of current Tier 2 chairholders were identified, outside of total cost of salary. Further, the consultation of chairholders throughout the process of developing the institutional support package ensures their ability to advance innovative programs of research.

However, the review suggests that a development of institutional support standard operating procedures will increase transparency and reduce the potential for discrepancies amongst chairholders, and assist in future data analysis. Therefore, it is recommended that this be developed, alongside a set of best practices, to collect robust and consistent data in order to maintain equity within the CRC Program. Further, the review identified that more resources should be provided to all emerging faculty regarding negotiation best practices. There is also need for continued training of senior leadership in the areas of unconscious bias relating to the negotiation process, specific to the U of L context, which move beyond those provided by the CRC Secretariat. These resources should be developed using an intersectional approach, as a part of this plan to ensure continuous improvements to the U of L institutional support process. Further, it will also be important to follow up on this comparative review and examine the institutional financial data (found in the Form 300) associated with all CRC positions to ensure consistency between support outlined in the nomination packages and the actual support received by chairholders.

Environmental Scan

The purpose of completing an environmental scan is to analyze the health of the institutional workplace and identify potential challenges and systemic barriers that may be specifically impacting chairholders, as well as faculty, staff, and students. It will also identify potential actions and measures that can be implemented to address barriers and institute proactive measures in order to best support chairholders within the U of L research and academic communities. In order to achieve this objective, the U of L is currently completing a multi-phased environmental scan of our current EDI practices, as outlined below.

Phase 1 - University consultations and surveys: Guided by the PACDEI team, in 2018, University wide consultations began on campus. An initial survey was circulated in 2018 to 34 subject matter experts seeking their insights on diversity, equity, and inclusion at the U of L. Seven responses were received from this cohort (20.6% response rate). Following this, an online survey was developed and circulated to the entire University community and was completed by 35 people. In addition, an open, anonymous white board with the question, “What does diversity, equity, and inclusion mean to you” was positioned in the UHall Atrium to gather feedback during international week (November 5-9). The board was filled with a range of comments used to help define what EDI means within the U of L context for staff, students, faculty, and alumni. Finally, as part of this initiative, five open focus group sessions were held inviting staff, students, and faculty to provide their input in person, attracting 11 attendees, including 2 retired faculty. For full details on the actions undertaken by the PACDEI team, please see the [President's Advisory Committee Equity, Diversity, and Inclusion Report](#).

As a result of this work, several key themes were identified in relation to campus-wide issues and needs that relate to this Action Plan. Identified issues included, among others, a lack of diversity in administration and faculty (gender, sexuality, race, etc.), a need for transparent data on pay equity, an absence of leadership opportunities and support for indigenous faculty, a lack of campus wide accommodation mechanisms and a need for enhanced awareness (among instructors, staff, and students) about accommodation supports and requirements, challenges related to LGBTQ+ inclusion, particularly for students, and a lack of support for retired or retiring faculty. The findings also identified several suggestions from participants, including cluster hiring of indigenous, racialized, and disabled peoples at all levels, enhanced unconscious bias training campaigns, the need for regular data collection and analysis, curriculum changes which promote inclusion and acknowledge diverse research and teaching methodologies, and the need to enhance institutional policies and messaging surrounding EDI. Positively, the consultations provided several new ideas for possible initiatives and collaborations. These included unique approaches to diversity training, education, and outreach, options to utilize the liberal education ethos to promote awareness (i.e. using INDS 1000 to promote cross-cultural awareness for students), the co-location of EDI related support units to maximize efforts and awareness, and innovative methods to a strategic institutional approach to EDI. For a full listing of issues, challenges, and solutions, please see [President's Advisory Committee Equity, Diversity, and Inclusion Report](#).

The report also included an environmental scan of comparator institutions of similar size, in order to seek details on best practices for the development of an Equity Office. The establishment of an Equity Office and associated

position of Equity Advisor, was a key recommendation of the [President's Advisory Committee Equity, Diversity, and Inclusion Report](#). University administration is committed to this objective, and as such, values the input provided by other institutions on how best to establish this Office with the highest probabilities for success.

Phase 2 – Survey to Chairholders: The U of L is currently completing phase two of the environmental scan. An electronic survey composed of questions developed specifically for the CRC program was created in consultation with Human Resources. When constructing definitions and questions, every effort was made to use inclusive, consistent language, and wherever possible, to follow terminology used in *the Alberta Human Rights Act*.

Chairholders were emailed pre-emptively to notify them of the upcoming survey, as well as to explain the reasons for the survey in hopes of encouraging participation and in acknowledgement of best practices for engaging chairholders (see the CRC Institutional Equity, Diversity and Inclusion Action Plan: A Best Practices Guide). The survey was distributed to chairholders via email shortly thereafter. The survey included an opportunity to self-identify, following which, questions were organized around EDI considerations in recruitment/nomination, on-campus chairholder experience, and renewal/retention (See Appendix G for complete question listings).

During this consultation phase, much of the survey pertains to quantitative responses following a common 5-point Likert scale, with a few opportunities for open-ended responses. In addition, all Likert scale questions contain the option of “prefer not to answer” and all questions could be skipped during completion; in other words, there are no questions that respondents are required to complete. In addition, the survey flow was designed to include instances of if/then functionalities, to allow for certain cases in which follow up questions were tied to the response type. This allows for participants to answer all questions that apply to them, rather than diluting data when questions do not apply to all respondents. In addition, all responses were anonymized within the survey tool, so as to ensure complete confidentiality.

At the time of this report, 100% of chairholders had responded to our Equity Survey. Initial results indicate that our current diversity and inclusion statistics outlined on our target table for the four federally designated equity seeking groups (see page 4) are up to date and reflective of our current chairholder population. Further, when asked if chairholders felt comfortable self-identifying during the CRC application, hiring, and/or nomination process 50% of chairholders selected “strongly agree” and 30% selected “agree.” Ten percent of respondents chose not to respond to this question and another 10% selected “disagree.” As a result of these responses, it would be prudent to include follow up questions related to these insights during future qualitative consultations with chairholders, in order to continue improving our self-identification processes on campus, and to inform future phases of the Environmental Scan.

Initial analysis suggests that 50% of our chairholders “strongly agree”, and another 10% “agree” that the U of L Hiring and nomination process was fair, transparent, and free of systemic barriers. Twenty percent of chairholders selected “prefer not to answer” and only 10% selected “disagree.” An additional emerging theme from the data collected from those who identified barriers within their hiring and nomination process, is that a possible barrier within the CRC program nomination process is the significant time commitment required to complete the CRC and CFI application packages simultaneously. This is a particular concern for Tier 2 researchers who are in the early stages of their careers and may also have competing responsibilities/deliverables alongside the completion of their CRC and CFI applications.

As a result of University policy to provide dedicated time to research, 60% researchers indicated that they did not feel there was any disproportionate pull on their time in relation to participation in service work when compared a regular faculty appointment. Twenty percent of respondents disagreed with this statement; therefore, it will be important to collect more data on possible reasons for this response in order to develop strategies and solutions to alleviate and reduce potential barriers or increased demands some chairholders may be experiencing.

When asked how satisfied they were with the institutional support provided in their appointment packages, we received varied responses: 30% of respondents indicated they were satisfied with the institutional support they received, while 20% selected “neutral”, 40% disagreed, and 10% preferred not to respond. As mentioned in the Comparative Review section of this report, the University has proactively identified the allocation of resources to chairholders as an issue and has taken steps to develop a fair, transparent, and equitable institutional support allocation process. As this is a new process, not all current chairholders will have taken part in the standardized allocation procedure due to their nomination and renewal timelines. However, this varied response indicates an area in which the EDI Action Plan working group should collect further qualitative data from chairholders during future consultations. This will allow the institution to gain insights into barriers faced within the process and/or

improvements that can be made in order to ensure U of L chairholders receive the support they require in order to carry out their world class research programs.

Forty-four percent of U of L CRC chairholders indicated they have been through the renewal process. All respondents within this section, indicated that the process was fair, transparent, and free of systemic barriers. This includes their participation in, and satisfaction with, the revised institutional support allocation process.

This survey is an initial step to gather data relating to the experiences of U of L Chairholders, though much work remains to be done. The data collected from this survey will inform the third phase of consultations, which will be centred around qualitative data to provide greater insights into the lived experiences of chairholders at the U of L. All chairholders who completed the electronic survey indicated they would be willing to participate in future phases of the environmental scan, including providing qualitative feedback in order to discuss in further detail how the University can ensure the CRC program is fair, transparent, and equitable. This demonstrates the commitment of our current chairholders to improving and participating in equity, diversity, and inclusion initiatives.

A key objective of this EDI Action Plan is the completion of a full data analysis of responses provided by chairholders in response to the survey. This will take place by the annual progress report in December 2019. In addition, the University plans to complete a full employee survey in 2020, for which all faculty, staff, including chairholder of all designations (i.e. including Board of Governors Teaching and Research Chairs, endowed, and provincially funded chairs) will take place. Discussions related to the methodologies and distribution (i.e. by third party, or in-house) related to this initiative are underway.

Phase 3 – Consultations with Chairholders: As briefly described in the section above, in follow up to the survey of CRC chairholders, the U of L also plans to host in-person confidential consultations. The format of consultations is currently under development, and input from chairholders themselves has been sought as next steps are developed. It is highly likely that consultations will be qualitative in nature, taking the form of individual, semi-structured interviews or small focus groups, using open-ended questions. To this end, it has also become apparent that the U of L working group for the EDI Action Plan needs to be expanded in order to include chairholders. It is recommended that a sub-committee/working group from the PACDEI committee or proposed institutional self-assessment team be formed in 2020, under the strategic direction of the forthcoming Equity Office/Equity Advisor. Moreover, it is suggested that once the Equity Advisor is established, that the EDI Action Plan be reviewed, evaluated, and updated as needed in order to ensure continuous improvement using recognized best practices and intersectional approaches.

The results from the various phases of the environmental scan will gauge institutional health in relation to the recruitment, hiring, nomination, and retention practices used with the CRC program at the U of L. Further, it will inform the development of contextual, timely, and impactful objectives and actions in future iterations of the U of L CRC EDI Action Plan.

Employment Systems Review

In relation to the CRC program, the purpose of the employment systems review is to analyze the current allocation, recruitment, nomination, and renewal policies, procedures, and structures to ensure they are open, transparent, and inclusive. As mentioned in the University of Lethbridge Context section of this report, several ongoing reviews are taking place concurrently on campus. These include initiatives such as an asset mapping exercise conducted by Ikaisskini Gathering Place staff, a Campus Accessibility Review, and surveys related to diversity issues affecting the academic staff conducted by the ULFA GEDC. While it was challenging to disaggregate CRC processes from broader institutional policies and procedures, it was determined that a multi-phased approach assisted with examining both institutional and program practices. Methodologies used in each phase are outlined below.

Phase 1 – Policy inventory: Led by PACDEI, an inventory was created of all of the reports, policies, documents, and recurring activities (acknowledging that the listing of events may be dated at the time of reporting as the University community is dynamic, with activities continually developing and occurring) that directly or tangentially address issues of equity, diversity, and exclusion/inclusion (see Appendix H). The committee made several findings while conducting the inventory. The inventory reveals that various EDI efforts have been made since 2002 across campus. While there have been many policies, projects, reports, and initiatives over the years in the area of equity and inclusion, they have not been part of a concerted, comprehensive, long-term plan, and many are now outdated. There is a demonstrated, urgent need to update policies, procedures, and best practices in relation to EDI on campus. Further, outside of the CRC program and the Tri-agency research funding landscape, there is a distinct absence of resources or modules to support implicit or unconscious bias training for hiring and evaluation committees. It is recommended that specific workshops, modules, and educational awareness campaigns be developed by the forthcoming Equity Office/Equity Advisor.

However, several notable successes within the last two years must also be included. These policy and procedure updates include:

- The development of formal University of Lethbridge Territorial Acknowledgements (2019);
- Smudging and Pipe Offering Procedures for University of Lethbridge Designated Areas (2019);
- Updating of the Harassment and Discrimination Policy (2019);
- Updating of the Sexual Violence Policy and the launch of [the Sexual Violence Support and Education Website](#), including revised disclosure and reporting procedures (2019);
- Inclusive Post-Secondary Education Program (2018/19);
- Development of a statement of Allyship (Arts & Science, Dean's Advisory Council; 2018);
- Equity Working Group Report (2017);
- University of Lethbridge Campus Accessibility Review (2017); and
- Formation of the Iniskim Education Committee

As noted in Appendix H, several policies and procedures require updating. Particularly of concern to this CRC EDI Action Plan is the need to update the [Diversity and Employment Equity policy](#) (2004) and the [Best Practices for Hiring with a Focus on Diversity and Equity](#) Guide (2007). The need to update these policies was outlined as a key-short term objective in the PACDEI Public Report, and work related to this initiative is currently being undertaken by PACDEI and Human Resources, in consultation with other stakeholders on campus.

