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Contact Information 

### Important Note

(Once you have read the statement below, click the radio button beside it.)

Please note that the information you enter in your report is only saved when clicking on the "Save and Next" button at the bottom of the page. Using the browser navigation buttons or the "Continue Later" button at the bottom of the page **will not save** the information entered on the page. If after clicking "Save and Next" you see a "Page has errors" message in red, near the top of the page, it means that at least one field is missing information. In such an instance, the empty field will have the words "Answer is incomplete" underneath it, in red.

This report includes mandatory reporting on 1) the CRCP institutional equity, diversity and inclusion action plan (IEDIAP) and 2) the \$50,000 EDI Stipend.

Your institution must submit the report by the deadline date indicated by the program, and must cover the reporting period identified by the program.

Institutions are required to post the most up to date version of their EDI action plan on their [public accountability web pages](#).

Each year, institutions must also publicly post a copy of this report to their public accountability web pages within 7 working days after the deadline for submitting the report to TIPS. TIPS will review the report each year; in addition, the annual report(s) will be provided to the external EDI Review Committee, when it is convened every few years, to evaluate the progress made in bolstering EDI at the respective institution and to provide context for future iterations of the EDI action plan.

All sections of the form are mandatory (unless otherwise noted).

Contact information

### Please complete the fields below.

#### Name of Institution:

University of Lethbridge

#### Contact Name:

Robert Wood

#### Position Title:

Interim Vice-President (Research)

#### Institutional Email:

vpr@uleth.ca

#### Institutional Telephone Number:

403-329-2431

**The link for the EDI progress report and EDI Stipend report:**

<https://ca1se.voxco.com/SE/?st=jeuW6suXm8k3Ct0XM1n9bz3j3Dx9FJ0rkH35C9mNUoQ%3D>

Does your institution have an EDI Action Plan for the CRCP?

Yes

**PART A: EDI Action Plan** - Reporting on Key Objectives Analyses, Systemic Barriers, Objectives and Indicators

Date of most recent plan (e.g. latest revision of the public plan):

09/30/2020

Rating given action plan in most recent review process:

Partially Satisfies

Name of vice-president level representative responsible for ensuring the implementation of the plan:

Robert Wood

In developing their action plans, institutions were required to conduct: 1) an employment systems review; 2) a comparative review; and 3) an environmental scan (see program requirements [here](#)). These assessments were required in order to identify the specific systemic barriers and/or challenges that are faced by underrepresented groups (e.g. women, persons with disabilities, Indigenous peoples and racialized minorities at the respective institution; institutions were then required to develop key S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) objectives and actions to address them.

Indicate what your institution's key EDI objectives are (up to six) as outlined in the most recent version of your action plan (either the one approved by TIPS or the one current under review by TIPS), as well as the systemic barriers/challenges identified that these objectives must address. Please note that objectives should be S.M.A.R.T. and include a measurement strategy. List the corresponding actions and indicators (as indicated in your institutional EDI action plan) for each objective, and outline: a) what progress has been made during the reporting period; b) what actions were undertaken; c) the data gathered; and d) indicators used to assess the outcomes and impacts of the actions. Please note that indicators can be both quantitative and qualitative and should be specific. Outline next steps and use the contextual information box to provide any additional information (e.g. course correction, obstacles, lessons learned, etc.) for each objective.

**Key Objective 1**

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 1:

Objective 1 seeks to embed a culture of intentional approaches to EDI into institutional culture at all levels. This includes establishing an equity team, developing an institutional EDI strategic plan, reviewing marketing materials and publications with an EDI lens, and reducing barriers for the participation of equity deserving groups on institutional initiatives.

**Systemic barriers -**

Please provide a high-level description of the systemic barriers (e.g. summarize what the barriers are and how they were identified):

In 2018, the University's President's Advisory Committee on Equity, Diversity, and Inclusion (PACEDI) conducted campus-wide consultations on EDI at the University. Consultations included interviews with subject matter experts; an online survey circulated to the entire University community; an open, anonymous white board positioned in a central area to gather feedback; and focus group sessions. Several key themes were identified through these consultations including, but not limited to: a lack of diversity in leadership positions, a need for transparent data on pay equity, a need for enhanced unconscious bias training, and a need to revise policies and messaging around EDI.

