



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

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University of Lethbridge

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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 of the need for greater transparency and accountability in relation to the process used to allocate, select, and support chairholders. Specifically, institutions with five or more research chair allocations, such as the University of Lethbridge (U of L) were required to develop and implement equity, diversity, and Inclusion Action Plans. 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 (EDI). 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. Moreover, as it is part of our broader institutional EDI strategy, our CRC EDI Action Plan includes initiatives that make campus an inclusive place for diverse people to learn, study, and receive experiential training within the research enterprise during their time at the University of Lethbridge. We do this in alignment with the [University's Strategic Research Plan](#), wherein experiential learning opportunities are part of our overall efforts to prepare the next generation of researchers for a changing world. As such, we aim to prepare our trainees with an eye to future goals of the CRC EDI program, so that the pool of researchers who will become future Canada Research Chairholders is also more diverse.

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 of Lethbridge has built and continues to build an outstanding record of research performance that has consistently placed us among the top ranks of competition amongst our peers. The University of Lethbridge ranks in the top 5% of universities worldwide (2019, Times Higher Education World University Rankings) and

consistently places among the top 3 undergraduate universities in Canada (2019, Research Infosource). Our tradition of excellence has been achieved by the collective achievements of our researchers and fostered by our commitment to support high impact research over a wide range of disciplines. 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 36.3% of chairholders identify as women. Within our internal University of Lethbridge Board of Governors Research Chair Program (BoGRC), 40% 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 U of L data provided by Institutional Analysis indicates that Indigenous student enrollment has increased by 3.1%, reaching a new enrollment record of 9.4%. This is also reflected in our CRC Program wherein 9.1% of chairholders identify as Indigenous scholars. International student enrollment has increased by 17%, with 95 countries represented on campus, creating a diverse campus environment. Within our CRC program 18% of chairholders identify as a visible minority. 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 [Employment Systems Review](#) section of this plan. In addition the University has undertaken several strategic initiatives related to EDI, which are outlined below. The U of L has an established institutional [People Plan](#) centred around the development of a diverse, inclusive, and welcoming environment, has recently developed an [Internationalization Strategic Plan](#), and are in the process of revitalising our Indigenous Strategic Plan.

Indigenous Outreach and Engagement

The University's Lethbridge 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 help shape and continue to strengthen our University community. Our Blackfoot name is Iniskim, meaning Sacred Buffalo Stone. In 2019, the University appointed Charles Weaselhead as the 14th Chancellor and the first of Indigenous descent. This appointment reflects the University's longstanding, meaningful association with the Blackfoot community which we are continuing to develop.

The University has a longstanding commitment to equity, diversity, and inclusion initiatives across both the education and research sectors. With one of the first Indigenous Studies (originally Native American Studies, established in 1975) departments at a Canadian university, the University of Lethbridge has long provided students with the opportunity to investigate a wide range of issues from Indigenous perspectives. The Indigenous Studies programs engender a rigorous and respectful understanding of Indigenous peoples' languages, knowledges, cultures, histories, politics, arts, intellectual traditions, and research methodologies. More recently, 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.

Specific to the research portfolio, as of 2019 the U of L Office of Research and Innovation Services is working to establish an Indigenous Ethics Committee in order to provide guidance and best practices for future research engagements with Indigenous communities. In 2018 the U of L's School of Graduate Studies membership guidelines were updated to include Indigenous Elders and community leaders within the Associate Membership category, which exists to accommodate individuals who may not meet criteria for full membership in the School of

Graduate Studies (which requires that individuals hold a tenure-track position) but who bring other valuable qualifications for guiding and/or supervising graduate students at the University. Additionally, within the CRC program, the U of L has appointed two research chairs in this area. Our Tier 2 CRC in Indigenous Music, Culture, and Politics, studies Métis music in all its aspects. Specifically, this Chair addresses Métis cultural revival and resurgence, critically exploring how music is used to negotiate relationships between Indigenous nations and settler populations. In 2020, a CRC Tier 2 in Indigenous Arts Research and Technology was appointed. With a focus on Indigenous land-based histories and embodied cultural knowledge this Chair explores the use of digital technology to support the innovation, transmission, expression and transformation of FNMI creative and cultural practices.

The U of L is also committed to developing the next generation of Indigenous scholars, who might one day hold CRC positions. A variety of programs are in place to support students, programs which also aid our chairholders in the recruitment of diverse HQP (a particular challenge identified by our chairholders) as they create a supportive learning environment from undergraduate through to postgraduate studies. One such program is the Indigenous Students Success Cohort (formerly the First Nations Transition Program) which prepares students to make a smooth transition to university life and to pursuing a degree. The U of L has made a commitment to encouraging the integration of Indigenous history, perspectives and ways of knowing, and critical analysis into course curriculum across the many disciplines represented on campus. Indigenizing curriculum entails questioning key assumptions about epistemologies, Indigenous intellectual property and knowledge bases, and knowledge systems that often lead to essentialized assumptions. The kinds of interrogations made possible by this process are crucial to students' roles as informed and engaged citizens.

Another initiative is the recent partnership between the Blackfoot Confederacy, the University of Lethbridge and the Mastercard Foundation. This partnership is designed to support Indigenous youth in leading their communities. This transformational initiative will create new opportunities for Indigenous, primarily Blackfoot, youth to access education, and the needed supports to be successful, resulting in employment, economic inclusion, and economic development opportunities.