Phase 2 - Policy inventory review (CRC Program Specific): Once the equity policy inventory was created, the EDI Action Plan team reviewed all policies (formal and informal) with an equity lens. When policies were reviewed specifically related to chairholder content, a need was identified to include the new EDI allocation, hiring, and nomination requirements for the CRC program in the U of L the [Best Practices for Hiring with a Focus on Diversity and Equity](#) Guide. This should also include an update to the most recent inclusive language best practices, and revisions to the sections pertaining to candidate evaluation to include not only CRC program details, but also best practices for the evaluation of diverse forms of knowledge creation, creative inquiry, and knowledge mobilization. This will also assist in the fair, open, and transparent evaluation of CRC Chairholders during the renewal process. Inclusion of specific information related to the CRC program within the U of L Best Practices Guide will ensure that chair program requirements are clearly communicated to hiring committees, content duplication is avoided, and the CRC Hiring Committee Toolkit is streamlined.

As noted in our last CRC EDI Action Plan and progress report review, the U of L has a comprehensive standard operating procedure for the management of CRC allocations, hiring, nomination, and renewal process. However, upon review, it was found that updates could be made to proactively prevent the development of barriers for equity seeking groups and all chairholders. These updates included more information on the criteria for the phase out of chairs, the corridor of flexibility, and the safeguards for equity seeking groups during wage negotiations. Immediate steps were taken to address these issues, and updates were made in summer 2019 (see Appendix B). The review of the SOP, as well as outcomes from the comparative review, indicated additional improvements that will be required to ensure transparency and prevent the development of barriers for equity-seeking groups. These include the development of a standard operating procedure for all CRC program job postings in order to ensure the [CRC Program's Equity, Diversity, and Inclusion: A Best Practices for Recruitment, Hiring and Retention](#) requirements are followed in all cases. In addition, this document will include guidelines for the development of a dissemination plan for all advertisements, in consultation with Human Resources, to ensure that a diverse pool of

applications is received. Moreover, it is recommended that a standard operating for the currently informal institutional support allocation process be developed in consultation with Human Resources, the relevant Dean's Offices, and a sub-committee of current chairholders.

Other potential barriers noted during this phase of the employment systems review includes institutional barriers related to the availability of members from equity seeking groups to sit on hiring committees, compose sub-committees, and participate in the recruitment process. The University is aware of the equity tax that can be placed on equity seeking groups. Measures should be developed by the Equity Office to ensure these requests are proactively managed, and that strategies are developed to avoid tokenistic representation (including the development of training, education, and outreach).

Regional barriers such as location demographics were also identified as having potentially adverse impacts on candidate recruitment, including for other recruitment levels such as trainees and postdoctoral fellows for chairholder research programs. Issues related to trainee recruitment were identified in a review of past chairholder annual reports. One of the Vice-President (Research)'s practices at the U of L is for the VPR and AVPR to review CRC chairholder annual reports. This allows ORIS to get a sense of the impact of these programs on our faculty, students, and research activities. This practice also helps this office to access progress and activities that are needed to support the successful renewal of chairs. The VPR is fully supportive of the CRC recommendation that "institutions should refrain from asking their chairholders to change the content of their reports". While cognizant of this, one of the VPR's objectives is to create an environment at the U of L where chairholders and administrators can work together to mitigate any challenges researchers are experiencing with their research programs.

In effort to mitigate recruitment issues, the University strives to offer competitive recruitment packages, including salary, research supports, and start up funding. In addition, we aim to continually improve our recruitment policies and practices. More details are needed from chairholders in order to develop useful strategies to minimize the impact of recruitment challenges on their research portfolios.

Phase 3 – Next steps: In alignment with the recommendations outlined in the [PACDEI Diversity, Equity, and Inclusion Report](#), the Employment Systems Review, Environmental Scan, and Comparative Review contained within this report all point to the need for an established Equity Office and associated Equity Advisor position. The revision of this EDI Action Plan comes at an opportune time for the U of L and complements the commitment of Senior Administration to advancing EDI initiatives, enabling the University to establish a solid foundation for future work. We see our current EDI Action Plan as the model from which to build a culture of research support that is nurturing, cognizant of obstacles to success, and supportive in meaningful ways to colleagues who face structural challenges and barriers within our University community. As such, Senior Administration is committed to resourcing an EDI Advisor to coordinate the proposed EDI initiatives on campus. Reporting to the President, this position will work with PACDEI, ORIS, Human Resources, and other stakeholders to ensure the success of EDI programming and initiatives in all areas of the research community on campus.

It is envisioned that this equity and inclusion office will have three distinct functions: assist in complaints resolution; facilitate education and promotion; and coordinate institutional equity data collection. The Equity Advisor will provide both orientation and ongoing training for faculty and staff on implicit biases, diversity, equity, and creating an inclusive work environment in consultation with those identified as internal and external experts in this field. Moreover, the Equity Advisor will assist the University in providing faculties and departments with education, resources, and encouragement to diversify their curriculum to incorporate principles of diversity and inclusion. As of the time of this report (September 2019), the position of Equity, Diversity & Inclusion Senior Advisor has been developed and posted on the U of L career opportunities website.

Once the Equity Office is established, the employment systems review should continue to ensure all processes related to equity and diversity across campus are inclusive, as regards language, accessibility, and transparency. In addition, it would be prudent to review U of L websites and communications in consultation with University Advancement and Communications to determine if images and messages used in retention, promotion, and celebration of research and funding success are diverse and inclusive. This may result in a review of communications processes and procedures, as well as revisions and updates to include references to potential challenges and barriers, as well as to incorporate best practices. A final step within this review would be to communicate updates to, and provide training and education for all campus communicators, faculties, and departments.

U OF L CRC EQUITY, DIVERSITY, AND INCLUSION ACTION PLAN OBJECTIVES AND MEASUREMENT STRATEGIES

The U of L CRC EDI Action Plan strives to align with overall institutional EDI goals in order to proactively address areas of potential concern, challenges, and barriers that may be experienced by equity seeking groups on campus. Importantly, it will provide a measure by which to help the university continually meet and exceed its CRC program equity targets, through the establishment of contextual and actionable, EDI objectives, actions, and indicators. The University of Lethbridge EDI Action Plan includes 14 components containing a series of actions that will enable us to make swift progress in addressing barriers faced by individuals from the equity seeking groups in accessing and benefiting from the CRC Program. Key objectives for the plan are outlined in the table below, and centre around four overarching strategic goals, which guide the U of L's EDI ethos:

- The continued development of a University community culture, dedicated to the promotion and advancement of equity, diversity, and inclusion;
- Ensuring hiring practices in all portfolios and practices, including the CRC program, are open, transparent, and equitable, and affirm the University's commitment to using evidence-based strategies;
- Promoting a cultural awareness of EDI, through the development of enhanced education and training; and
- A commitment to collecting accurate, actionable equity and diversity data to guide best practices and initiatives.

REVIEW AND MONITORING OF THE CRC EDI ACTION PLAN

The content and progress related to the U of L CRC EDI Action Plan will be reviewed annually in fulfillment of the CRC EDI Progress Report requirements (submitted annually on December 15). Annual reports will be completed using the progress report template provided by the CRC Secretariat and posted publicly on the [U of L CRC EDI Public Accountability and Transparency webpage](#). In accordance with the established governance structures related to strategic planning documentation, the EDI Action Plan will be reviewed and amended as needed every three (3) years to ensure it remains current, appropriate, and continues to meet the dynamic needs of our current chairholders.

Objective	Actions	Metrics & Indicators	Timeline	Responsible Office(s)
1.0 Institutional EDI Culture				
1.1 Embed a culture of intentional approaches to equity, diversity, and inclusion within the University community.	<ul style="list-style-type: none"> Establish an Equity Office and develop the position of Equity Advisor Develop and institutional strategic EDI plan, and consider EDI in all strategic planning documents; Align the U of L CRC program and all internal Chair programs with internal equity policies and initiatives, incorporating CRC best practices in all areas. 	<ul style="list-style-type: none"> Position PCQ development and approval; Staffing of the Equity Advisor position; Development of an Institutional Equity Plan; Completion of policy updates and development; and Updates to the CRC and Board of Governors Research Chair programs. 	<ul style="list-style-type: none"> Staffing of Equity Office in January 2020. Plan development and updates December 2020. 	<ul style="list-style-type: none"> President's Office Human Resources ORIS
2.0 Training and Education				
2.1. Provide enhanced education and training initiatives to all campus stakeholders in order to develop a culture of awareness of equity, diversity, and inclusion, applicable to the recruitment, retention, and advancement of Chairholders, faculty, and staff on campus.	<ul style="list-style-type: none"> Ensure all stakeholders involved in the CRC hiring, nomination, renewal, and retention processes have up to date unconscious bias training; Update current materials related to negotiation best practices to include information on EDI; Provide education and training related to accommodations best practices to faculty, management staff, and administrators; Develop contextual workshops related to EDI that build on online modules, specific to the U of L context to address education and training needs; and Build on the U of L Best practices for Hiring Guidelines to develop and/or provide resources for the evaluation of Chairholder and Faculty that recognize diverse forms of career progression, research excellence, and qualifications. 	<ul style="list-style-type: none"> Number of workshops developed; Number of workshops and events offered; and Number of attendees. 	<ul style="list-style-type: none"> CRC Unconscious Bias training completion: December 2019. Workshop Development December 2020. 	<ul style="list-style-type: none"> President's Office Human Resources PACDEI

Objective	Actions	Metrics & Indicators	Timeline	Responsible Office(s)
2.2. Develop a strategic communications plan for the encouraging applicants and current chairholders, faculty, staff to self-identify and participate in various EDI initiatives and campaigns.	<ul style="list-style-type: none"> Draft and implement communications plan; and Develop improved data collection strategies in keeping with intersectional best practices. 	<ul style="list-style-type: none"> Improved institutional EDI data collection; and More institutional data on diversity categories throughout various campus employment and student groups. 	<ul style="list-style-type: none"> Ongoing through 2023 following the establishment of the EDI Office. 	<ul style="list-style-type: none"> President's Office PACDEI Institutional Analysis
3.0 Comparative Review				
3.1. Ensure appropriate safeguards are in place for all chairholders, including members of equity seeking groups during the institutional support phase of hiring and nomination.	<ul style="list-style-type: none"> Develop and provide education to new senior leaders (Department chairs, Deans etc.) on the recruitment and nomination phases of the CRC program, including negotiation and institutional support processes; Update guidelines and develop further equity, diversity, and inclusion training for those involved in the evaluation of Chairholder and Faculty performance; and Assess and review the current SOP, collective agreement, and policies/procedures guiding chairholder/faculty support negotiation and if needed develop education and training resources for new appointments. 	<ul style="list-style-type: none"> Number of education sessions held; Revised guidelines and training for performance evaluation; and Training resources developed. 	<ul style="list-style-type: none"> SOP Assessment December 2020. Education of senior officials – ongoing through 2023. 	<ul style="list-style-type: none"> ORIS Human Resources President's Office
3.2. Formalize an SOP for the Institutional Support process in order to establish and equitable, standardized procedure for chairs.	<ul style="list-style-type: none"> Review the data collected from chairholders relating to institutional support from the environmental scan phase 1; Gather qualitative data related to institutional support in environmental scan phase 2; Review data relating to actual support provided to chairs, via the Form 300 	<ul style="list-style-type: none"> Themes arising from the data in environmental scan phase 1 & 2 related to the support process; Analysis of actual support provided data via the Form 300; and Development of a draft Institutional Support SOP. 	<ul style="list-style-type: none"> Phase 1 data analysis: December 2019. Phase 2 data analysis: December 2020; Review of actual support: December 2020; and 	<ul style="list-style-type: none"> ORIS Human Resources President's Office Financial Services

Objective	Actions	Metrics & Indicators	Timeline	Responsible Office(s)
	<ul style="list-style-type: none"> Financial Report and analyze for disparities; Formalize SOP document; and Conduct ongoing comparative reviews of institutional support to monitor proactively for disparities. 		<ul style="list-style-type: none"> Draft SOP development: December 2020 	
4.0 Environmental Scan				
4.1. Streamline EDI data collection efforts for applicants (and current chairholders) related to self-identification and expand to all employment searches.	<ul style="list-style-type: none"> Explore options with ATS vendor to include self-ID survey within the system to enhance completion rates; Update self-ID form for applicants and current chairholders to include fields for people with diverse gender identities data collection in anticipation of The CRC program EDIAP 2.0. 	<ul style="list-style-type: none"> Meetings with ATS vendor; Draft new data collection SOP if needed; and Update self-identification forms for applicants and current chairholders update; 	<ul style="list-style-type: none"> Spring/Summer 2020 	<ul style="list-style-type: none"> Human Resources ORIS
4.2. Complete phase 2 of Environmental Scan data collection with chairholders. This phase will involve qualitative data collection to provide enhanced insights into the data collected in the Phase 1 survey, providing greater insights into the lived experiences of U of L Chairholders.	<ul style="list-style-type: none"> Conduct robust data analysis on phase 1 quantitative data to inform next steps; Select preferred method of data collection; Develop qualitative, open ended questions; Schedule individual interviews or focus groups; and Complete data analysis. 	<ul style="list-style-type: none"> Aggregate themes from phase 1; Question list developed; Number/percentage of chairs interviewed; and Data analyzed for aggregate results and themes. 	<ul style="list-style-type: none"> Phase 1 data analysis: December 2019. Phase two: December 2020 	<ul style="list-style-type: none"> Human Resources ORIS
4.3. Conduct institution wide employee equity survey.	<ul style="list-style-type: none"> Determine whether to conduct internal survey or engage third party to deliver survey; and Determine focus of survey (EDI, engagement, or both) 	<ul style="list-style-type: none"> Meetings with PACDEI, HR, EDI Advisor; and Develop communications plan for dissemination of survey and plan for communicating results 	<ul style="list-style-type: none"> To begin following the hiring of the EDI Advisor position. Estimated completion (including data analysis: December 2022 	<ul style="list-style-type: none"> Human Resources President's Office