Corresponding actions undertaken to address the barriers:

The University lacked organizational coordination and integration to better effect institution-wide change. While we have champions across all units on campus, and several initiatives underway, our current capacity to effect consistent systemic change is limited by lack of coordination and strategic direction. EDI activities are managed in an ad hoc capacity by a variety of administrative, faculty, and school units across Campus. The establishment of an equity team within the Provost's Office is an institutional priority. Searches for an Executive Director, EDI and an EDI Project Manager are in progress.

Data gathered and Indicator(s) - can be both qualitative and quantitative:

The results of the campus wide consultations are available in the President's Advisory Committee Equity, Diversity, and Inclusion Report (see pp. 12-13). <https://www.uleth.ca/president/equity-diversity-and-inclusion> see pp. 12-13.

**Progress and/or Outcomes and Impacts made during the reporting period:**

- Executive Director, EDI: The University struck a search committee with broad representation from across campus in late fall 2020. The committee is comprised of representatives from the academic staff, undergraduate and graduate student populations, and administrative staff. The committee is reviewing applications and shortlisting candidates. We hope to have the position filled by July 2021. - EDI Project Manager: A position profile is drafted and currently under review by the University's HR committee. We hope to post the position in June with the person in place by July 2021.

**Challenges encountered during the reporting period:**

COVID-19 and its associated challenges have impacted the timeline for the Executive Director, EDI search.

**Next Steps (indicate specific dates/timelines):**

July 2021 - Executive Director, EDI and EDI Project Manager positions filled.

**Was funding from the CRCP EDI stipend used for this key objective?**

No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

**Do you have other key objectives to add?**

Yes

**Key Objective 2****Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 2:**

Objective 2 seeks to revise, expand, and promote training and education related to EDI. The cornerstones of this objective are: (1) providing training and education opportunities to all campus stakeholders to develop a culture of awareness of EDI, (2) ensuring appropriate safeguards are in place during the institutional support phase of hiring and nomination, and (3) developing a communications plan to encourage participation in various EDI initiatives and campaigns.

**Systemic barriers -****Please provide a high-level description of the systemic barriers (e.g. summarize what the barriers are and how they were identified):**

The University completed phase 2 of the environmental scan in 2019. An electronic EDI survey composed of questions developed specifically for the CRC program was developed in consultation with Human Resources. The survey was distributed to all CRCs and was extended to holders of institutional Board of Governors Research Chairs (BoGRC) in 2020. The inclusion of BoGRCs expanded our 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 its research chairs. From these surveys we discovered the following barriers: - the significant tie commitment required to complete the CRC and Canada Foundation for Innovation application packages simultaneously, - 50% of respondents either "disagreed" or "preferred not to answer" when asked about the transparency of institutional support - 13% of respondents "disagreed" that they would feel comfortable self-identifying during the application process. - 49.5% of respondents either "disagreed" or "preferred not to answer" when asked if they felt there was a disproportionate pull on their time in relation to participation in service work when compared to a regular faculty appointment.

**Corresponding actions undertaken to address the barriers:**

Based on these results, the University is committed to exploring further barriers faced within the application process and/or improvements that can be made in order to ensure chairholders receive the support they require in order to carry out their world-class research programs.

**Data gathered and Indicator(s) - can be both qualitative and quantitative:**

See above - data included in "Systemic Barriers" section.

**Progress and/or Outcomes and Impacts made during the reporting period:**

- Committee members on all appointment and award committees are asked to complete the Unconscious Bias training module developed by the Tri-Agency. - Drafted "Best Practices for Hiring Guidelines" to be used as a resource for hiring committees. - Joined the Canadian Centre for Diversity and Inclusion (CCDI) as a member partner. Through this membership the University is able to access CCDI's catalogue of videos and training materials on equity, diversity, and inclusion.