Campus Accessibility

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.).

Equity Committees

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 GEDC committee is made up of diverse representatives and is gender balanced. The current GEDC mandate is to examine and document the existing equity landscape for its members (including research chairs), 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 all academic staff, including CRC and BoGRC chairholders. GEDC, 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. This report is not publicly available. 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. GEDC has also worked with the Iikaiskini Gathering Place staff to assess initiatives related to the Truth and Reconciliation Commission of Canada (TRC) findings and Indigenization at the University. As of 2020, the University has also established a Joint Equity Committee, in partnership with ULFA to further the work of the GEDC team.

In 2018, the University established the [UofL President's Advisory Committee on Diversity, Equity, and Inclusion \(PACDEI\)](#), which is working to support diversity in our academic community. PACDEI's work has primarily focused on comparisons with similar external institutions and an assessment of on-campus resources in addition to campus consultations. 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 is comprised of 12 diverse, appointed individuals from a variety of campus stakeholder groups. This committee included members from all four federally designated equity-seeking groups. To protect the privacy of the members, in this public report we do not identify the respective self-identifications of the members. This information is, however, available internally to all academic staff. On the premise that issues of diversity, equity and inclusion need to be the concern of the entire campus community, committee members were chosen not based on their already existing expertise in the area but on their general interest and to ensure representation from across campus groups, including all employee groups as well as student representatives. 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.

PACDEI has undertaken 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. The committee has also conducted an inventory of all reports, policies, documents, and recurring activities that 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 work resulted in 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). Of utmost importance to this report, in recognition of the need for leadership in this area and at the recommendation of PACDEI, the President's Executive has prioritized the hire of a new senior leader (tentatively titled Executive Director, Equity, Diversity, and Inclusion (EDI)) who will be empowered with addressing some of the cultural shifts that are necessary on campus. Five other short-term, high priority actions were identified (for a more comprehensive summary see the "Environmental Scan" section of this report):

- creation of a standing, diverse, elected committee including representatives from all stakeholder groups, including chairholders aimed at advancing EDI initiatives on campus;
- providing additional tools and resources to faculty, staff, and students, including but not limited to unconscious bias training was identified (see Appendix 2 & 3 for initial ongoing efforts);
- development of a long-term EDI strategic plan; although in the short-term it was also identified that the [Best Practices for Hiring with a Focus on Diversity and Equity guide](#) require an immediate update, as well as enhanced promotion, so as to ensure its use by hiring committees; and
- updates to the Diversity and Employment Equity policy.

The full report has been included in the Appendices.

U of L CRC Targets

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, including one new position announced in the Fall of 2018. Currently, 11 chair positions are filled with active chairholders. The term for one existing chairholder expired 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 2020) in relation to the U of L CRC program:

Designated group	Target (actual number)	Representation (Percentage)	Representation (actual number)	Meeting Target Yes/No
Women	3	36%	Withheld	Yes
Indigenous peoples	N/A	Withheld	Withheld	Yes
Visible minorities	2	Withheld	Withheld	Yes
Persons with disabilities	N/A	Withheld	Withheld	Yes

In accordance with CRC policies and best practices in relation to EDI, we have withheld target and actual representation numbers in any category with less than five chairholders. This data will not be released 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 in all areas. More information on the CRC program statistics and equity target data can be found on [the CRC program webpage](#).

INSTITUTIONAL EQUITY, DIVERSITY, AND INCLUSION PLAN REQUIREMENTS

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. In order to achieve the requirements of the institutional CRC Action Plan, a small working group was struck consisting of 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. These members brought diverse experiences related to the management of the CRC program on campus and contributed their expertise in many areas related to the initiative. Expertise in relation to EDI was guided by Human Resources through all scans and reviews. Additionally, all CRC and BoGRC Chairholders were invited to participate in an initial online Equity, Diversity, and Inclusion survey (100% and 80% completion rates respectively) and follow-up qualitative focus group sessions facilitated by the Canadian Centre for Diversity and Inclusion (CCDI) (50% participation rate). These consultations included members from equity-seeking groups. The findings of the following activities in relation to the Action Plan will guide the creation of impactful and contextual equity, diversity, and inclusion objectives and actions, as well as indicators and measures that will be used to hold us accountable.

Activity 1: 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). Institutional support packages for all current chairholders (nomination and renewals) as well as salary stipend information and the process for salary negotiations were 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 can be provided.

At the U of L, CRC chair positions are distributed across our research themes as defined by our CRC Strategic Research Plan. A summary of this distribution is shown in Table 1.

Table 1. University of Lethbridge CRC Allocations

Research Priority	CIHR		NSERC		SSHRC		Future*
	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	
Aging and Chronic Disease				2			
Applied Life Sciences			1	1			
Culture and Society						4	
Earth-Space Exploration				1			
Sustainable Development and Globalization				2			NSERC Tier 2 (1 position)

All but two of the University's CRCs were external hires and were recruited based on the research priorities identified in Table 1.