Objective	Actions	Metrics & Indicators	Timeline	Responsible Office(s)
4.4. Form a self-assessment team/sub-committee which includes chairholders from equity seeking groups, led by the Equity Office, to review the CRC EDI Action Plan and data.	<ul style="list-style-type: none"> Engage PACDEI committee to assist in the formation of the CRC EDI Action Plan assessment team; Put forth a call for membership; Staff assessment team; and Conduct data review and plan revisions. 	<ul style="list-style-type: none"> Fully staffed sub-committee; and Completion of data reviews. 	<ul style="list-style-type: none"> Establish committee: spring 2020; Plan review and updates: ongoing to 2023. 	<ul style="list-style-type: none"> President's Office ORIS
5.0 Employment Systems Review				
5.1. Build internal best practices and policies to sustain or increase diversity amongst applicants.	<ul style="list-style-type: none"> Develop and SOP to outline the process for job postings to encourage a diverse pool of applicants; Review job advertisements for the use of the most up to date inclusive language; Develop guidelines to draft a strategic circulation plan for CRC postings; and Develop templates for commitment statements, accommodation requirements, and evaluation of research excellence. 	<ul style="list-style-type: none"> Number of templates developed; Increase in number of diverse applicants within CRC position calls; Draft SOP developed; and Search committee toolkit revisions. 	<ul style="list-style-type: none"> Complete by December 2021 in order to incorporate findings from Environmental Scan Phase 2. 	<ul style="list-style-type: none"> Human Resources ORIS
5.2. Update to the U of L Best Practices for Hiring with a Focus on Diversity and Equity is required.	<ul style="list-style-type: none"> Support PACDEI in the updating of this document; Involve ORIS to ensure that CRC and other Chairholder best practices are addressed within the document; Update document to include gender diversity and inclusive language best practices; and Support the continued improvements of all EDI policies and procedures related to recruitment, hiring, and retention. 	<ul style="list-style-type: none"> Policy updates and approvals; and Completion of Best Practices updates. 	<ul style="list-style-type: none"> December 2020 December 2021 	<ul style="list-style-type: none"> President's Office Human Resources
5.3. Reduce barriers to participation of equity seeking groups on	<ul style="list-style-type: none"> Use data from the employment systems review to reduce barriers for 	<ul style="list-style-type: none"> Greater representation of equity seeking groups on hiring committees; 	<ul style="list-style-type: none"> Ongoing to 2023 	<ul style="list-style-type: none"> President's Office Human Resources

Objective	Actions	Metrics & Indicators	Timeline	Responsible Office(s)
committees in order to strengthen their representation on equity initiatives.	<ul style="list-style-type: none"> chairholders to participate in recruitment of CRC candidates; Use data from the environmental scan to reduce burdens and barriers for equity seeking groups to participation in valuable equity committee work; Consider regional barriers that may have adverse effects on chairholder progress and recruitment of trainees at all levels; and Use data collected to inform data driven decisions on changes related to internal recruitment, hiring, nomination, and renewal procedures. 	<ul style="list-style-type: none"> Streamlined data collection methods; Ongoing data collection from applicants, chairholders, and student demographics; and Increased accommodation efforts for equity seeking groups. 		<ul style="list-style-type: none"> ORIS
5.4. Develop an accommodation policy/procedure that can work in support of the current Harassment and Discrimination Policy.	<ul style="list-style-type: none"> Assess and review current internal procedures related to accommodations; Determine areas of success and ones requiring improvement; Develop a communication and education plan to inform departments, managers, faculty and staff about accommodation request process; and Proactively provide education to instructors at all levels (i.e. sessional, term and continuing, and faculty) on accommodation policies available for students. 	<ul style="list-style-type: none"> Policy/procedure development; Stakeholder consultations; Number of workshops/education session held; Number of attendees; and Development of communication plan. 	<ul style="list-style-type: none"> December 2022 or immediately, following completion of policy updates and revisions to the U of L Best Practices for Hiring with a Focus on Diversity and Equity. 	<ul style="list-style-type: none"> Human Resources Accommodated Learning Centre
5.5. Conduct a comprehensive review of research related marketing materials and publications (including websites) with an intersectional EDI lens to ensure that diversity is accurately represented in all	<ul style="list-style-type: none"> Conduct review of images used in marketing content; Review recent research publications for equity and inclusive language; Focus groups with campus communicators and or researchers for 	<ul style="list-style-type: none"> Number of communication platforms reviewed; Number of communications reviewed; Number of diverse images used; Development of EDI communications best practices guide; and 	<ul style="list-style-type: none"> Ongoing to 2023 	<ul style="list-style-type: none"> Advancement President's Office Human Resources

Objective	Actions	Metrics & Indicators	Timeline	Responsible Office(s)
aspects of University communications.	their insights on inclusive representation; <ul style="list-style-type: none"> • Development of educational and training resources for communicators; and • Drafting an EDI/communications best practices guide. 	<ul style="list-style-type: none"> • Number of educational initiatives held for campus communicators. 		



University of Lethbridge
Canada Research Chair Program
Equity, Diversity, & Inclusion Action Plan
Appendices

APPENDICES

APPENDIX A: PACDEI PUBLIC REPORT RECOMMENDATIONS (MARCH 2019)

Recommendations were organized into two categories: those that could be implemented soon with little or no cost; and those that are more complex. The recommendations emanate from and are in response to the consultations, conversations, inquiries and analysis undertaken by the committee.

Short-term actions:

- Identify a point-person to initiate the implementation of the short-term actions, oversee a newly established committee, and oversee the development of a plan to address the long-term recommendations
- Establish a standing Diversity, Equity and Inclusion committee with broad, elected representation from across the University, including an elected representative from the Calgary campus
- Provide implicit (unconscious) bias training materials or modules for all hiring committees and evaluation processes
- Update the *Best Practices for Hiring with a Focus on Diversity and Equity* guide, publicize across both campuses, and provide training on its implementation as well as ensuring its use by hiring committees
- Update the Diversity and Employment Equity policy
- Create an online co-location of all student support services (a central website) including Counselling, the Health Centre, Student Success Centre, Accommodated Learning Centre, Indigenous Student Affairs, and International Centre, so they can be easily found and updated on a regular basis
- Establish an online menu of existing resources on incorporating indigenous and international aspects and analyses into courses; this could be undertaken by the Teaching Centre in consultation with the Indigenous Studies department and Indigenous Student Affairs

In addition to these recommendations for immediate implementation, the following list of more complex recommendations will require sustained efforts, comprehensive and collaborative planning, multi-level commitment, and long-term investment.

Longer-term recommendations:

- Create a culture of inclusivity by making efforts to address diversity, equity and inclusion visible across both campuses; identify them as priorities in institutional plans, reports and documents
- Create an equity, diversity and inclusion plan with distinct targets and metrics for evaluation, with a planned periodic review; ensure deliberate and meaningful inclusion of the Calgary campus
- Ensure plans and documents use clearly defined terms and explicitly address issues such as sexual violence, power differentials, racism, gender inclusive language, gender non-binary individuals, and inequities experienced by minority groups, etc.
- Staff an independent, arm's length equity or human rights office with 3 distinct functions: complaints resolution; education and promotion; and equity data collection.
- This office should undertake a salary review and conduct a campus-wide self-disclosure survey of current staff and all new hires. This office should also collect data and create policy for other equity issues, such as domestic violence leaves, and other issues as they arise.
- Engage in targeted hiring of clusters of underrepresented people across the institution and provide them with supports (e.g., mentors)
- Provide education, resources, and encouragement to faculty to diversify their curriculum (indigenization and internationalization)
- Increase funding for the Accommodated Learning Centre, U of L International, Indigenous student supports
- Identify and implement specific accommodation supports on the Calgary campus and continue to retrofit the Lethbridge campus according to accessibility best practices as possible
- Co-locate all student support services in a central, accessible location (both physically and virtually) and ensure better awareness of available supports, i.e., external and internal signage, website, etc.

- Provide orientation and ongoing training to faculty and staff on implicit biases, diversity, equity and creating an inclusive work environment in consultation with those identified as experts in this field, internally and externally
- Ensure initiatives related to gender, sexuality, sexual violence, indigenization, internationalization, anti-racism, etc. that are undertaken by various groups are integrated and coordinated across both campuses for greater effect and efficiency

The President's Advisory committee believes that by undertaking these recommendations, the University of Lethbridge will join the ranks of other Canadian institutions taking concerted action to create a diverse, inclusive and welcoming environment for all who live, work, and study on our campus; a campus that actively promotes equity.

APPENDIX B: MANAGEMENT OF CRC ALLOCATIONS: U OF L STANDARD OPERATING PROCEDURES

Management of Canada Research Chair Allocations

University of Lethbridge

Standard Operating Procedures

PURPOSE

This document provides guidance and reflects current best practices relative to the management of Canada Research Chair (CRC) nominations and renewals at the University of Lethbridge, as well as other institutional chair competitions and programs administered by the Tri-Agency Institutional Programs Secretariat (TIPS). It is also intended to clarify the roles and responsibilities of internal units and personnel involved in the administration of the CRC program.

OVERVIEW OF THE CANADA RESEARCH CHAIRS PROGRAM

The Canada Research Chairs Program offers eligible Canadian degree-granting institutions the opportunity to nominate outstanding researchers for leading appointments in areas that will further the institution's **strategic research plan** and enable them to maximize their contributions as **centres of research and research training**.

Tier 1 Chairs

Nominees for Tier 1 chair positions must be full professors or associate professors who are expected to be promoted to the full professor level within one or two years of the nomination. Alternatively, if they come from outside the academic sector, nominees must possess the necessary qualifications to be appointed at these levels.

Tier 1 Chairs, tenable for **7 years (\$200,000/year)** and renewable once, are earmarked for **outstanding researchers acknowledged by their peers as world leaders in their fields**.

Tier 2 Chairs

Tier 2 Chairs must be emerging scholars, normally a researcher who is less than 10 years* from their highest degree at the time of nomination. They should, at a minimum, be assistant or associate professors, or possess the necessary qualifications to be appointed to these levels.

Tier 2 Chairs, tenable for **5 years (\$100,000/year)** and renewable once, are for emerging scholars that have the **potential and ability to independently lead a program of research and establish an international reputation** during their five years as a Tier 2 Chair.

*Tier 2 Justification

Applicants who are more than 10 years from having earned their highest degree (and where career breaks exist, such as maternity, parental or extended sick leave, clinical training, etc.) may have their eligibility for a Tier 2 Chair assessed through the program's Tier 2 justification process.

INTERNAL ALLOCATION OF CANADA RESEARCH CHAIRS

The CRC Program sets a specific quota for Canada Research Chairs at each institution. As of July 2019, the University of Lethbridge holds 12 CRC Chairs (eleven Tier 2 Chairs and one Tier 1 Chair).

Consult **Appendix A** for the University of Lethbridge Canada Research Chair Utilization spreadsheet.

When a chair position becomes vacant, it is not necessarily reappointed to the same Faculty or Department. At the University of Lethbridge, the internal allocation of new or vacant CRCs is decided by the President, the Provost and Vice-President (Academic), and the Vice-President (Research), and is based on recommendations of the Faculty Deans and alignment with the University's Strategic Research Plan.

On occasion, a vacant or newly allocated CRC position may be assigned directly to an area of strategic priority by the President, the Provost and Vice-President (Academic), and Vice-President (Research), in consultation with the relevant Dean.

Normally, when a CRC becomes vacant or is newly allocated to the University, the following internal allocation process will occur:

Process

1. The Vice-President (Research) will notify the Faculties of the type (Tier 1 or Tier 2) of the available CRC, Tri-Agency affiliation (SSHRC, NSERC, or CIHR) of the available CRC, and any special conditions related to the opportunity.
2. Relevant Faculty Deans will be invited to submit a Letter(s) of Intent.