**Challenges encountered during the reporting period:**

None relating to this objective.

**Next Steps (indicate specific dates/timelines):**

The University will continue to develop, review, and finalize current SOPs, guidelines, policies, to incorporate the training resources made available through our membership with CCDI.

Was funding from the CRCP EDI stipend used for this key objective?

Yes

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective:

4000

If an amount was entered in the previous question, indicate specifically what the funds were spent on.

Annual membership for CCDI.

### EDI Stipend Impact Rating

Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this key objective:

Major impact (the EDI Stipend had a major impact on achieving progress)

### Indicate in the table below any leveraged cash or in-kind contributions provided by the institution

Leveraged cash or in-kind contributions from your institution (if applicable):

	Amount \$	Source / Type (cash or in-kind)
1	0	0
2	0	0

### Key Objective 3

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 3:

Objective 3 seeks to apply EDI principles to all university planning, policy, and decision-making and commit to transparency in processes.

### Systemic barriers -

Please provide a high-level description of the systemic barriers (e.g. summarize what the barriers are and how they were identified):

The University completed phase 3 of the environmental scan in summer 2020. In this phase, the university engaged CCDI to conduct qualitative focus groups with chairholders. The focus of these sessions were to discuss their observations and experiences related to EDI at the University largely, and in their roles as a chairholder. We asked specific questions relating to their experience in the recruitment, hiring, and retention of their position (as appropriate) as well as any experiences of harassment and discrimination. Key findings from the focus groups include the following: - only 1/3 of respondents felt institutional leaders demonstrated a commitment to EDI. Specific suggestions provided included updating recruitment practices and ensuring campus community members undergo EDI training. -a need to update nomination process to address the nuances from applicants from the social sciences, humanities, and fine arts (e.g., it is difficult to translate the work of the social sciences and humanities to applications geared for the sciences) - identified differences in CRC resources, supports, and opportunities depending on the Faculty.

### Corresponding actions undertaken to address the barriers:

Using the identified barriers as a guide, the University committed to updating the suite of documents related to the recruitment, hiring, and retention of Chairholders. This includes updating policy documents, collaborating with campus stakeholders to develop and pilot planning tools, and updating internal standard operating procedures.

### Data gathered and Indicator(s) - can be both qualitative and quantitative:

See "systemic barriers" section.

### Progress and/or Outcomes and Impacts made during the reporting period:

-updated the Best Practices for Hiring Guide to include the new EDI allocation, hiring, and nomination requirements of the CRC program (e.g., updates to inclusive language best practices and inclusion of best practices for the evaluation of diverse forms of knowledge creation, creative inquiry, and knowledge mobilization). - updated the standard operating procedure for the management of CRC allocations to provide more information on the criteria for the phase-out of chairs, the corridor of flexibility, and the safeguards for equity deserving groups during wage negotiations.

### Challenges encountered during the reporting period:

This objective involves considerable review and revision of existing policies and the drafting of new policies, procedures, and standard operating procedures. Neither Human Resources nor the Office of Research and Innovation Services have an employee that can be assigned to this project. Instead, these tasks are completed around their core position responsibilities. This leads to significant delay in meeting the objectives.

**Next Steps (indicate specific dates/timelines):**

The University is hiring a Project Manager, EDI to assist with managing and supporting the development and implementation of EDI initiatives, including developing an EDI communications plan, preparing presentations and training materials, assisting with policy reviews, drafting standard operating procedures, and reporting. This position is made possible through funding from an NSERC EDI Capacity Building Grant.

**Was funding from the CRCP EDI stipend used for this key objective?**

Yes

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective:

19441

If an amount was entered in the previous question, indicate specifically what the funds were spent on.

The University hired the Canadian Centre for Diversity and Inclusion to conduct qualitative focus groups with chairholders in summer 2020.