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

Comparative Review: Support Process

In response to feedback received from reviewers on several recent nomination and renewal submissions, as well as self-identified issues regarding historical inconsistency in institutional supports, the U of L has established a new, institutional support process (beginning in 2017). CRC nominees or holders (for renewals) are consulted and a list of support requests is generated. The University has found that consulting the researcher in this way allows for a tailored package which can offer better support for the proposed research program, guided by the ORIS team for consistency. These consistent institutional support 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 (further details below).
- Standardized graduate student support is offered based on Tier of the nomination/renewal. For Tier 1 chairs, a maximum of 80 assistantship units (\$288,000), for Tier 2 chairs a maximum of 20 assistantship units (\$72,000) is offered to candidates. These allocations are tied to rough graduate enrollment targets, while at the same time allowing for flexibility in recruiting since funding can be accessed by chairholders on a student-by-student basis.
- First priority allocation of a maximum CFI allocation, which varies by nomination stage (appointment versus renewals).
- The institutional standard for indirect cost collection 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 all faculty including chairholders. These include

- the University of Lethbridge Travel Fund (\$1,000 annually);
- the University of Lethbridge Research Fund (\$6,000-12,000);
- the Strategic Opportunities Fund (variable by funding stream); and
- the Community of Research Excellence Development Opportunities (CREDO) program (\$15,000).

Comparative Review: Graduate and undergraduate funding

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. Graduate 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. Chairholders tend to attract the best and brightest applicants who are then likely to qualify for maximum funding levels. All full-time graduate students (typically two years for Master's and four years for PhD) are 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). All graduate students may also apply to the School of Graduate Studies for travel awards valued at \$1,500 or \$1750 in support of presentations at national or international conferences.

Comparative Review: CFI JELF

The CFI John R. Evans Leaders Fund (JELF) enhances the support from the institution by providing researchers at the leading-edge of their research with the foundational research infrastructure required to be or become leaders in their field. This also 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 U of L elects to use this opportunity strategically with first priority given to chairholders in the CRC program. In alignment with the 2017 changes to developing chairholder support packages and guidelines around provincial matching programs, ORIS has assigned consistent maximum values to CRC chairholder nominations/renewals which may vary in only exceptional circumstances. This is in place to help ensure equity within the program. After the assignment of allocations to CRC chair positions any residual CFI allocations are then assigned to other portfolios, as guided by the priorities identified within [our Strategic Research Plan](#). Chairholders are consulted regarding their infrastructure needs at the time of nomination/renewal in order to ensure that a specific, cohesive nomination package is developed. Again, CRC best practices relating to data for small cohorts prevent us from publishing actual values of CFI allocations due to the small number of allocations and chair positions at the U of L.

Comparative Review: Salary

The comparative review revealed that similar standardized practices are taking place at the faculty support level in relation to salary stipends. These processes have been agreed to as part of 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 are available via career progress increases, cost-of-living adjustments, and merit adjustments, all of which 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 a Study Leave Committee. All faculty members awarded study leave receive 100% salary during their leave.

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 \$12,600, within the range guided by the [ULFA Collective Agreement](#) of \$10,000 - \$15,000. When analysed by gender in alignment with the total compensation difference, potential differences in salary stipends were observed, which indicated stipends were higher for men at the Tier II level, with women Tier II chairholders receiving 83% of men's on average. No significant variations were found between salary stipend and identification as a visible minority. The number of chairholders in the category of Tier I are below the threshold for reporting. An analysis of total cost of salary (defined as salary + stipend) at the aggregate Tier 2 level revealed a difference based on gender, with women chairholders earning 89.5% when compared to men. When analyzed by stage of Chairship, women chairholders

make 92% of men's total compensation at the nomination phase and at the renewal phase there is a variance of 11% between men and women chairholders. The reduced gap at the nomination stage may be reflective of the University's efforts to standardize institutional support for both nominations and renewals, though it is clear that much work remains to be done. 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. both Tiers combined) there continues to be a slight variance in the total cost of salary based on gender, with women chairholders earning a higher average salary. 2019-2020 Faculty-wide data released by Statistics Canada indicates a pay disparity of 9% at the University of Lethbridge. Regardless, it is recognized that pay equity is a campus wide issue that should be investigated further for all faculty members, and 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. Broader analysis, for instance including visible minorities, is difficult due to the small number of chairholders which both preclude public reporting but also jeopardize quantitative analyses. However the qualitative responses received have guided a number of the recommendations appearing in this plan.

The comparative review seems to show that the procedures already in place at the U of L have been effective in mitigating major discrepancies in institutional support of current Tier 2 chairholders, at least when analysed based on gender, although further work relating to the differences in total cost of salary should be carried out. As further confirmation, in 2020 the U of L also carried out a study to compare support across 10 comparator institutions via the CARA network listserv and found that our levels of institutional and salary stipend provisions were in alignment with those institutions.

Comparative Review: other chair opportunities

The Board of Governors Research Chair (BoGRC) program is an internal chair competition modeled after the CRC programs, and recognizes faculty who have demonstrated, or who have shown potential for, exceptional scholarly distinction. As accomplished scholars, BoGRCs are role models who play leadership roles in their field of expertise, stimulate growth in the research enterprise, and are dedicated to the training of the next generation of highly qualified professionals. The current program consists of six Tier 2 and 14 Tier 1 BoGRCs. Institutional support is provided as a predefined package to all chairholders based on tier. Tier 1 BoGRCs receive a 50 percent reduction in teaching and service in order to support their research program and a \$12,500 research grant. Tier 2 BoGRCs receive a 1 course release (usually a 25% reduction in teaching and service) and \$6,500 research grant.