Letter of Intent: Required Contents

The Letter of Intent(s) should address how the proposed CRC theme will:

- A Align with the goals and directions outlined in the University of Lethbridge's Strategic Research Plan (2017-18 – 2019-20):
 - i. Elevate research, scholarly inquiry, or creative activity
 - ii. Prepare the next generation
 - iii. Enhance community outreach and engagement
 - iv. Support industry engagement, knowledge mobilization or translation
- B Build on an established area of strength or catalyze an emerging research niche. This description should include details on the current environment within the research area at the University of Lethbridge, and consideration of how existing infrastructure and research collaborations on campus could be harnessed to support a CRC in the proposed theme.
- C Align with relevant provincial and national priorities. Contact the relevant Grants Facilitator in the Office of Research and Innovation Services for details of current priorities.
- D Enhance institutional capacity to secure major funding.
- E Include a detailed recruitment strategy that helps the institution meet its CRC equity, diversity and inclusion targets, objectives, and measurement strategies for the CRC's four designated groups: women, visible minorities, persons with disabilities, and Aboriginal Peoples, as well as other underrepresented groups.
- F Provide adequate and equitable institutional support to the candidate.

3. Based on a review of the letters received, the internal allocation of the new or vacant CRCs is decided by the President, the Provost and Vice-President (Academic), and the Vice-President (Research).
4. The Vice-President (Research) will notify the Dean of each Faculty that submitted a Letter(s) of Intent of the decision.
5. If suitable Letters of Intent are not submitted, a new call for proposals may be circulated.

If the search for a candidate fails, the candidate does not accept the position, or a CRC nomination is unsuccessful, the CRC allocation returns to the University. In these cases, the University may (1) subsequently use the allocation for a second candidate search and nomination in the same research area, (2) redirect the allocation to another decanal submission from the same internal call, or (3) decide to allocate it elsewhere by repeating the internal allocation process described above.

CORRIDOR OF FLEXIBILITY

The corridor of flexibility provides universities with a set number of "flexible Chairs". This allows universities to change the tier or the research area (e.g. NSERC, SSHRC, CIHR) of a limited number of their allocations. The corridor of Flexibility allows the University to effectively and strategically plan for and respond to opportunities as they arise. Use of the corridor of flexibility is considered under the following conditions:

- To meet strategic priorities related to institutional level plans (e.g. changing granting councils);
- To make up for chairs lost through reallocation (e.g. dividing one Tier 1 into two Tier 2 positions);
- To combine two Tier 2 positions into a Tier 1 position should the need arise (e.g. in order to strategically nominate a Tier 2 chairholder to a Tier 1 chair)

In close consultation with TIPS, the use of a flex-move is decided by the President, the Provost and Vice-President (Academic), and the Vice-President (Research), and is based on priorities outlined in the University's Strategic Research Plan. Decisions to use the Corridor of Flexibility will consider potential program impacts relating to achieving equity targets, as well as other University EDI initiatives.

ENSURING A FAIR AND TRANSPARENT RECRUITMENT PROCESS

Once a proposed theme for a CRC allocation is approved, academic units proposing to recruit and nominate a CRC should first consult the University of Lethbridge [Best Practices for Hiring with a Focus on Diversity & Equity](#).

Job Postings

Recommended best practices for posting nomination calls for CRC positions [is available online here](#).

Jobs must be posted a minimum of 30 days and generally longer. Inclusive, unbiased, ungendered language must be used. Academic units are encouraged to include job criteria requiring that applicants demonstrate a track record related to diversity such as strengths and experiences in increasing diversity in their previous institutional environment, and in curriculum.

As of October 27 2017, the CRC Program "will not accept nominations that do not provide evidence of an openly advertised process" (recommendation A.4 of the [CRC Equity, Diversity and Inclusion Action Plan](#)). **The Office of Research & Innovation Services (ORIS), in consultation with Human Resources will provide current, policy-appropriate language and hiring standards for recruiting CRCs for inclusion in CRC advertisements and recruiting processes to ensure the University is in keeping with CRC program requirements.** A copy of the open job posting must be submitted with all nominations. For these reasons, it is important that the Job Posting be reviewed by the Vice-President (Research) and the Associate Vice-President (Human Resources) before going live.

Search for Candidates

In keeping with recommendation A.6 of the [CRC Equity, Diversity and Inclusion Action Plan](#), all individuals involved in the CRC recruitment and nomination process will participate in training on the importance of equity, diversity and inclusion within the program.

It is expected that searches will commence approximately one full year in advance of the nomination deadline in order to engage an adequately wide pool of candidates. Proactive engagement with disciplinary associations that represent or conduct outreach on behalf of the four designated groups within the discipline should be conducted in writing as soon as the posting is live, if not before. Faculties/departments are encouraged to consult with the Office of Human Resources and ORIS to develop a strategic, inclusive plan for the circulation of the Job Posting and candidate search so that diverse pool of applicants can be obtained.

Additional information on best practices for the candidate search [can be found here](#).

Hiring Committee

An effort should be made to strike a diverse, inclusive search committee. The VPR Office is now required to comply with and report upon the CRC's best practices for hiring with a focus on diversity and equity. For this reason, the Vice-President (Research) or designate will be involved in the hiring committee.

Each CRC search committee will complete equity training that includes instruction on debiasing. In coordination with Human Resources and the relevant Dean, the committee chair will develop a toolkit for the committee members that includes:

- advice on how to evaluate applications that include non-traditional components (e.g., community-focused research), and a list of internal contacts at the institution who can provide further advice;

- the institution's CRC equity targets, current representation, equity commitment and action plan;
- a list of suggested effective interview questions (as well as a list of impermissible questions);
- accommodation considerations; and
- key steps for making the decision-making process open and transparent.

Interview and Hiring Decisions

Interviews will be conducted in the same manner for each candidate. This includes using the same format for the interview (all face-to-face, or all telephone, for example), the questions asked during the interview, and the same relevant individuals contributing feedback to the committee based on meetings with the candidate during their campus visit. Where possible, campus visits should include a meeting with the ORIS office and should include the Vice-President (Research), Associate Vice-President (Research), and Grant Facilitator(s). Where this occasion incurs delays or requires special arrangements, this will be accommodated.

The search committee Chair will be responsible for providing a written report and all necessary documentation that accompanies the recommendation for the selected nominee. This report should describe the process by which the successful candidate was selected and should include rationales if a qualified member of one of the four federally designated equity seeking groups (which include women, persons with disabilities, Indigenous peoples, and members of visible minorities) was not successful. This information will be used to populate the required institutional attestation letter that must be submitted with all nominations.

Additional information on [best practices for interviewing and hiring decisions is available here](#).

Documentation of Recruitment Process

As per the [Chairs Administration Guide](#), the Tri-Agency Institutional Programs Secretariat reserves the right to ask institutions to provide documentation attesting that the process used to recruit chairholders was transparent, open, and equitable. In accordance with section 11 of the [University of Lethbridge Best Practices for Hiring with a Focus on Diversity and Equity](#), as well as the requirements of the [Chairs Administration Guide](#), a file should be retained with Human Resources for three years from the time of nomination that contains the following items for each nomination:

1. a copy of its open announcement (job posting), including a statement regarding its commitment towards equity and the participation of members from designated groups;
2. membership details of the hiring committees (indication that the committees or individuals involved in the decision-making process include at least one representative from the four federally designated equity seeking groups (FDGs));
3. the names of senior officials responsible for ensuring the recruitment process was in line with the institution's equity and diversity targets and the program's requirements for an open and transparent recruitment process;
4. a description of equity, diversity and inclusion training provided to individuals who participated in the process (including training on unconscious bias). Certificates of unconscious bias training completion for all committee members are to be retained by Human Resources;
5. a description of the role of the equity officer or equivalent official;
6. a description of the strategy used to identify and actively recruit members of designated groups;
7. a description of safeguards put in place to ensure that individuals who experienced career interruptions were not disadvantaged during the nomination process;
8. evaluation criteria and assessment grids;
9. copies of relevant internal policies and guidelines (e.g., equity policies, tenure-track hiring practices/policies, collective agreement or equivalent);
10. a description of the best practices used to collect data on the participation of individuals from the four designated groups (women, persons with disabilities, Aboriginal Peoples, and visible minorities), including a copy of the self-identification form; and
11. a description of how the chairholder is being or will be mentored and integrated within the institution's work environment.

INSTITUTIONAL COMMITMENT AND SUPPORT

When deciding whether to recommend support of a nomination, CRC reviewers assess the institutional **environment**, the institutional **commitment**, and the **fit** of the proposed Chair with the University's Strategic Research Plan. Reviewers are asked to give a global assessment of support based on these factors.

In the nomination application, the university must describe:

- How it and (as applicable) any affiliated institutions, hospitals, institutes, etc., will provide the chairholder with the support they need to ensure the success of their work, such as:
 - protected time for research (e.g., release from teaching or administrative duties);
 - funding for research and training;
 - opportunities for attracting additional resources (including financial and non-financial resources);
 - mentoring;
 - office and laboratory/graduate student space, as applicable;
 - administrative support;
 - hiring of other faculty members
- How these commitments differ from those provided for regular faculty members.

As leading, top-ranked scholars, Chairholders should be offered competitive conditions (salary, research support, infrastructure support, mentorship, etc.), for retention purposes and to demonstrate our commitment to their success.

Letter of Offer negotiations

Normally, the Faculty where the Chairholder will be hired is responsible for preparing the CRC nomination/renewal budget and negotiating with the candidate.

Letter of Offer negotiations (e.g. salary, start-up funds, etc.) with the candidate will take place as per the current practice for any new faculty hires at the University of Lethbridge and in accordance with the [University of Lethbridge Faculty Association \(ULFA\) Collective Agreement](#).

Conditional Offer

The Faculty may choose whether or not to make the hiring conditional upon the success of the CRC nomination application.

Dedicated Research Time

It is an expectation of the Chairs programs that institutions provide chairholders with all the support they need to ensure the success of their work, such as dedicated time for research (e.g., by reducing the teaching load or releasing the researcher from certain administrative duties). While the CRC program does not stipulate that a certain percentage of dedicated time be provided, many institutions ensure that chairholders are able to devote a minimum of 50 per cent of their work time to research.

Note: the cost of a teaching replacement is an eligible expense except while the chairholder is on leave. At the University of Lethbridge, CRCs are normally offered a reduced course load and reduced administrative duties to protect time for research. This cost can be counted as an institutional contribution.

Dedicated Space

The Faculty and respective Department(s) will identify dedicated faculty- and trainee-office spaces, as well as lab space, if applicable.

Funding from the Chairs program versus Funding from the University

The CRC program provides the University \$200,000 per year (Tier 1 Chairs) and \$100,000 per year (Tier 2 Chairs). As part of the negotiation process with the selected candidate, the Faculty can decide how much of the CRC funds to allocate to salary versus research-related support. A dedicated research fund

will be set up for any CRC funds allocated to research-related support. All decisions and negotiations will be fair and transparent to the candidate relative to their experience and qualifications.

Salary Stipend

At the University of Lethbridge, CRCs are normally offered an annual salary stipend for the duration of the term of the award.

Research funding

Research funding includes funds for equipment, materials & supplies, travel, salaries for trainees and technical staff, and other research related expenses that are eligible under the CRC program.

It is expected that CRC budgets will include a competitive start-up funding package and ongoing research support measures through the relevant Faculty and/or CRC funding. The School of Graduate Studies should also be consulted relative to available support measures.

Institutional contributions include access to research funding that is provided to all faculty members, such as professional development allowance and Travel Fund opportunities. These amounts can be included in the CRC nomination budget as cash contributions from the University.

Internal research funds (e.g. University of Lethbridge Research Fund, VPR Strategic Opportunities Fund) are available on a competitive basis and thus should not be included as cash contributions from the University. Nevertheless, they should be described in the Institutional Commitment section of the nomination as existing opportunities.

Overhead/Administrative costs

Although eligible (up to 25%), the University of Lethbridge does not normally recover indirect costs from CRC funds. This should be highlighted in the Institutional Commitment section of the nomination package.

Relocation costs

CRCs will normally be offered support for relocation (moving) costs, if applicable, as per standard University of Lethbridge rates in the hiring of faculty members.

Canada Foundation for Innovation (CFI)

The CFI John R. Evans Leaders Fund (JELF) enables a select number of an institution's excellent researchers to undertake leading-edge research by providing them with the foundational research infrastructure required to be or become leaders in their field. In turn, this enables institutions to remain internationally competitive in areas of research and technology development, aligned with their strategic priorities.

This fund also offers institutions the opportunity to create competitive research support packages in the form of infrastructure and a portion of the operating and maintenance costs, coupled with direct research costs from partner organizations.

The University has a predetermined envelope for infrastructure applications to the CFI JELF program. Research Chairs, including Canada Research Chairs, should have priority when it comes to CFI allocations. CRC nominees (including those renewing a CRC) should discuss their infrastructure needs and interest in an application to the CFI directly with their respective Dean. The Dean should discuss the availability of allocation for an application to the CFI with the Vice-President Research. The provision of a CFI allocation is an institutional contribution approved by the Vice-President Research.

REDUCTION TO THE UNIVERSITY'S CRC ALLOCATION

The national re-allocation process is conducted by the CRC every two years, includes both regular and special Chairs, and is based on the research grant funding received by the University's researchers from the three granting agencies – CIHR, NSERC and SSHRC – in the three years prior to the year of the allocation.

If the University of Lethbridge performance decreases relative to other institutions to the extent that its Chair allocation is reduced through the re-allocation process, the federal Chairs Secretariat will reclaim the lost Chair allocations. The University of Lethbridge can choose, in consultation with the Secretariat, to give back unoccupied Chairs or to use a deactivation funding mechanism using a sliding scale of decreasing support (100–50–0 per cent) on active Chairs.

At the University of Lethbridge, the President, the Provost and Vice-President (Academic), and the Vice-President (Research), in consultation with the Faculty Deans and with consideration of the University's Strategic Research Plan, will decide on matters related to the deactivation of a specific occupied CRC position due to a reduction in CRC allocation.

PHASE OUT OF EXISTING CHAIRS

As Chair terms expire, a new chair recruitment process begins, normally 12-18 months in advance of the final renewal submission date outlined by the CRC Secretariat, and follows the processes outlined above in the "Internal Allocation of Canada Research Chairs" and the "Ensuring a Fair and Transparent Recruitment Process" sections.

The University of Lethbridge acknowledges that the transition to regular faculty status may be difficult due to a sudden increase in teaching and administrative duties, which may impact research productivity. Every effort should be made to ensure a smooth transition at the level of each individual faculty member. As a result, each CRC should be contacted by the appropriate Faculty Dean 12-18 months in advance of their term end date in order to initiate the development of a transition plan. Human Resources and Vice-President (Research) Office are available for consultation on the development of the transition plan if required.

The University of Lethbridge aims to strategically manage its chair allocations, in order to mitigate the over-commitment of chair positions should it lose a chair(s) due to a reallocation exercise. The University also strategically plans for EDI and strives to meet and/or exceed our targets in all of the designated groups. In the event that a Chair(s) is lost due to reallocation, the President, the Provost and Vice-President (Academic), and the Vice-President (Research) will review the University's entire CRC allocation, focusing first on vacant and uncommitted Chair(s) as priority for return. If no such positions are available, focus will shift to vacant and committed Chair(s). Should such a Chair be identified that does not have a potential nominee in place, then this Chair will be returned to the CRC Secretariat at the recommendations of the President, the Provost and Vice-President (Academic), and the Vice-President (Research). Finally, if all Chairs are filled and/or committed, the University will review the termination dates of all held Chairs in order to ascertain which Chair(s) may be returned in a timely manner. During phase-out considerations, equity, diversity, and inclusion will be considered before relinquishing a chair, including potential impact to chairholder's research path and institutional EDI targets, in connection with criteria outlined above such as end date of the award and researcher performance. Any new allocations received in future exercises will follow the INTERNAL ALLOCATION OF CANADA RESEARCH CHAIRS (see page 1) in order to ensure transparency within the U of L CRC Program.

The "renewal of a chair" refers to the continuation of a current chairholder in the same position at the same institution for an additional term.

The following are not considered renewals, but rather new nominations:

- nomination of a Tier 2 chairholder to a Tier 1 chair;
- nomination of an individual to replace a current or former chairholder;
- nomination of a chairholder at one institution to a Canada Research Chair at another institution; and
- nomination of a current chairholder who has missed their final renewal submission date.

Both Tier 1 and Tier 2 chairs are renewable and must be submitted to the CRC at least six months prior to the end date of the chairholder's term. Tier 1 chairs can be renewed once and are eligible for renewal in their sixth year. Tier 2 chairs can be renewed once and are eligible for renewal in their fourth year.

Within the CRC program, the renewal of a CRC is not automatic. CRC reviewers assess renewal nominations against the following evaluation criteria:

1. Quality of the chairholder and the proposed research program

2. Quality of the institutional environment, institutional commitment, and fit of the proposed chair with the institution's strategic research plan

In addition, the renewal nomination form includes a performance report that requires the institution to clearly demonstrate how the chairholder has achieved the objectives set out in the original nomination; that the chairholder has upheld the standards of excellence of the CRC program; and what the added value has been of holding a Canada Research Chair at the institution.

Internal Decisions Regarding Renewals

The renewal of a CRC is also not automatic at the institution-level. Prior to submitting a renewal application to the CRC, the chairholder is assessed by the University according to the following criteria:

1. The quality and performance of the Chair relative to the criteria of the CRC (at the Tier 1 or Tier 2 level, as applicable) including:
 - a. The Chair as an outstanding researcher acknowledged by their peers as world leaders in their fields (Tier 1);
 - b. The Chair's potential and ability to independently lead a program of research and establish an international reputation (Tier 2);
 - c. Record of research productivity, impact, external funding, and training;
2. Alignment of the Chair with the University's Strategic Research Plan, including current strategic goals of both the Faculty and the University;
3. Align with relevant provincial and national priorities;
4. Consideration of the University's ability to meet the institution's equity, diversity and inclusion targets for the CRC's four federally designated equity seeking groups: women, visible minorities, persons with disabilities, Aboriginal Peoples, as well as other underrepresented groups.

The decision to renew a CRC rests with the President, the Provost and Vice-President (Academic), and the Vice-President (Research), and is based on recommendation by the Faculty Dean and alignment with the criteria described above. During renewal considerations, equity, diversity, and inclusion will be considered. The University recognizes that researchers have varying career paths and that career interruptions due to personal circumstances can be part of an excellent academic record. As such, the impact of certain circumstances (including, but not limited to parental leave, family responsibilities, illness, disability, research in emerging fields, limited access to resources) or accommodations that may legitimately affect a candidate's record of research achievement will be given careful consideration during the assessment process.

1. Approximately one (1) year before a renewal application is due to the CRC, the Vice-President (Research) will notify the appropriate Dean of the anticipated renewal timeline.
2. The Dean is asked to notify the Vice-President (Research) as soon as possible if the incumbent does not wish to renew the chair position. In such cases, the CRC will become vacant at the end of the term and subject to the internal allocation process described above.
3. In cases of renewal, the Dean will be invited to submit a recommendation to renew the Chair no later than six (6) months before the CRC's renewal deadline. The recommendation should be sent directly to the Vice-President (Research) and include:

Renewal Recommendation: Required Contents

- A. Confirmation that the incumbent wishes to renew the Chair position.
- B. A cover letter from the Dean that provides an assessment of the incumbent's performance, track-record, and anticipated productivity over a subsequent term. This evaluation should address the criteria outlined above.
- C. A copy of the Chair's Annual Progress Reports produced up to the time of recommendation.
- D. A draft performance report written by the incumbent (6 pages maximum). See Appendix B for details. This item should clearly demonstrate how the candidate for renewal has progressed on the goals and objectives of the original proposed research program.

- | |
|---|
| E. A current CV of the incumbent using the CRC CV guidelines. See Appendix C for details. |
| F. A draft description of the proposed research program written by the incumbent (6 pages maximum). See Appendix D for details. |

4. In alignment with the CRC Program evaluation criterion, decisions made by the President, the Provost and Vice-President (Academic), and the Vice-President (Research) will take into account and be sensitive to circumstances affecting productivity (such as maternity, parental or extended sick leave, clinical training, etc.). Nominees are encouraged to explain any circumstances that have affected their productivity (if applicable).
5. The Vice-President (Research) will notify the Dean directly of the decision.
6. If the decision is positive, the Dean will prompt the incumbent to work with the Office of Research and Innovation Services to prepare a full renewal application to the CRC.
7. If the decision is negative, the CRC will become vacant at the end of the term and subject to the internal allocation process described above. There is no appeal process.
8. The institutional commitment and support offered to the renewing CRC should align with the INSTITUTIONAL COMMITMENT AND SUPPORT section described above.
9. Upon termination or non-renewal of a CRC award, the incumbent retains full-time appointment at their existing academic rank and salary level, excluding any stipend related to their CRC designated position.

DEFERRED RECOMMENDATION PROCESS

Should a nomination or renewal submitted to the CRC program receive a negative decision (not recommended for support), the University of Lethbridge will follow the protocols outlined in the [Deferred Recommendation Process](#). The University will receive and review the Interdisciplinary Adjudication Committee (IAC) and the copies of external reviewer reports provided by the CRC Secretariat. In accordance with the process outlined by the Secretariat, the University will provide a one-page letter outlining the support for the proposed research program and an accompanying two-page report addressing the concerns outlined by the IAC.

APPENDIX A. CANADA RESEARCH CHAIR UTILIZATION SPREADSHEET

The University of Lethbridge currently holds 12 CRC Chairs, and as such must adhere to the new [Equity, Diversity and Inclusion Public Accountability and Transparency Requirements](#) of the program.

To be eligible for the program, all participating institutions with five or more Chair allocations must clearly publish on their websites, by October 27, 2017, information related to the management of their Chair allocations. This includes the institution's CRC utilization spreadsheet, which outlines how many Chair allocations the institution has, how many are filled and by which chairholders (with their term end and start dates), type of flex moves used and which allocations are available.

11	UNIVERSITY OF LETHBRIDGE										LAST UPDATED BY TIPS: July 24 2019					
	Chair allocations as per: Year 2017 calculation										DERNIERE MISE A JOUR PAR SPIIE: le 24 juillet 2019					
	Allocation des chaires selon: Calcul de l'année 2017															
			TO BE REMOVED BEFORE POSTING / RETIRER AVANT LA						# Active 10			Allocation/Utilization		* Method of Allocating Chairs		
														* Processus d'attribution des chaires		
Chair #	Allocation by Agency	Allocation by Agency	Nomination #	Name of Chairholder	Name of Chairholder	Type	Cycle	Proposed Start Date / Date de début proposée	Confirmed Start Date / Date de début confirmé	End Date / Date de fin	Active / Actif	Final Renewal submission / Date finale - demande de	Tier 1	Tier 2	Individual Comments	Calculation/Utilization History *
Chaire	Allocation par Agence	Allocation par Agence	# du dossier	Nom du Candidate	Nom du Canadidat	Type	Cyle	Date de début proposée	Date de début confirmé	De de fin	Activ e	Date finale - demande de	Total: 9	11	Commentaires individuels	Historique des calculs/utilisation *
602	CIHR	CIHR	231741	Patel, Trushar R.	Patel, Trushar R.	New	2017-1	1-Nov-17	1-Nov-17	#####	yes	April 2022	2	2		Flexibility permitted: 5 Flexibility used: 3 1) 485 Split into 2 Tier 2 (NSERC) 2) 1973 Split into 2 Tier 2 (SPECIAL) 3) 1387 SSHRC to NSERC 4) 5)
1387	SSHRC	NSERC	232086	Barrett, Louise	Barrett, Louise	Renewal	2018-1	1-Jan-19	1-Jan-19	#####	yes	Not applicable	1	1	SECOND TERM - NO FURTHER RENEWAL POSSIBLE	
485-A	NSERC	NSERC	231158	Wiseman, Steven	Wiseman, Steven	New	2015-2	1-Jul-16	16-May-16	#####	yes	October 2020	1	2		
485-B	NSERC	NSERC	231413	Zovovillis, Athanasios	Zovovillis, Athanasios	New	2016-1	1-Sep-16	1-Dec-16	#####	yes	April 2021		2		Year 8 calculation: Gain of 2 Tier 1 NSERC: Tier 1 SSHRC: Tier 1
1388	NSERC	NSERC	230558	Gonzalez, Claudia	Gonzalez, Claudia	Renewal	2014-1	1-Oct-14	1-Oct-14	#####	yes	Not applicable	2	2	SECOND TERM - NO FURTHER RENEWAL POSSIBLE	
1389	NSERC	NSERC	231955	Spencer, Lookie	Spencer, Lookie	Renewal	2017-1	1-Jul-18	1-Jul-18	#####	yes	Not applicable	2	2	SECOND TERM - NO FURTHER RENEWAL POSSIBLE	Year 2008 calculation: SSHRC: loss of 1 Tier 1 SSHRC T-1 #1205 removed (SSHRC T-1)
1821	SSHRC	SSHRC	232651	Under Review	Under Review	New	2019-1	1-Jan-20					2	2		Year 2010 calculation Gain of 1 chair: SSHRC Tier 1
1973-A	SPECIAL	SSHRC	231802	Giroux, Monique	Giroux, Monique	New	2017-1	1-Jan-18	1-Nov-17	#####	yes	April 2022	1	2		Year 2012 calculation Loss of 1 SSHRC Tier 1
1973-B	SPECIAL	SSHRC	231843	Young, Julie	Young, Julie	New	2017-1	1-Jan-18	1-Jan-18	#####	yes	April 2022		2		SSHRC Tier 1 # 1820 - apply phase-out mechanism
1974	SPECIAL	NSERC	232346	Iwaniuk, Andrew	Iwaniuk, Andrew	Renewal	2018-2	1-Jul-19	1-Jul-19	#####	yes	Not applicable	2	2	SECOND TERM - NO FURTHER RENEWAL POSSIBLE	Year 2014 calculation No change
1975	SPECIAL	SSHRC	231954	Alexander, Kristine	Alexander, Kristine	Renewal	2017-2	1-Jul-18	1-Jul-18	#####	yes	Not applicable	2	2	SECOND TERM - NO FURTHER RENEWAL POSSIBLE	Year 2017 calculation Gain of 1 chair Loss of 1 chair GAINED 1 SSHRC N-1 LOST 1 NSERC T-1 Change chair #1387 from NSERC to SSHRC (under allocation) Apply 1 flex to use it as a NSERC)

APPENDIX B. PERFORMANCE REPORT

PERFORMANCE REPORT (maximum six pages excluding executive summary [a])

In clear, plain, non-specialist language, the institution must clearly demonstrate how the nominee has achieved the objectives set out in the original nomination, that they have upheld the standards of excellence of the Canada Research Chairs Program, and what the added value has been to the nominee of holding a Canada Research Chair.

a) Executive summary (maximum 100 words)

- Highlight the major accomplishments achieved by the chair during the previous term.

b) Quality of the chair

- Demonstrate that the nominee continues to distinguish themselves as an outstanding, world-class researcher (Tier 1); or that they are developing into an outstanding researcher of world-class caliber who is poised to become a leader in their field (Tier 2).

c) Research program

- Describe how the nominee has achieved the goals of the original research program.
- Describe how the nominee has carried out a research program that is producing leading-edge results that are making a significant impact at the international level (Tier 1); or how the nominee has carried out a research program that has produced important results that are making a significant impact in the field.

d) Engagement with research users and communication of results

- If applicable, describe how the nominee has engaged with research users (e.g., media, academics, industry, government, not for profit and private sector organizations, practitioners, policy-makers, educators, artistic and cultural communities, etc.) during the various stages of their research program (e.g., conception/design of research program, implementation of research program, communication of results, etc.).
- Describe how the nominee has disseminated their research results during their previous term (e.g., conferences; peer-reviewed publications, monographs and books; copyrights, patents, products and services; technology transfer; creative or artistic works, etc.).
- Explain how these research results have made a significant impact in the nominee's respective field.

e) Description of training strategies

- Describe the training strategies used by the chair to attract excellent students (e.g., doctoral, masters, undergraduate) and trainees to the institution or affiliated institute(s).
- Describe how the chair has encouraged these student and trainees to develop their research expertise.
- Describe how the chair has created an environment that attracts, develops and retains excellent students and trainees.

f) Integration with the institution's strategic research plan

- Describe any impacts of the nominee's research that support the institution's strategic research plan.
- Describe how the nominee has helped build relationships with other research initiatives in Canada and abroad.
- If applicable, describe how the nominee has improved the institution's ability to leverage additional research resources, including financial and non-financial.

APPENDIX C. CV

1) SIGNIFICANT CONTRIBUTIONS

- List the five most significant research contributions that the nominee has made during his/her career. Explain their significance.

2) PUBLICATION CONVENTIONS IN THE DISCIPLINE (One page maximum)

- Forms of research publications/contributions can vary greatly among disciplines. Given that the nomination may be peer reviewed by an interdisciplinary adjudication committee that includes researchers who may not have direct expertise in the nominee's field, clearly explain the publication conventions in the nominee's discipline so as to allow informed assessment of the nominee's research contributions by a variety of experienced researchers.
- Describe:
 - A. the publication conventions in the nominee's discipline(s);
 - B. the choice of venues for the dissemination of the nominee's research results;
 - C. the citation conventions for the discipline(s) (e.g., senior author first in multi-authored publications);
 - D. the publication conventions in the discipline(s) as it relates to students and trainees; and
 - E. the particularities and/or challenges involved in the publication of interdisciplinary or multidisciplinary research results (if applicable).

3) RESEARCH CONTRIBUTIONS (over the last five or seven years, as outlined below)

- Contributions may include: books, chapters of books, articles, monographs, memoirs, special papers, review articles, conference/symposia proceedings and abstracts, patents, copyrights, products, services, technology transfer, creative or artistic works (including individual or collective literary or artistic works such as novels, short stories, poetry, films, videos, visual art, booklets, records, sound creation, collections, exhibition catalogues, etc.), government publications, book reviews by the nominee or published reviews of his/her work, research reports, papers presented at scholarly meetings or conferences, and other forms of written scholarly expression or participation in public discourse and debate that constitute a contribution to research.
 - For published contributions, provide complete bibliographic notices (including co-authors, title, publisher, name of publication, volume, date of publication, number of pages, etc.) as they appear in the original publication.
 - For multi-authored publications, identify any students and trainees that the nominee supervised by underlining their names.
 - Specify the nominee's role in co-authored publications and indicate the percentage of the nominee's contribution to the team effort.
 - For written works accepted for publication or in press, indicate the name of publication, date of acceptance and number of pages, and append the letter of acceptance to the nomination in annexe.
 - For publications submitted or revised and submitted, indicate the name of publication to which they were submitted, date of submission, number of pages and, if available, the manuscript numbers.
 - For publications in languages other than French or English, provide a translation of the title and the name of the publication.
 - For new Tier 2's, list your theses.

Note: Do not include published contributions that are in preparation.

CV length based on nomination type

Depending on the type of nomination (as outlined below), the timeframe allowed for the list of research contributions is either five or seven years prior to the deadline for submission of the nomination. For example, a

2014 nomination deadline means that research contributions from as far back as 2009 may be listed, or as far back as 2007, depending on the type of nomination.

- New Tier 1 and Tier 2 nominees: List all research contributions over the last five (5) years.
- Tier 1 renewal nominees: List all research contributions over the last seven (7) years.
- Tier 2 renewal nominees: List all research contributions over the last five (5) years.

Group the nominee's research contributions by category in the following order, with the most recent contributions listed first.

- A. Published refereed contributions, such as: books (where applicable, subdivide according to those that are single-authored, co-authored, and edited works), monographs, book chapters, and articles in scholarly refereed journals.

Note that 'refereed contributions' assumes assessment of the work in its entirety—not merely of an abstract or extract—before publication, and by appropriately independent, anonymous and qualified experts (i.e., assessors who are at arm's length from the author).

- B. Other refereed contributions, such as: conference proceedings, papers presented at scholarly meetings or conferences, articles in professional or trade journals, government publications, etc.
- C. Non-refereed contributions, such as: book reviews, published reviews of your work, research reports, policy papers, public lectures, creative works, papers in conference proceedings, specialized publications, technical reports, internal reports, discussions, abstracts, symposium records, monographs, books or book chapters, conference presentations, government publications, etc.
- D. Forthcoming contributions: Indicate one of the following statuses: "submitted", "revised and submitted", "accepted" or "in press". Provide the name of the journal or book publisher and the number of pages.
- E. Creative outputs: List your most recent and significant achievements (if applicable), grouping them by category.

Creative outputs will be evaluated according to established disciplinary standards, as well as creative and/or artistic merit.

Examples of creative outputs may include, for example, exhibitions, performances, publications, presentations, film, video, audio recordings, etc. If applicable, you may include website links (though the Secretariat cannot guarantee that links will be accessed). If including a website link, please follow these instructions:

- Provide the complete and exact URL and indicate the path to access the intended support material on the website.
- Include a list of up to three works or excerpts of works to which you would like to direct the reviewers (e.g., images, audio, video, written material, etc.). Please provide titles, dates of creation/production, and a brief context for the works presented.
- Ensure that the website and all links involved will be operational up to six months after the application deadline.
- Specify the browser and version that should be used.

Note: The Secretariat assumes no responsibility in cases where links provided are broken or the server is unavailable during the adjudication period.

4) LEADERSHIP

- Provide evidence of international leadership (Tier 1), or of the potential to become an international leader in the field in the next five to 10 years (Tier 2).
 - Describe (if applicable, based on the nominee's career stage) any involvement in broader intellectual leadership activities, such as the stewardship of initiatives at a national or

international level that have had an influence or impact that extends beyond the nominee's own institution.

- If applicable, describe how the nominee has improved the institution's ability to leverage additional research resources (including financial and non-financial resources).

5) TRAINING AND SUPERVISORY EXPERIENCE

- Describe the nominee's role in training students (e.g., doctoral, masters, undergraduate) and other trainees (if applicable).
- Describe the nominee's role in supervising or co-supervising ongoing and/or completed theses at the doctoral, masters and/or undergraduate level.
- Describe the steps the nominee has taken to involve students (e.g., doctoral, masters, undergraduate) in his/her research activities.
- Specify if the nominee's opportunities for such contributions have been limited because the university does not have graduate degree programs in his/her field or discipline. Describe any proactive strategies undertaken in order to make contributions to student training despite these challenges.

6) OTHER CONTRIBUTIONS

- Describe other activities that show the impact of the nominee's work, such as awards, contributions to scientific peer review (membership on peer review committees, external reviews, etc.), consulting, contributions to professional practice or public policy, memberships on committees, boards, or policy-making bodies with government or the private sector, voluntary work, work with or within community or not-for-profit organizations, or work in non-academic positions.

7) CIRCUMSTANCES AFFECTING PRODUCTIVITY

An important evaluation criterion in the Canada Research Chairs Program is the excellence of the nominee. A key factor in assessing this criterion is the research productivity of the individual. The Secretariat acknowledges that certain circumstances may legitimately affect a nominee's record of research achievement.

Nominees are encouraged to explain any circumstances that have affected their productivity (if applicable) in order to allow for a fair assessment of their nomination. Reviewers are instructed to give careful consideration to and be sensitive to the impact of these circumstances when assessing the nominee's research productivity.

Guidelines for explaining circumstances affecting productivity:

- Clearly explain the circumstances that have had an impact on your research productivity.
- Provide an estimate of the amount of time the nominee was taken away from his/her work by the affecting circumstance(s) (e.g., 'one day a week for five months', or 'one month during the year'). If applicable, include the start and end dates of the period in question.
- Provide the dates of all formal leaves taken.

CV length extension provision

Nominees may extend the "Research Support" and "Research Contributions" sections of their CVs if they have taken a formal leave that meet the following conditions:

- the leave(s) must have been for parental leave, extended illness, or the need for the care and nurturing of the chairholder's immediate family members; the employer must have formally approved the leave(s);
- the leave(s) must have occurred within the 10 years prior to the program's nomination submission deadline date; and
- the leave(s) must have been long enough to have had an impact on the nominee's productivity.

Extend these sections of the CV according to the length of the leave, rounded up to the closest full year. For example, a new Tier 2 nominee who had an 18-month leave can extend their CV from the mandatory five (5) years to seven (7) years).

The extension may be applied to more than one eligible leave period. For example, a Tier 2 nominee who had a six month leave in 2014 and an eight month leave in 2015 can extend their CV from the mandatory five (5) years to seven (7) years).

APPENDIX D. PROPOSED RESEARCH PROGRAM

DESCRIPTION OF THE PROPOSED RESEARCH PROGRAM (maximum six pages excluding executive summary [a] and list of references [f])

In clear, plain, non-specialist language, clearly demonstrate that the nominee is proposing an original and innovative research program of the highest quality (Tier 1) or of high quality (Tier 2).

a) Executive summary (100 words maximum)

- Briefly state the explicit objectives of the proposed research program.
- Briefly state the major accomplishments the nominee plans to achieve in a subsequent term as a Canada Research Chair.

b) Context

- Explain what makes the research program original, innovative and of the highest quality (Tier 1) or of high quality (Tier 2).
- Situate the proposed research within the context of the relevant scholarly literature.
- Explain the relationship and relevance of the proposed research to the nominee's ongoing research.
- If the proposed research program represents a significant change of direction from the nominee's previous research, describe how the proposed program relates to experiences and insights gained from earlier research achievements, and, if applicable, how the nominee will achieve the appropriate level of expertise needed to successfully implement the proposal.
- Explain the anticipated contribution of the research program to the existing body of knowledge in the research area.
- Describe the theoretical approach or framework (if applicable).
- Demonstrate how the proposed research will contribute to the attainment of the research objectives outlined in the institution's strategic research plan.

c) Methodology

- Describe the proposed research strategies and key activities, including methodological approaches and procedures for data collection and analysis, that will be used to achieve the stated research objectives.
- Justify the choice of methodology.

d) Engagement with research users and communication of results

- If applicable, describe how research users (e.g., media, academics, industry, government, not for profit and private sector organizations, practitioners, policy-makers, educators, artistic and cultural communities, etc.) will be engaged during the various stages of the research (e.g., conception of research project(s), implementation, communication of results, etc.).
- Describe how the research results will be disseminated (e.g., conferences, peer-reviewed publications, copyrights, products, services, technology transfer, creative or artistic works, etc.).

e) Description of proposed training strategies

- Describe the training strategies that have been and will be used to attract excellent students (e.g., doctoral, masters, undergraduate) and trainees to the university or affiliated institution(s), hospital(s), institute(s);
- Describe how an environment that attracts, develops and retains excellent students and trainees has been or will be created.

- Describe the specific roles and responsibilities of students and trainees and indicate the duties, especially with respect to research, that they will be undertaking and how these will complement their academic training and develop their research expertise.
- f) List of references (maximum one page)
- Attach a list of all references cited in the proposed research program. (This is in addition to the six pages allowed for the description of the proposed research program [b through e].)

UNIVERSITY OF LETHBRIDGE											LAST UPDATED BY TIPS: July 24 2019						
Chair allocations as per: Year 2017 calculation											DERNIERE MISE A JOUR PAR SPIIE: le 24 juillet 2019						
Allocation des chaires selon: Calcul de l'année 2017																	
TO BE REMOVED BEFORE POSTING / RETIRER AVANT LA											# Active						
											Allocation/Utilization						
											* Method of Allocating Chairs						
											* Processus d'attribution des chaires						
Chair #	Allocation by Agency	Utilization by Agency	Nomination #	Name of Chairholder	Name of Chairholder	Type	Cycle	Proposed Start Date de début proposée	Confirmed Start Date de début confirmé	End Date de fin	Active / Actif	Final Renewal submission Date finale - demande de	Total: 10	9	11	Individual Comments	Calculation/Utilization History *
Chaire	Allocation par Agence	Utilisation par Agence	# du dossier	Nom du Candidat	Nom du Canadidat	Type	Cyle	Date de début proposée	Date de début confirmé	De de fin	Activ e	Date finale - demande de	Niveau 1	3	1	Commentaires individuels	Historique des calculs/utilisation *
602	CIHR	CIHR	231741	Patel, Trushar R.	Patel, Trushar R.	New	2017-1	1-Nov-17	1-Nov-17	#####	yes	April 2022	2	2		Flexibility permitted: 5 Flexibility used: 3 1) 485 Split into 2 Tier 2 (NSERC) 2) 1973 Split into 2 Tier 2 (SPECIAL) 3) 1387 SSHRC to NSERC 4) 5)	
1387	SSHRC	NSERC	232086	Barrett, Louise	Barrett, Louise	Renewal	2018-1	1-Jan-19	1-Jan-19	#####	yes	Not applicable	1	1		SECOND TERM - NO FURTHER RENEWAL POSSIBLE	
485-A	NSERC	NSERC	231158	Wiseman, Steven	Wiseman, Steven	New	2015-2	1-Jul-16	16-May-16	#####	yes	October 2020	1	2			
485-B	NSERC	NSERC	231413	Zovollis, Athanasios	Zovollis, Athanasios	New	2016-1	1-Sep-16	1-Dec-16	#####	yes	April 2021		2		Year 8 calculation: Gain of 2 Tier 1 NSERC: Tier 1 SSHRC: Tier 1	
1388	NSERC	NSERC	230558	Gonzalez, Claudia	Gonzalez, Claudia	Renewal	2014-1	1-Oct-14	1-Oct-14	#####	yes	Not applicable	2	2		SECOND TERM - NO FURTHER RENEWAL POSSIBLE	
1389	NSERC	NSERC	231955	Spencer, Locke	Spencer, Locke	Renewal	2017-1	1-Jul-18	1-Jul-18	#####	yes	Not applicable	2	2		SECOND TERM - NO FURTHER RENEWAL POSSIBLE	
1821	SSHRC	SSHRC	232651	Under Review	Under Review	New	2019-1	1-Jan-20					2	2		Year 2008 calculation: SSHRC: loss of 1 Tier 1 SSHRC T-1 #1205 removed (SSHRC T-1)	
1973-A	SPECIAL	SSHRC	231802	Giroux, Monique	Giroux, Monique	New	2017-1	1-Jan-18	1-Nov-17	#####	yes	April 2022	1	2		Year 2010 calculation Gain of 1 chair: SSHRC Tier 1	
1973-B	SPECIAL	SSHRC	231843	Young, Julie	Young, Julie	New	2017-1	1-Jan-18	1-Jan-18	#####	yes	April 2022		2		Year 2012 calculation Loss of 1 SSHRC Tier 1	
1974	SPECIAL	NSERC	232346	Ivaniuk, Andrew	Ivaniuk, Andrew	Renewal	2018-2	1-Jul-19	1-Jul-19	#####	yes	Not applicable	2	2		SECOND TERM - NO FURTHER RENEWAL POSSIBLE	
1975	SPECIAL	SSHRC	231954	Alexander, Kristine	Alexander, Kristine	Renewal	2017-2	1-Jul-18	1-Jul-18	#####	yes	Not applicable	2	2		SECOND TERM - NO FURTHER RENEWAL POSSIBLE	
											Year 2014 calculation No change						
											Year 2017 calculation Gain of 1 chair Loss of 1 chair						
											GAINED 1 SSHRC N-1 LOST 1 NSERC T-1 Change chair #1387 from NSERC to SSHRC (under allocation) Apply 1 flex to use it as a NSERC)						

Canada Research Chair Equity, Diversity, & Inclusion Action Plan Appendices – September 2019

APPENDIX D: APPLICANT SELF-IDENTIFICATION SURVEY

8/7/2019

Edit Survey | Qualtrics Survey Software

Canada Research Chair Program Applica...

ProjectsContactsLibraryHelp

Survey

ActionsDistributionsData & AnalysisReports

Canada Research Chair Program Applicant Equity, Diversity, & Inclusion Self Identification

iQ Score: FairPublished

Introduction

Block Options

As a destination university, the University of Lethbridge strives to create a diverse and inclusive community where students, faculty and staff feel welcome, are treated equitably, and can thrive in their various endeavours. The Canada Research Chairs (CRC) program is also committed to the principles of equity, diversity, and inclusion and together we strive to remove barriers that have been historically encountered by some people in Canadian society.

We ask that you complete the following self-identification questionnaire as we want to ensure that our CRC recruitment processes are fair and equitable in attracting highly qualified candidates.

You may self-identify in more than one category. All responses to this questionnaire will be held in strict confidence within Human Resources and will be independent of your application documents shared with the selection committee. Only a summary of the aggregate data will be used for statistical purposes as part of the requirement for the CRC program. You may decline to answer any or all the questions but the submission of the survey is essential to ensure the ULethbridge is compliant with the CRC program.

If you have any questions or concerns, you may contact:

Ariane Tennant
Associate Vice President, Human Resources
Phone: (403) 329-2268
Email: ariane.tennant@uleth.ca

Canada's Research Chair Program
Phone: 613-947-9203
Email: information@chairs-chaires.gc.ca

Add Block

Self Identification Information

Block Options

Q1 Do you self-identify as a woman, man, gender fluid and/or non-binary?

☐ Male

☐ Female

☐ Gender Fluid/Non-binary

☐ I prefer not to respond at this time

https://uleth.ca1.qualtrics.com/Q/EditSection/Blocks?ContextSurveyID=SV_dbuZ8wYTZacPeNn

1/2

Q2 Do you identify as an Indigenous Person: First nations, Metis, or Inuit?

For the purpose of this questionnaire, an Indigenous person is a person who identifies as a First Nation, Métis, or Inuit. Indigenous persons include status, treaty, or registered persons, as well as non-status and non-registered persons.

☐ Yes

☐ No

☐ I prefer not to respond at this time

Q3 Do you identify as a member of a visible minority?

Members of visible minorities are persons other than First Nations, Metis, or Inuit, who are non-white in colour regardless of their birthplace or citizenship. Examples include, but are not limited to, persons who identify as Black, Chinese, Filipino, Japanese, Korean, South Asian or East Indian, Southeast Asian, non-white West African, North African or Arab, non-white Latin American, or person of mixed origin (with one parent in one of the visible minority groups on this list).

☐ Yes

☐ No

☐ I prefer not to respond at this time

Q4 Do you identify as a Person with a Disability?

A Person with a Disability is a person who has long-term or recurring physical, mental, psychiatric, or learning impairments and who considers themselves to be disadvantaged in employment by reason of impairment, or believes that an employer or potential employer is likely to consider them to be disadvantaged in employment by reason of that impairment; and includes persons whose functional limitations owing to their impairment have been accommodated in the current job or workplace.

☐ Yes

☐ No

☐ I prefer not to respond at this time

[Add Block](#)

	End of Survey Survey Termination Options...
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Introduction

As a destination university, the University of Lethbridge strives to create a diverse and inclusive community where students, faculty and staff feel welcome, are treated equitably, and can thrive in their various endeavours. The Canada Research Chairs (CRC) program is also committed to the principles of equity, diversity, and inclusion and together we strive to remove barriers that have been historically encountered by some people in Canadian society.

We ask that you complete the following equity survey to aid us in ensuring that our CRC retention processes are fair, equitable and meeting the needs of our current chairholders.

You may self-identify in more than one category. All responses to this questionnaire will be held in strict confidence within Human Resources and will be independent of your CRC nomination/renewal files. Only a summary of the aggregate data will be used for statistical purposes as part of the requirement for the CRC program. You may decline to answer any or all the questions, but the submission of the survey is essential to ensure the ULEthbridge develops an Action Plan that meets the needs of our chairholders and is compliant with the CRC program.

If you have any questions or concerns, you may contact:

Ariane Tennant
Associate Vice President, Human Resources
Phone: (403) 329-2268
Email: ariane.tennant@uleth.ca

Or

Erasmus Okine, PhD, PAS, FICN
Vice-President Research
Phone: (403)-329-2431
Email: Erasmus.okine@uleth.ca

Self Identification Information

Do you self-identify as a woman, man, gender fluid and/or non-binary?

- ☐ Male
- ☐ Female
- ☐ Gender Fluid/Non-binary
- ☐ I prefer not to respond at this time

Do you identify as an Indigenous Person: First nations, Metis, or Inuit?

For the purpose of this questionnaire, an Indigenous person is a person who identifies as a First Nation, Métis, or Inuit. Indigenous persons include status, treaty, or registered persons, as well as non-status and non-registered persons.

- ☐ Yes
- ☐ No
- ☐ I prefer not to respond at this time

Do you identify as a member of a visible minority?

Members of visible minorities are persons other than First Nations, Metis, or Inuit, who are non-white in colour regardless of their birthplace or citizenship. Examples

include, but are not limited to, persons who identify as Black, Chinese, Filipino, Japanese, Korean, South Asian or East Indian, Southeast Asian, non-white West African, North African or Arab, non-white Latin American, or person of mixed origin (with one parent in one of the visible minority groups on this list).

- ☐ Yes
- ☐ No
- ☐ I prefer not to respond at this time

Do you identify as a Person with a Disability?

A Person with a Disability is a person who has long-term or recurring physical, mental, psychiatric, or learning impairments and who considers themselves to be disadvantaged in employment by reason of impairment, or believes that an employer or potential employer is likely to consider them to be disadvantaged in employment by reason of that impairment; and includes persons whose functional limitations owing to their impairment have been accommodated in the current job or workplace.

- ☐ Yes
- ☐ No
- ☐ I prefer not to respond at this time

Recruitment Experience

How did you hear about the CRC position you currently hold (select all that apply)?

- ☐ U of L Website
- ☐ UACC
- ☐ University Affairs
- ☐ LinkedIn
- ☐ Twitter

- ☐ Colleague/friend referral
- ☐ Professional Association Website
- ☐ Other (please specify)

The hiring and nomination process for the CRC position I hold was fair, transparent, and free of systemic barriers.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Prefer not to answer

Please describe any barriers (if any) that you encountered during your CRC hiring and nomination process.

The CRC hiring and nomination decision making process was clearly communicated to me.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Prefer not to answer

I felt comfortable self-identifying during the CRC application, hiring, and/or nomination process.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Prefer not to answer

Self ID Comfort

If not, please explain why you were not comfortable self-identifying during the CRC hiring and nomination process.

On-campus Experience

As a CRC Chairholder, I feel like I belong at the University of Lethbridge and my contributions to the University's research and academic community are valued.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Prefer not to answer

In my opinion, all members of the University community are treated fairly and respectfully with regards to the protected areas and grounds under the *Alberta Human Rights Act* (race, religious beliefs, colour, gender, gender identity, gender

expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, and sexual orientation).

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Prefer not to answer

The University of Lethbridge has an inclusive work environment where diversity is valued and encouraged.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Prefer not to answer

I feel I can be my authentic self at work at the University of Lethbridge.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Prefer not to answer

I have experienced harassment and/or discrimination at the University.

- ☐ Yes
- ☐ No
- ☐ Prefer not to answer

Harassment/Discrimination

Please rate the frequency with which you have experienced harassment and/or discrimination at the University.

- ☐ Daily
- ☐ Weekly
- ☐ Monthly
- ☐ Once per Term
- ☐ Once per year or less
- ☐ Prefer not to answer

In response to incidents that I have experienced, I was comfortable to speak up/report the incident.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Prefer not to answer

Observed Harassment

I have observed harassment and/or discrimination at the University.

- ☐ Yes
- ☐ No
- ☐ Prefer not to answer

Harassment/Discrimination #2

Please rate the frequency with which you have observed harassment and/or discrimination at the University.

- ☐ Daily
- ☐ Weekly
- ☐ Monthly
- ☐ Once per term
- ☐ Once per year or less
- ☐ Prefer not to answer

In response to incidents that I have observed, I was comfortable to speak up/report the incident.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Prefer not to answer

Retention/Renewal

When I was initially hired, I felt welcomed and included in the department/faculty (welcome lunches, faculty mentor, etc.).

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Prefer not to answer

How satisfied are you with your inclusion in the department/faculty on an ongoing basis since your initial hire?

- ☐ Very satisfied
- ☐ Moderately satisfied
- ☐ Neutral
- ☐ Moderately dissatisfied
- ☐ Very dissatisfied
- ☐ Prefer not to answer

Was there anything specific that your department did to make you particularly welcome and included?

I am satisfied with the mentoring I have received during my time as a Chairholder.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree

- ☐ Strongly disagree
- ☐ Prefer not to answer

The University has a culture of mentorship and support for CRC Chairholders.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Prefer not to answer

I feel that the University supports my efforts to maintain balance between my work and personal and/or family commitments.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Prefer not to answer

The University makes reasonable accommodations based on the protected areas and grounds under the *Alberta Human Rights Act* (race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, and sexual orientation).

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral

- ☐ Disagree
- ☐ Strongly disagree
- ☐ Prefer not to answer

I feel adequately informed or aware of the University's equity, diversity, and inclusion policies and procedures, available accommodations, and how to access the supports available.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Prefer not to answer

Aside from (standard) research funds and equipment received by all faculty members on campus, were you satisfied with the type of support and resources you received as part of your **most recent** CRC appointment/renewal?

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Prefer not to answer

As a CRC Chairholder, do you feel there are any disproportionate pull on your time to participate in service work (i.e. committee work etc.) relative to a regular faculty appointment?

- ☐ Yes

- ☐ No
- ☐ Prefer not to answer

Have you gone through the CRC renewal process?

- ☐ Yes
- ☐ No
- ☐ Prefer not to answer

Renewal Process

The renewal process for the CRC position I hold was fair, transparent, and free of systemic barriers.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Prefer not to answer

Please describe any barriers that you encountered during your CRC renewal process?

The CRC renewal decision making process was clearly communicated to me.

- ☐ Strongly agree

- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Prefer not to answer

Closing

As the redevelopment of our CRC action plan continues, would you be willing to participate in a small focus group or personal interviews to share your feedback to discuss in further detail how the University can ensure our CRC program is fair, transparent, and equitable?

- ☐ Yes
- ☐ No
- ☐ Prefer not to answer

What method(s) of follow up would you prefer (please check all that apply)?

- ☐ Confidential personal Interviews (approximately 1 hour in length)
- ☐ Focus Groups (approximately 1-2 hours in length)
- ☐ Additional anonymous surveys
- ☐ Written submission of feedback (anonymous)
- ☐ Other (please specify)

Do you have you any additional suggestions for the University of Lethbridge to improve practice regarding the search processes, hiring, and retention of equity seeking groups CRCs, vis-a-vis equity, diversity, and inclusion?

9/26/2019

Qualtrics Survey Software



Powered by Qualtrics

<https://uleth.ca1.qualtrics.com/Q/EditSection/Blocks/Ajax/GetSurveyPrintPreview>

14/14

Appendix B

Consultations, survey and responses

Interview questions

The following questions were sent by email to the list of internal experts identified. Seven written responses were received.

1. What are the issues you see regarding diversity, equity and inclusion at the University of Lethbridge?
2. In your opinion, what would an ideally diverse, inclusive, and equitable environment look like at the University of Lethbridge? Please describe with as much detail as you can.
3. What do you think are the 3 top issues that should be addressed at the University of Lethbridge when it comes to diversity, equity, and inclusion?
4. When you think about possible solutions for positive action, what are 2 solutions that you would recommend for the short term (within the next 1 - 2 years) and 2 solutions for the long term (within the next 3 - 10 years)?
5. Are you aware of any other actions or initiatives on campus that we should add to the draft inventory (attached)?
6. Please identify any gaps that you can see between existing commitments toward Diversity, Equity, and Inclusion by the University and actual practice.
7. Can you recommend other people with whom we should speak?
8. Are there any other comments that you would like to add?

Survey

The following questions comprised the online survey made available to all University members and promoted via the Notice Board, UWeekly, and the public tv monitors. A total of 35 people responded.

1. What does diversity, equity and inclusion mean to you?
2. What do you think are the 3 top issues that should be addressed at the University of Lethbridge as it relates to diversity, equity, and inclusion?
3. What are 2 solutions that you would recommend for the short term (1 - 2 years) and 2 solutions for the long term (3 - 10 years)?

Five open sessions were held inviting staff, students, and faculty to provide their input on equity, diversity and inclusion at the U of L, which attracted 11 attendees, including 2 retired faculty. These were also promoted to all University members via the Notice Board, UWeekly, and the public tv monitors.

Also, a white board with the question, "What does diversity, equity, and inclusion mean to you" was positioned in the UHall Atrium to gather feedback during international Week (November 5-9). The board was filled with a range of comments.

Themes from campus community responses**Issues/concerns/problems/needs**

- Lack of diversity in administration and faculty (gender, sexuality, race, etc.); (still hear resistance to hiring of women)
- Lack of transparent data on pay equity
- Lack of leadership opportunities and support for indigenous faculty
- Calgary campus community struggles with not always being included or treated equitably within the broader U of L community
- Lack of effective supports for students requiring accommodation; lack of education and awareness (among instructors, staff, students) about accommodation supports, and accommodation requirements
- Lack of accommodation supports on Calgary campus is a significant barrier to student success and hinders enrolment growth
- Toxic masculinity/harassment; inter-staff conflict
- Challenges to ensuring trans/gender queer students experience 'inclusion' from the moment they register at U of L right through to their graduation
- Don't let costs of promoting diversity cut into supports for teaching and research
- Need to recognize that status quo is insufficient; need meaningful change, not just lip service
- Exclusion of and lack of supports for retired faculty; i.e. parking, desk/office space
- Challenges in going beyond the surface; e.g., no actions identified for achieving results of Strategic Plan
- Limited supports for non-traditional students, e.g., parents, students with aging parents, non-binary students, international students, students with disabilities, students in crisis
- Challenge in hiring diverse faculty due to qualified people often having many options
- Have no mechanism to respond to formation of an alt-right student group

Interventions and supports needed

- Set targets for hiring to ensure more diversity at decision making levels
- Cluster hiring of indigenous, racialized, and disabled faculty
- Supports for minorities in new positions
- Develop more transparent hiring and evaluation processes
- Unconscious bias training (all areas of campus community, i.e. via departmental/office meetings); equity training for STP committees. Should be mandatory for administrators, deans, chairs, and hiring committees.
- Ensure pay equity across employee type and staff levels
- Need to collect and analyze the data regularly
- More Blackfoot / indigenous faculty; more elders & support for indigenous students (i.e. mentors, debriefing sessions/labs)
- Provide guidelines on provision of specific accommodations for students
- Provide training on homophobia, heterosexism, ableism, racism; how to overcome internal biases and how to address in the classroom and unit; part of student, faculty and staff orientation

Interventions and supports needed, *continued*

- Curriculum changes to address and acknowledge inequities
- Institutional policies (i.e. hiring policy) and practices need to be deeply embedded in change
- Need a unified message about equity and inclusiveness across campus; need a good communications piece
- Need to ensure language that is 'gender inclusive' of trans/gender non-conforming people in university documents, application for campus housing, forms for accessing support, etc.
- Need a process in case a student files a human rights complaint
- Need a handbook for each group that includes policy, law, resources, where to go with complaints
- Create a website with a list of resources around diversity, implicit bias, videos, curriculum resources, online courses, etc.
- Better promotion of support services and resources to students
- Enhanced supports for students in crisis, especially towards the end of their programs

Ideas for new initiatives and collaborations

- Create a working team to listen, collect perspectives, and learn from gender non-conforming students, faculty and staff what challenges they face and what their needs are
- Consider establishing a separate working group or special outreach to engage members of the Calgary campus and to ensure any new programming and initiatives reflect the needs of the Calgary campus as well as the Lethbridge campus
- Hire key personnel to run diversity and equity programming, i.e. diversity officer, equity officer
- More opportunities for social interaction between students, staff and faculty of different races, cultural backgrounds, sexual preferences, etc.
- Anonymous feedback mechanisms, and/or other respectful, safe and public ways to raise issues
- Invite all indigenous faculty, staff, and students to collaborate to propose desired routes to increased participation in university governance
- Create a diversity, equity & inclusion certificate or minor with a group of courses and/or activities and/or attendance at talks
- Explore making INDS 1000 Intro to Indigenous Studies mandatory, OR of developing a 1000-level course that introduces students to a variety of topics related to indigenous studies, diversity, equity, inclusion, cross-cultural learning
- Ongoing events to create a culture of inclusion; e.g., U of A has an inclusion week with activities by a range of people and offices
- Co-locate Women's Centre, Iikaiskini space, International Office, Pride Centre, Sexual Violence Support Office, and other support groups/spaces nearby. Members of these various important initiatives should coordinate and work together in order to maximize the results of their efforts
- Coordinate efforts across the University and with the City to maximize effect. Initiatives include: ULFA diversity & equity committee; Retired Faculty committee; Indigenization; Sexual Violence Prevention, Internationalization, City of Lethbridge initiatives and programs, etc.

APPENDIX G: PACDEI REPORT INVENTORY OF U OF L POLICIES, PLANS, ACTIVITIES, AND INITIATIVES RELATED TO DIVERSITY, EQUITY, & INCLUSION

Appendix C

Inventory of University of Lethbridge policies, plans, activities and initiatives related to diversity, equity & inclusion

U of L Reports

Equity Working Group Report (pdf)	Dec. 2017
Joint Initiative of the Board of Governors of the University and the University of Lethbridge Faculty Association	
Purpose: "prepare a report with recommendations on how Equity and Diversity issues at the University can best be identified and addressed, where they are found to exist, with due reference to ensuring that ongoing attention to such issues is paid by appropriate means."	
Salary Equity Report (not public)	2002/2003
Salary Equity Committee Report (not public)	2008
(Included a commitment to repeat salary comparisons in the future. None have been done to date.)	

U of L Policies (www.uleth.ca/policy/external-resource)

Diversity and Employment Equity policy	2004
Canada Research Chairs (CRC) program's requirement	2017
Equity, Diversity and Inclusion Public Accountability and Transparency	
Aboriginal Education Policy	2013
Academic Accommodations for Students with Disabilities	2016

U of L Related Policies

Harassment & Discrimination Policy	2016
Sexual Violence Policy	2016
Review completed in fall 2017	
Workplace Violence Policy	2015
Animals on Campus Policy	2015
Includes reference to assistance/service dogs	
Student Housing Policy	2008
Behavioural Intervention Policy	2014
Weapons Policy	2012
Policy Against Hazing	2006
Social Media Guidelines	2012
Student Discipline Policies Non-Academic Offences (Academic Calendar)	

Appendix C

Inventory

U of L Other documents

Employment Equity Plan (Only a hard copy seems to exist – in Central Records)	2005
Statement of Allyship (pdf) Arts & Science, Dean's Advisory Council	2018
Blackfoot and First Nations, Métis and Inuit Protocol Handbook (Update in progress)	2013
Sweat Lodge Ceremonial Procedures	2010
Principles of Student Citizenship (Academic Calendar)	
Best Practices for Hiring with a Focus on Diversity and Equity Human Resources. To support Faculties in the search and selection of new Faculty and Professional Librarians (Quite out of date)	2007
University of Lethbridge Campus Accessibility Review	2017
Equity, Diversity and Inclusion Action Plan (as required by the Canada Research Chairs Program)	2017

Activities

International Education Week	November
Indigenous Awareness Days	February/March

Other

Inclusive Post-Secondary Education Program Funding from Inclusion Alberta to support 2 students with developmental disabilities	2018/19
Certificate of Commitment number from Human Resources and Skills Development Canada Federal Contractors Program for Employment Equity (The number is an acknowledgement that U of L had submitted a Certificate of Commitment to Implement Employment Equity via a form signed in 2011 by U of L's VP Finance & Administration. A requirement of receiving federal funds.)	
Diversity Advantage project and website The website supported the work of the Diversity Advantage task force established in 2004. The above noted Employment Equity Plan was completed by this committee for submission to Human Resources & Skills Development Canada as part of the commitment to the Federal Contractors Program. The task force also created the Best Practices for Hiring with a Focus on Diversity and Equity. The last activity on the website was in Feb. 2011. The site was accessed in April 2018 but was subsequently removed when the University websites were updated.	2004 - 2011