**EDI Stipend Impact Rating**

Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this key objective:

Extensive impact (the EDI Stipend had an extensive impact on achieving progress)

**Indicate in the table below any leveraged cash or in-kind contributions provided by the institution**

Leveraged cash or in-kind contributions from your institution (if applicable):

	Amount \$	Source / Type (cash or in-kind)
1	0	0
2	0	0

**Key Objective 4**

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 4:

Objective 4 focuses on self-study and collection to better understand the University's EDI landscape. The key activities within this objective revolve around streamlining EDI data collection efforts and conducting a campus-wide employment systems review.

**Systemic barriers -**

Please provide a high-level description of the systemic barriers (e.g. summarize what the barriers are and how they were identified):

Based on results from previous activities - such as the foundational work completed by the President's Advisory Committee for Diversity, Equity, and Inclusion as well as the surveys and focus groups initiated by the Office of Research and Innovation Services (ORIS) - we recognize certain unintentional biases exist, which have been discussed in Objectives 1-3. While staff in Human Resources and ORIS conducted an initial review of existing policies and procedures with an EDI lens, we felt it was prudent to hire an external consultant well-versed in employment systems reviews to conduct a formal review.

**Corresponding actions undertaken to address the barriers:**

The University hired the Centre for Canadian Diversity and Inclusion to review all employment systems, policies, and practices (written and unwritten) and implementation/operationalization of these systems as they relate to the CRC program. This analysis will ensure our recruitment, nomination, and retention processes are fair and transparent, but also identify specific barriers chairholders may face on campus. The operating procedures and policies related to Chairholders, are deeply interconnected with all other equity policies on campus. Thus, the review will also include several comprehensive HR policies, producing outcomes and benefits that have impacts far beyond our Chair programs. Completion of the Employment Systems Review is essential to further understanding of the U of L EDI landscape and will inform the restructuring of our CRC EDI Action Plan.

**Data gathered and Indicator(s) - can be both qualitative and quantitative:**

Data is pending. The university anticipates receiving the Canadian Centre for Diversity and Inclusion's report in June 2021.

**Progress and/or Outcomes and Impacts made during the reporting period:**

The University engaged the Centre for Diversity and Inclusion to conduct an employment systems review.

**Challenges encountered during the reporting period:**

The services of the Canadian Centre for Diversity and Inclusion are in high demand. This, combined with delays caused by COVID, pushed the project timelines. We had hoped to have the review completed in fall 2020 but it is now scheduled for spring 2021.

**Next Steps (indicate specific dates/timelines):**

The university is in a holding pattern while we wait for submission of the final report. Representatives in Human Resources and the Office of Research and Innovation Services will review the report to determine next steps.

**Was funding from the CRCP EDI stipend used for this key objective?**

Yes

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective:

25000

If an amount was entered in the previous question, indicate specifically what the funds were spent on.

The funds were used to hire the Canadian Centre for Diversity and Inclusion to conduct an employment systems review of all policies and procedures relating to the recruitment, hiring, and retention of chairholders. The review is currently in progress with \$11,340 spent to date but a total of \$25,000 is encumbered for the project. CCDI will submit the report in June 2021 with final payment thereafter.

**EDI Stipend Impact Rating**

Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this key objective:

Extensive impact (the EDI Stipend had an extensive impact on achieving progress)

**Indicate in the table below any leveraged cash or in-kind contributions provided by the institution**

Leveraged cash or in-kind contributions from your institution (if applicable):

	Amount \$	Source / Type (cash or in-kind)
1	0	0
2	0	0

**Key Objective 5**

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 5:

Not applicable.

**Systemic barriers -**

Please provide a high-level description of the systemic barriers (e.g. summarize what the barriers are and how they were identified):

Not applicable.

Corresponding actions undertaken to address the barriers:

Not applicable.

Data gathered and Indicator(s) - can be both qualitative and quantitative:

Not applicable.

Progress and/or Outcomes and Impacts made during the reporting period:

Not applicable.

Challenges encountered during the reporting period:

Not applicable.