Comparative Review: Potential Barriers

The comparative support review suggests that a potential barrier to negotiations for CRC chairs is the lack of a public, formalized standard operating procedure for allocating institutional support. The development of 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. This data should be further analysed by research discipline in order to ensure no significant variances occur at the Tier 2 level. 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 (see Appendix 2 & 3 for initial ongoing efforts). 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.

Activity 2: 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 all 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.

Environmental Scan: Phase 1

University consultations and surveys: Guided by the PACDEI team, the U of L began university-wide consultations in 2018. 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. Consultations were open to all University stakeholders including those from equity seeking groups. 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 a central area 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](#).

Several key themes were identified including a lack of diversity in senior administration positions 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. There were also 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. A full list of these issues, challenges, and solutions is available in the [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 information on best practices for the development of an Equity Office. The establishment of an Equity Office and associated position of Executive Director, EDI (tentative position title) as 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.

Environmental Scan: Phase 2

Survey to Chairholders: In 2019 the U of L completed phase two of the environmental scan. An electronic Equity, Diversity, and Inclusion 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).

Much of the survey asked for quantitative responses following a common 5-point Likert scale, with a few opportunities for open-ended responses. All Likert scale questions contained the option of “prefer not to answer” and all questions could be skipped during completion (i.e. there are no questions that respondents were 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 allowed for participants to answer all questions that apply to them, rather than diluting data when questions do not apply to all respondents. All responses were anonymized within the survey tool so as to ensure complete confidentiality.

Environmental Scan Phase 2: Key Findings and Potential Barriers

100% of chairholders responded to the Equity Survey. This includes representation from equity seeking groups (currently 36% women, 18% visible minority, 9% Indigenous, and 9% persons with a disability). These results indicate that our current diversity and inclusion statistics for the four federally designated equity seeking groups (see target table on 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.” These responses suggest that it would be useful 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.

An additional emerging theme from those who identified barriers within their hiring and nomination process is that the significant time commitment required to complete the CRC and CFI application packages simultaneously is a possible barrier. This is a particular concern for Tier 2 researchers who are in the early stages of their careers and likely have competing responsibilities/deliverables as well as the completion of their CRC and CFI applications.

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 in order to develop strategies and solutions to alleviate and reduce potential barriers or increased demands on some chairholders.

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 information 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.

In 2020, this same survey was extended to BoGRCs at the U of L with an 80% completion rate (or 16 of 20 chairholders). The results add to the findings from our CRCs, as a comparison with a larger group to test whether our findings are accurate. It also provides us with a baseline for self-identification information from the BOGRCs, as this is not currently a part of the application process. As well this expanded data collection is in part, an attempt to address the difficulties of working with a very small representative group, and to provide a broader set of inputs to help us better understand the environment that the U of L is providing to research chairs.

Of the 16 respondents, 40% of the BOGR chairs self-identified as women. We believe that this is reflective of efforts made within the selection process for the BOGRC program to increase gender representation among chairholders. However, our baseline indicates that much work remains to be done in within other equity-seeking groups. Of the 16 respondents, only 6.7% self-identified as belonging to a visible minority, while none identified as Indigenous or as a person with a disability.

50% of respondents “agreed” and 31.25% “strongly agreed” that the BoGRC appointment process was fair, transparent, and free of systemic barriers. 46% percent responded that the decision-making process was clearly communicated, with another 40% providing a neutral response. However, there was significant variance when chairholders were asked if they would feel comfortable self-identifying during the application process, with 59% indicating they “agreed” or “strongly agreed”, while 20% selected a neutral response, and 13% “disagreed”. This warrants further exploration and analysis, as it could imply perceived barriers.

As a result of University policy to provide dedicated time to research for BoGRCs, 50% 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. Thirty seven percent of respondents disagreed with this statement with 12.5% selecting prefer not to answer). As in the CRC EDI Survey, 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, again we received varied responses: 31.25% of respondents indicated they were satisfied with the institutional support they received, while 50% selected “neutral”, 18.75% “disagreed” or “strongly disagreed”. This varied response, as within the CRC portfolio, should be further investigated by the EDI Action Plan working group so that the institution can 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.

37.5% of BoGRCs indicated they have been through the reappointment process. Of those, 83% 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.

These surveys were an initial step to gather data relating to the experiences of U of L Chairholders, though much work remains to be done. A total of 37 U of L research chairs across the CRC and BoGRC portfolios participated in this initiative (or 87% of these chairholder groups). The data collected from this survey informs 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. The majority of BoGRC and all CRC 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 and BoGRC programs are 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 all chairholders in response to the survey. This will take place by the annual progress report in December 2020. In addition, the University plans to complete a full employee survey in 2021, 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.

Environmental Scan: Phase 3

Consultations with Chairholders: Following the completion of the quantitative EDI surveys in spring 2020, the University engaged the Canadian Centre for Diversity and Inclusion (CCDI) to conduct qualitative focus groups in order to collect further information. As the EDI Office had not yet been staffed, and in recognition of the importance of confidentiality, a third-party consultant was deemed the best pathway to complete this initiative. Chairholders were emailed pre-emptively to notify them of the upcoming focus groups, as well as to explain the reasons for them 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).

Faculty members holding a Canada Research Chair (CRC) or a Board of Governors Research Chair (BoGRC) position were invited to participate in one of four 90 minute virtual focus groups, conducted in August 2020, to discuss their observations and experiences related to Equity, Diversity and Inclusion (EDI) at the University of Lethbridge largely, and in their roles as a chairholder (See Appendix 4H). Specifically, participants were asked questions about leadership commitments to EDI, their experience in recruitment, hiring and retention for chairholder positions, and experiences of harassment and discrimination at the University of Lethbridge.

Those who were unable to attend one of the designated focus group times were given the option of completing a questionnaire form to capture their responses to the same questions asked of focus group participants. Those who had engaged in the focus groups were also provided the questionnaire form following the completion of the groups to allow them to submit any additional comments they may not have raised during the group discussion.

Of 32 invited chairholders, 16 participated in the data collection process. Of these 16 participants, 11 participated in the virtual focus groups, and five submitted completed questionnaire forms. This resulted in an overall completion rate of 50%, with CRCs having a 66.7% completion rate, and BoGRCs having a 40% completion rate.

Environmental Scan Phase 3: Key Findings and Potential Barriers

Several key findings emerged as a result of our consultations with Chairholders. When asked about their perceptions of leader's commitments to EDI one-third of participants felt that institutional leaders demonstrated a commitment to EDI, while 20% were neutral, and 26.7% disagreed. Of those who were neutral or disagreed, a consistent need for action and promotion emerged and there was a call to work towards "concrete" and "active" EDI measures. Specific suggestions provided included updating recruitment practices and hiring procedures to encourage hiring from underrepresented groups, as well as ensuring that all campus community members undergo EDI training and have access to these tools and resources.

In a follow up to the EDI survey, Chairholders were also asked how the recruitment process could be more transparent and inclusive. Participants from disciplines outside the sciences suggested that the CRC application/nomination process needs to be updated to include applicants from the social sciences, humanities and fine arts (particularly in relation to carrying methodological approaches, as it is "difficult to translate the work we [Arts and Humanities researchers] do, conforming to applications geared to the sciences". Moreover, it was suggested that the application requirements could be altered to speak to non-traditional forms of academic research (e.g., Community-Engaged Scholarship, Indigenous methodologies), as well as to strategically broaden the dissemination of the calls for applications in order to recruit a more diverse applicant pool. Finally, participants also spoke to the culture of campus, and the immediate local community, as a barrier to recruiting diverse candidates. Some noted that the local community can be xenophobic and hold discriminatory views, which would impact an external applicant's likelihood of applying or accepting an offer from the University.

The concerns relating to the application process were also echoed by the BoGRCs. BoGRCs also added that committee representation should be diverse, and should be publicly posted. The "merit" evaluation section could also be refined and updated to incorporate a broader range of research and creative inquiry. Many Chairholders raised concerns around the current requirement for a Department Chair or Dean's recommendation/endorsement. Specifically, Chairholders shared that they believed these recommendations/endorsements to be a barrier for some individuals, depending on the personal relationship they have with their leaders. As such, they felt the list of acceptable referees could be broadened. In specific relation to the barriers to application for the BoGRC program, many felt that advertisements with language surrounding only Associate professors at the Tier 2 level and only full professors at the Tier 1 level would discourage women and other equity seeking groups from applying and does not recognize barriers faced by these groups within academia as a whole (e.g. leaves which may impact career progression, or non-traditional career paths to academia).

In contradiction to the results from the comparative study, participants described differences in CRC Chairholder resources, supports, and opportunities depending on faculty of study. Many pointed to discrepancies between Applied Sciences and the Arts, Humanities and Social Sciences. These inconsistencies were felt beyond simply institutional support. When speaking to the discrepancies in support for their Chairholder role, those who came from an Arts, Humanities or Social Science background spoke to the inconsistencies in their contract or packages, speaking to lower salaries, fewer grant opportunities, and access to campus resources, compared to their counterparts in the Applied Sciences. Ultimately, the Chairholders felt that while these differences in treatment are not in themselves discriminatory, the disciplines receiving less support, lower salaries, and who are left with more work, are usually disciplines which have more Women faculty members. They explained that this in turn creates more systemic discrimination, with Women Chairholders receiving different treatment than their male counterparts, masked by a difference in discipline or study. Similar to the CRC/BoGRC equity survey, there were mixed results surrounding feelings of inclusion and belonging. This requires further action and analysis prior to reporting and proposing actions to address this. This will be occurring over the 2020-21 reporting cycle.

Finally, Chairholders were asked what they believed were key principles to guide future institutional practices for the CRC/BoGRC or other research-focused EDI programs at the University of Lethbridge. Chairholders in both groups held similar perspectives, calling for a need to:

- Recognize implicit bias in order to best mitigate it;
- Acknowledging systemic discrimination, and its consequences or barriers to certain groups, in order to best address them; and

- Recognizing and respecting alternatives to traditional academic methods, and accommodating research programs to allow Indigenous forms of knowledge, or non-traditional forms of scholarship.

To this end, the CCDI had the following recommendations:

- Introducing mandatory training and programming that discusses topics of EDI including:
 - diversity and Inclusion fundamentals,
 - implicit bias in hiring,
 - cultural competency, and,
 - myths of meritocracy.
- Engage in research to improve current hiring practices.
- Engage in research to evaluate how faculty and staff perceive EDI on campus.
- Attempt to address gaps in representation among Research Chairs (both CRC and BoGRC) by creating calls specific to under-represented groups, or having cluster hires.
- Establish a formal EDI team at the University of Lethbridge, and an Office of EDI.

Activity 3: Employment Systems Review

The purpose of the employment systems review is to analyze the current allocation, recruitment, nomination, and renewal policies, procedures, and structures relating to the CRC program 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 by the ULFA GEDC related to diversity issues affecting the academic staff. While it was challenging to disaggregate CRC processes from broader institutional policies and procedures, it was determined that a multi-phased approach would assist with examining both institutional and program practices. Methodologies used in each phase are outlined below.

Employment Systems Review: 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. The inventory reveals that ACROSS CAMPUS, various EDI efforts have been made since 2002. While there have been many policies, projects, reports, and initiatives 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/Executive Director, EDI.

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.

Employment Systems Review: 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. This review identified that the new EDI allocation, hiring, and nomination requirements for the CRC program needed to be included in the U of L the Best Practices for Hiring with a Focus on Diversity and Equity Guide. This guide requires updates to the most recent inclusive language best practices, as well as revisions to the sections relating 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. Upon review some updates were identified that could 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, the job posting SOP 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 process 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 included 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 (including training, education, and outreach) are developed to avoid tokenistic representation.

Regional barriers such as location demographics were also identified as having potentially adverse impacts on candidate recruitment, including recruitment at other 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 chairholder reports to be submitted confidentially and without alteration. However, in order to address the evolving needs of our Chairholders, aggregate summaries related to process challenges (if any) are summarized for the VPR and AVPR so that reviews can be completed and changes needed when required. All personal identifiers are removed from this summary. 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.

Employment Systems Review: 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 Executive Director, EDI 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 stewardship of equity related policies and processes; facilitate education and promotion; and coordinate institutional equity data collection. The Executive Director, EDI 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 Executive Director, EDI 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 2020), the position of Equity, Diversity & Inclusion Senior Advisor had been posted and unfortunately, the search was unsuccessful. A revision of the posting is underway based on feedback from our first attempt, with a posting for a full-time continuing position to be available before December 2020.

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 in regards to language, accessibility, and transparency. Specifically, 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 2020-21, under the strategic direction of the forthcoming Equity Office/Executive Director, EDI. Moreover, it is suggested that once the Executive Director, EDI 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.

Finally, a review U of L websites and communications should be carried out in consultation with University Advancement and Communications to determine whether 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.

EDI 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. The plan will provide a measure by which to help the university continue to meet and exceed its CRC program equity targets through the establishment of 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 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 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.

The [summarizing table](#) at the end of this document details the objectives, actions, and metrics that will be used to achieve the EDI goals set by both our institution and the CRC program.

REVIEW AND MONITORING OF THE 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.

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.

CRC ACTION PLAN: TABLE OF OBJECTIVES, ACTIONS, AND METRICS

Objective	Actions	Metrics & Indicators	Timeline	Responsible Office(s)
1.0 Embed a culture of intentional approaches to EDI into institutional culture at all levels.				
1.1 Establish an Equity Office and develop the position of Executive Director, EDI	<ul style="list-style-type: none"> Assessment of office and position requirements via strategic planning channels; Position PCQ development and approval; Conduct position search and transparent hiring process; and Staffing of the Executive Director, EDI position. 	<ul style="list-style-type: none"> PCQ approval from President's Executive; Completion of successful search process; and Establishment of Equity Office webpage, which may serve as a strategic co-location of resources for EDI across the institution. 	<ul style="list-style-type: none"> Staffing of Equity Office by December 2021. 	<ul style="list-style-type: none"> President's Office Human Resources
1.2 Expand principles of intentional equity, diversity, and inclusion across the University community, including but not limited to initiatives within the research enterprise.	<ul style="list-style-type: none"> Develop and institutional strategic EDI plan, and consider EDI in all strategic planning documents; 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; and 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 (i.e. apply principles to BoGRC program). 	<ul style="list-style-type: none"> Development of an Institutional Equity Plan; Completion of policy updates and development; and Review and update the CRC and BoGRC programs terms of reference to address EDI concerns brought forward by Chairholders. Update the BoGRC Call for applications to address EDI concerns brought forward by Chairholders. Engage PACDEI committee to assist in the formation of the CRC EDI Action Plan assessment team; Put forth a call for membership and staff assessment team; and Ensure that EDI topics are prioritized on governance meeting agendas. 	<ul style="list-style-type: none"> Plan development an updates December 2021. Review BoGRC Chair programs in 2021 in advance of next application cycle. 	<ul style="list-style-type: none"> President's Office Human Resources ORIS
1.3 Conduct a comprehensive review of research related marketing materials and publications (including websites) with an intersectional EDI lens to ensure that diversity is	<ul style="list-style-type: none"> Conduct review of images used in marketing content; Review recent research publications for equity and inclusive language; Hold 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