Next Steps (indicate specific dates/timelines):

Not applicable.

Was funding from the CRCP EDI stipend used for this key objective?

No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

### Key Objective 6

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 6:

Not applicable.

Systemic barriers -

Please provide a high-level description of the systemic barriers (e.g. summarize what the barriers are and how they were identified):

Not applicable.

Corresponding actions undertaken to address the barriers:

Not applicable.

Data gathered and Indicator(s) - can be both qualitative and quantitative:

Not applicable.

Progress and/or Outcomes and Impacts made during the reporting period:

Not applicable.

Challenges encountered during the reporting period:

Not applicable.

Next Steps (indicate specific dates/timelines):

Not applicable.

Was funding from the CRCP EDI stipend used for this key objective?

No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

### Challenges and Opportunities

Other than what has been outlined in the section above, outline any challenges and opportunities or successes regarding the implementation of the EDI action plan, as well as best practices that have been discovered to date. If COVID-19 has had an impact on the implementation of the institution's action plan, please outline how below. How has or will the institution address these challenges and opportunities? (limit: 5100 characters):

The lack of dedicated resources has been the biggest challenge in meeting the objectives of the EDI Action Plan. The individual responsible for the development and stewardship of the plan within the Office of Research and Innovation Services resigned from their position in early fall 2020. The position remained vacant until January 2021. The position's replacement was new to grant facilitation. As a result, the focus of the new employee's onboarding has been their core responsibilities: maximizing research and scholarly activity within the natural sciences and facilitating the review and submission of external grant applications. The significant onboarding further delayed progress on the Action Plan's deliverables. The University is the recipient of an NSERC EDI Capacity Building grant. The funds provided by the grant will help mitigate the human resources issue. The grant will provide funding for a dedicated Project Manager to advance many of the initiatives within the Action Plan. The grant also provides funding to hire graduate assistants to support the development and implementation of EDI initiatives. These two positions, when combined with the Executive Director, EDI that should be in place by July 2021, will increase the University's capacity to meet the objectives of the EDI Action.

**Reporting on EDI Stipend objectives not accounted for in Part A****Instructions:**

- Institutions with EDI Action Plans, use this section to report on EDI Stipend objectives that are not accounted for in Section A.
- Institutions without EDI Action Plans, use this section to report on EDI Stipend objectives.

**Objectives associated with your institution's EDI Stipend application**

**Table C1.** Provide information on the objectives associated with your institution's EDI Stipend application, including the funding and timelines, for the reporting period.

**EDI Stipend Objective 1**

Indicate the S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) objective(s) towards which this funding has been directed:

Not applicable.

Indicator(s): Describe indicators, as presented in the EDI Stipend application, and how they are calculated.

Not applicable.

Progress: Describe results observed, including indicator results, outcomes, impacts. Include timelines (start and end dates).

Not applicable.

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective: 0

Institutional commitment (if applicable): 0

Total funds spent:

Indicate in the table below any leveraged cash or in-kind contributions provided by your institution:

	Amount \$	Source / Type (cash or in-kind)
1	0	0
2	0	0

**Table C2. EDI Stipend Impact Rating**

Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this objective as identified in your application, for the reporting period:

Insignificant impact (the institution could attain similar progress towards this objective without the EDI Stipend)

Provide a high level summary of how the stipend was used:

Not applicable. (the form wouldn't save without selecting an option)

Do you have other objectives to add?

No

**Additional Objectives (if applicable)**

**Table C1.** Provide information on the objectives associated with your institution's EDI Stipend application, including the funding and timelines, for the reporting period.