accurately represented in all aspects of University communications.	<ul style="list-style-type: none"> their insights on inclusive representation; Develop educational and training resources for communicators; Create an EDI/communications best practices guide. 	<ul style="list-style-type: none"> Number of educational initiatives held for campus communicators. 	
1.4. Reduce barriers to participation of equity seeking groups on committees in order to strengthen their representation on all institutional initiatives.	<ul style="list-style-type: none"> Reduce barriers for chairholders to participate in recruitment of CRC candidates; Determine ways to reduce burdens and barriers for equity seeking groups to participation in valuable equity committee work; Develop ways to mitigate regional barriers that may have adverse effects on chairholder progress and recruitment of trainees at all levels; and Make changes to internal recruitment, hiring, nomination, and renewal procedures based on best practices & data from EDI survey. 	<ul style="list-style-type: none"> Greater representation of equity seeking groups on hiring committees; 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"> Ongoing to 2023 President's Office Human Resources ORIS
2.0 Revise, expand, and promote training and education related to equity, diversity, and inclusion			
2.1. Provide access to 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, or provide access to education and training related to accommodations best practices to the campus community including faculty, management, staff, students and administrators; Develop contextual workshops related to EDI that build on online modules, 	<ul style="list-style-type: none"> Number of workshops developed; Record of unconscious bias certificate of completion provided by Chairholder search committee members; 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 2021. Enhance institutional access to resources 2021 President's Office Human Resources PACDEI

	<p>specific to the U of L context to address education and training needs; and</p> <ul style="list-style-type: none"> • 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. 			
<p>2.2. Ensure appropriate safeguards are in place for all chairholders, including members of equity seeking groups during the institutional support phase of hiring and nomination.</p>	<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 • Review and assess 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 • Number of training resources developed. 	<ul style="list-style-type: none"> • SOP Assessment December 2021. • Education of senior officials – ongoing through 2023. 	<ul style="list-style-type: none"> • ORIS • Human Resources • President’s Office
<p>2.3 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.</p>	<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 Apply equity, diversity and principles, to all university planning, policy and decision-making and commit to transparency in processes, thereby supporting and expanding excellence through diversity.

<p>3.1 Update the U of L Best Practices for Hiring with a Focus on Diversity and Equity and other institutional policies to include equity, diversity and inclusion considerations.</p>	<ul style="list-style-type: none"> • Support Human Resources and other units in the updating of policy 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. • Collaborate with campus stakeholders to develop and pilot multiple planning tools. For example: EDI checklist(s), policy analysis tool, equity asset map etc. • 	<ul style="list-style-type: none"> • Policy updates and approvals; and • Completion of Best Practices updates. 	<ul style="list-style-type: none"> • December 2021 • December 2022 	<ul style="list-style-type: none"> • President's Office • Human Resources
<p>3.2 Build internal best practices and policies to sustain or increase diversity amongst applicants, based on suggestions from Chairholders in Phase 2 focus groups and best practices outlined by HR.</p>	<ul style="list-style-type: none"> • Develop an SOP to outline the process for job postings to encourage 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 completed. 	<ul style="list-style-type: none"> • Complete by December 2021 	<ul style="list-style-type: none"> • Human Resources • ORIS
<p>3.3 Develop an accommodation policy/procedure that can work in support of the current Harassment and Discrimination Policy.</p>	<ul style="list-style-type: none"> • Assess and review current internal procedures related to accommodations; • Determine areas of success and ones requiring improvement; 	<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 	<ul style="list-style-type: none"> • Human Resources • Accommodated Learning Centre

	<ul style="list-style-type: none"> • 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. 			for Hiring with a Focus on Diversity and Equity.
3.4. Formalize 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 phases 1 & 2 • Review data relating to actual support provided to chairs, via the Form 300 Financial Report and analyze for disparities • Formalize SOP document Develop and provide training on the SOP document • Conduct ongoing comparative reviews of institutional support to monitor proactively for disparities. 	<ul style="list-style-type: none"> • Analysis of actual support provided data via the Form 300; • Development of a draft Institutional Support SOP; and • Approval of 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 2021; and • Draft SOP development: December 2021 	<ul style="list-style-type: none"> • ORIS • Human Resources • President's Office • Financial Services
4.0 Foster a culture of self-study and data collection to better understand the UofL EDI landscape including both accomplishments and challenges.				
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 2021 	<ul style="list-style-type: none"> • Human Resources • ORIS
4.2. 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 	<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. 	<ul style="list-style-type: none"> • Human Resources • President's Office

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- Determine focus of survey (EDI, engagement, or both)

Estimated completion (including data analysis):
December 2022

APPENDIX 1: 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. For instance, as outlined in detail later in this report, barriers can exist in language, opportunity, and in cultural perceptions of the value of different types of research. The university is working to create process and procedures, both specific to the CRC program and beyond to reduce and where possible, eliminate such barriers.

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. One of the changes put in place as a result of the CRC EDI Action Plan program was to add this commitment statement, as well as update all CRC job advertisements to include inclusive, unbiased language. In addition, all advertisements and hiring procedures must now 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 in all job postings. Examples can be found on the [U of L CRC EDI Public Accountability and Transparency webpage](#) under the heading "Active and Archive Postings".

APPENDIX 2: 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. 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 \(2017-18 – 2019-20\)](#). In response to calls for proposals related to allocations, Faculty Deans must demonstrate how each proposed Chair will contribute towards sustaining equity and diversity targets and address the underrepresentation of individuals from all equity seeking groups. The President, the Provost and Vice-President (Academic), and the Vice-President (Research) will use criteria aligned with CRC equity, diversity and inclusion objectives in the University's CRC EDI Plan, and the research priorities outlined in the University's Research Plan when making allocation decisions.

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 and is guided by the requirements noted on the CRC website. Specifically, 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. Human Resources is available for guidance related to matters of equity, diversity, and inclusion through this process. When the position of Executive Director, EDI is filled, they will also provide guidance on fair and transparent evaluation of renewal packages.

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. Advancement nomination are required to consider research excellence, Faculty research strategy, institutional research priorities, faculty and institutional equity plans, and CRC program equity targets. 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).

In order to minimize the impact on current CRCs, the following criteria may be used:

- Impact on equity targets;
- Availability of vacant chairs;
- Use of flexibility corridor;
- Portion of term left;
- Financial impact on the Department, Faculty and University;
- Impact on Chair's research activity, and alignment with the Strategic Research Plan's priorities and objectives; and,
- Impact on students and other personnel.

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](#). As of the time of this report (September 2020) All Deans have taken implicit bias training provided by a third party consultant, with expertise in EDI in post-secondary institutions. In addition, this training also included a session on “Equity, Diversity and Inclusion Best Practices for Evaluating Professional Activities Reports (PARS), and Promotion and Tenure Applications” for all members of the members of the Senior Leadership team, Faculty Deans, Department Chairs, academic staff members of tenure and promotion committees. An outcome of this training will be the development of a toolkit for evaluating performance, PARS, and promotion and tenure packages with an EDI lens (to be delivered by the consultant in 2020-2021).

The [University’s Harassment and Discrimination Policy](#) articulates the university’s responsibility for ensuring equity in access to employment and employment conditions, and identifies resources for those experiencing discrimination or harassment (see Equity Related Complaint Processes, below). In support of this policy, the university also provides guidance in relation to formal Territorial Acknowledgements (2019) as well as Smudging and Pipe Offering Procedures (2019), as well as an Indigenous Protocol Handbook. The Office Human Resources is able to receive disclosures from, and provide advice to, individuals involved in recruitment processes who may have experienced discrimination or require accommodation(s) during the hiring process.

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.

APPENDIX 3: RETENTION AND INCLUSIVITY INITIATIVES

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.

Additionally, the University of Lethbridge Office of Human Resources is a member of the Lethbridge Immigration Partnership (LIP). LIP is a community development initiative which officially began in June 2016. The groups overarching goal is to identify and reduce barriers facing newcomers and ensuring that Lethbridge is a welcoming and inclusive community for all who call Lethbridge home. Their target audiences include employers (such as the University of Lethbridge), service providers, as well as immigrant job seekers. The University aims to participate in this community inclusion initiative to ensure our students, staff, and faculty have the supports they require in order to be successful community leaders.

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, creative inquiry, and innovation culture in all its forms 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](#).

Within the program, equity, diversity, and inclusion are carefully considered in relation to Membership details, mentor/mentee pairings, mentor selection, and committee membership. Every effort is made to ensure all equity seeking groups are represented in the College of Mentors or the College of Reviewers. Efforts are made to match mentees with the mentor best suited to their needs and goals (i.e. a mentor within or outside their discipline, pairing with a mentor from an equity seeking group etc.) and all requests for accommodations are addressed via the appropriate channels. ORIS recognizes the risk of equity “tax” for mentors, reviewers, and committee members and so carefully tracks commitments and encourages mentors to communicate openly and honestly with program coordinators in this regard. With this awareness in mind, the program aims to include members from all backgrounds and career stages, and is available to offer extra support to equity seeking members of the program via the offices of the AVPR.

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.

likaisiskini Gathering Place

The likaisiskini (ee-GUS-ganee) Gathering Place is an inclusive campus space centred around invitations to share stories, teachings, and wisdom. likaisiskini is a Blackfoot word meaning “low horn”. Centred around relationships, the likaisiskini Gathering Place 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 likaisiskini 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 likaisiskini 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 likaisiskini Gathering Place is home to the work of [the Iniskim Education Committee](#), guided by the University’s [Aboriginal Education Policy](#). The likaisiskini team also supports an Elder-in-Residence program (founded in part by a Tier 2 CRC Chairholder), a First Nations Metis Inuit Student Association, and provides assistance with Indigenous self-identification for all university community members. These services and community supports are also available to faculty (including those in U of L/CRC research chair programs) and staff. They host and promote inclusive educational events such as Reconciliation Week and Indigenous Awareness Days. likaisiskini 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 likaisiskini 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 Executive Director, EDI 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:

Erasmus Okine, PhD
Provost & Vice-President (Academic)
Email: Erasmus.okine@uleth.ca

Robert Wood
Interim Vice-President Research
Email: robert.wood@uleth.ca

Ariane Tennant
Associate Vice President, Human Resources
Email: ariane.tennant@uleth.ca