**EDI Stipend Objective 2****EDI Stipend Objective 3**

**EDI Stipend Objective 4****EDI Stipend Objective 5****EDI Stipend Objective 6****Part D: Engagement with individuals from underrepresented groups**

Outline how the institution has engaged with underrepresented groups: e.g. racialized minorities, Indigenous peoples, persons with disabilities, women, LGBTQ2+ individuals, during the implementation of the action plan (during the reporting period), including how they have been involved in identifying and implementing any course corrections/adjustments, if applicable. For example, how was feedback gathered on whether the measures being implemented are resulting in a more inclusive research environment for chairholders of underrepresented groups? How has intersectionality been considered in developing and implementing the plan (if applicable)? Have new gaps been identified? How will members of underrepresented groups continue to be engaged? (limit: 10 200 characters)

We recognize that the success of our EDI Action Plan rests on how well we include, value, and engage with a diverse group of students, staff, faculty, and administrators. The President's Office established the President's Advisory Committee on Diversity, Equity, and Inclusion (PACDEI) in 2018. Its mandate was to review and provide an inventory of policies, plans, activities, and initiatives associated with diversity, equity, and inclusion throughout the institution and to analyze any gaps that exist between stated institutional commitments and practices. In meeting their mandate, PACDEI consulted with a broad cross section of the university community, including representatives from the aforementioned underrepresented groups. Subsequent activities focused on the environmental scan (e.g., focus groups and surveys) specifically targeted chairholders. Many of our chairholders identify with one or more of the underrepresented groups. As the employment systems review is in progress (anticipated completion June 2021) and a diversity meter is forthcoming (anticipated start date of January 2022), the University has not started the process of seeking feedback on measures implemented to date. The University will pursue this activity in the coming months, once the Executive Director, EDI and Project Manager, EDI are in place. A graduate student will be hired (through a graduate assistantship) to develop a stakeholder engagement plan to complement a communications plan. Through these actions, the University will engage in deliberate activities to ensure underrepresented groups are consulted, their feedback is heard, and used to inform corrections to the EDI Action Plan.

**PART E: Efforts to Address Systemic Barriers More Broadly within the Institution**

Briefly outline other EDI initiatives underway at the institution (that are broader than those tied to the CRCP) that are expected to address systemic barriers and foster an equitable, diverse and inclusive research environment. For example, are there projects underway that underscore the importance of EDI to research excellence? Is there additional training being offered to the faculty at large? Are there initiatives to improve the campus climate? Please provide hyperlinks where possible. Note that collecting this information from institutions is a requirement of the 2019 Addendum to the 2006 Canadian Human Rights Settlement Agreement and provides context for the work the institution is doing in addressing barriers for the CRCP. (limit: 4080 characters)

The University is recruiting an Executive Director, EDI to join the senior administrative team. Although the search is in progress, we are searching for an individual with experience in addressing campus-wide EDI issues. The Executive Director will have a broad mandate to proactively identify and address campus-wide EDI issues; to play a central role in building capacity to raise awareness and enable training on EDI issues; and to support the development and refinement of policies, procedures, and best practices to advance institutional EDI goals. This will be a vital role on campus, helping to shape our community going forward as we strive to effect systemic change and enable a university community that is equitable, diverse and inclusive. Other initiatives in progress include: - Developing an Indigenization Strategic Plan (led by the Provost's Office). - Advancing an innovative partnership between the Blackfoot Confederacy, the University of Lethbridge and the Mastercard Foundation to support and enable Indigenous youth to achieve their goals and become leaders in their communities. - Conducting targeted recruitment of BIPOC faculty members for position replacements/new hires. - Providing Implicit Bias Training for Academic Senior Administrators, Department Chairs, and STP (Salary, Tenure, and Promotion) committees. This was a joint initiative with the University of Lethbridge Faculty Association Gender, Equity, and Diversity Committee (GEDC). - Offering Sexual Violence Prevention Education Lunch and Learn Series. (<https://www.uleth.ca/sexual-violence/may-2021-lunch-and-learn-series>) - Establishing an Inclusive Practices Working Group in the Faculty of Arts & Science.

**Before submitting your report, please ensure that your responses are complete. You will not be able to edit the information after it is submitted.**

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CRCP Institutional EDI

Action Plan - Contextual Details



This information will be sent to the Tri-agency Institutional Programs Secretariat when you click 'Submit.'

Jointly administered by:

