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Complete Full Report

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](#). Ensure to remove all numbers less than 5 prior to posting on your website in cases where your report includes the representation of individuals from underrepresented groups among your chairholders. This is a requirement of the *Privacy Act*.

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:

Dr. Dena McMartin

Position Title:

Vice-President Research

Institutional Email:

vpr@uleth.ca

Institutional Telephone Number:

403-329-2431

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:

Satisfies

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

Dena McMartin

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 individuals from underrepresented groups (e.g. women, persons with disabilities, Indigenous Peoples and racialized minorities, LGBTQ2+ individuals) 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 currently 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 University community; an open, anonymous, whiteboard 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:

While we have champions across all units on campus, and several initiatives underway, our current capacity to effect consistent systemic change is limited by a 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 President's Office is an institutional priority.

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>

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

The search for the Executive Director, EDI was successfully completed in summer 2021 with the position starting in September 2021. A 3-year term Project Manager position began in November 2021 to help implement EDI initiatives.

Challenges encountered during the reporting period:

The hiring and start date of the Executive Director of EDI and the establishment of the EDI team on September 6, 2021, have delayed the implementation of EDI initiatives. With this role now in place, there will be an intentional focus on achieving the EDI strategic priorities of the Institution.

Next Steps (indicate specific dates/timelines):

Key steps for the Executive Director for EDI have been to establish the EDI team including the hiring of the EDI Project Manager in November 2021 and the EDI Graduate Student June 1, 2022. The EDI strategies priorities are currently being developed and will be based on the results of the Diversity and Inclusion Survey which will be completed by June 30, 2022. The Joint Committee for EDI has also been established in May 2022 and the mandate of this committee is to provide recommendations and best practice research to the Faculty Association and the Board-related EDI faculty-specific issues. The committee is currently finalizing its work plan for Fall 2022 and Winter 2023. To establish a proper governance process a University of Lethbridge EDI Advisory Committee will be established in Fall 2022. The purpose of this committee is to provide strategic support to the Executive Director -EDI to move EDI strategic priorities forward.

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 time 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:

To date, the University has established workshops to assist and support CRC in the preparation of applications and relevant documents. Additionally, workshops have been established to build awareness and understanding of Self Declaration. Internal audit has been done of processes to ensure CRC feels completed and supported during the application process. Development of an Internal memo to all CRCs about the importance of Self-declaration in the process.

Challenges encountered during the reporting period:

Many CRC and researchers have lots of misconceptions/deep concerns as it relates to Self Identification in the application process. The work that is currently underway is to build awareness and disrupt misinformation about self declaration and the importance of the application process for current and future CRC's.

Next Steps (indicate specific dates/timelines):

Development of Workshops on Self Identification - Summer 2022 and Fall 2022. Workshops will be held on a semester basis.

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.

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

Institutional membership for 2020/21 with the Canadian Centre for Diversity and Inclusion (CCDI). The membership enables the University of Lethbridge to access webinars, reports, and other training materials created by CCDI. The University signed a 3 year partnership agreement with CCDI. Year 1 fees were supported by the EDI grant with Years 2 & 3 funded by the University.

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 a few 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:

To address the challenges identified with the hiring process, an internal review of the CRC policy has been conducted, All CRC's ads are reviewed through an EDI lens by the EDI team. CRC's positions are posted more broadly to diverse networks to expand the candidate pool.

Challenges encountered during the reporting period:

This approach to hiring is relatively new to the Faculty and will require a cultural shift.

Next Steps (indicate specific dates/timelines):

The development of an Inclusive Hiring workshop and toolkit for faculty. Work has started in June 2022. This project will run from June 2022 to May 2023. A review of the employment equity policy will start in Fall 2022

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.

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.

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:

The results of the employment survey indicated the following: 1. The need to collect better equity data. 2. To address the subjective criteria is being used in the interview and evaluation process 3. To streamline the process for submissions of harassment and discrimination claims. 12 out of the 15 interviewees indicated not reporting incidents when they have occurred. 4. Need to streamline the process for recruitment of the CRC to ensure that the process is more transparent and equitable 5. To increase training on diversity topics such as Bias and Discrimination, Microaggressions and Harassment, and Inclusive Leadership Behaviors 5. Lack of understanding by leaders of systemic discrimination

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

The University of Lethbridge has completed its first Diversity and Inclusion Survey to collect equity data to establish the current state and benchmarks. The EDI Team and the Office of Research and Innovation Services have developed a workshop on understanding the importance of Self-declaration for all current and future chairholders. The workshops will be delivered on a semester basis. The Office of Research and Innovation Services has built into the process sufficient lead-up time to support Chairholders in the preparation of applications and relevant documents as well as provide support to the respective Deans when approving applications.

Challenges encountered during the reporting period:

These initiatives were started when the new EDI Director resumed the position in September 2021.

Next Steps (indicate specific dates/timelines):

To continue the delivery of workshops with the upcoming session in September 2022. Currently developing recruitment framework for the CRC - June 2022. Inclusive Leadership Training is currently being delivered to Senior University Administrators in June 2022. This workshop will be rolled out to the wider campus in the Fall of 2022. A review of the Harassment and Discrimination Policy will commence in Fall 2022.

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.

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.

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 fall 2020. The position remained vacant until January 2021. EDI activities of the position's replacement were not a core responsibility as the position's primary responsibility was grant facilitation. The University is the recipient of an NSERC EDI Capacity Building (EDI-Cap) grant. The funds provided by the grant have helped mitigate the human resources issue. EDI-Cap funds enabled the University to hire a full-time 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 positions, when combined with the Executive Director, have increased 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.

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 was completed in June 2021 and a Diversity Meter Survey is in progress (anticipated completion in June 30, 2022). A graduate student was hired to develop a stakeholder engagement plan to complement an EDI institutional communications plan. This role will focus on communicating the findings of the inclusion and diversity survey and the development of the Inclusion survey for students. 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. Additionally, the University has also created a Joint Committee on Equity, Diversity and Inclusion Committee which will work collaboratively with the UoFL Faculty Association to address key EDI priorities such as Pay Equity, Salary, Tenure, and Promotion as well as Performance evaluations for underrepresented groups from an EDI lens. This will also entail bringing in subject matter experts from the underrepresented groups that are working on EDI issues.

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 relevant, using the hyperlink boxes provided below (URLs should include https://). 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)

<https://www.ulethbridge.ca/equity-diversity-inclusion/black-history>
<https://www.ulethbridge.ca/equity-diversity-inclusion/international-womens-day>
<https://stories.ulethbridge.ca/tag/women-in-science/>
<https://www.ulethbridge.ca/communications/university-commits-eliminating-anti-black-racism-signing-scarborough-charter>
<https://www.ulethbridge.ca/first-nations-metis-inuit/national-truth-and-reconciliation-day-2021>

The University of Lethbridge is committed to creating an inclusive, accessible, and safe campus for all. A key strategic priority of the EDI team is to build EDI literacy through the campus community. Our institutional EDI Communication Plan has been focused on developing comprehensive institutional responses to key multicultural dates across campus. In September 2021 the EDI team in collaboration with our colleagues from the Indigenous Relations team worked on the first institutional celebration of the National Day for Truth and Reconciliation. It was a crucial time to acknowledge the truth about Canada's past and to build our commitment as an institution located on Blackfoot Confederacy territory on how we are going to respond to the calls to action and support all our Indigenous students, staff, and Faculty. In February 2022 the University celebrated its first Black History Month events under the theme of Moving towards Black Excellence. The events consisted of an opening ceremony that featured our first EDI Scholar Dr. Sandra Dixon who shared her experience in navigating white academic spaces. Events also included an International Student Panel who spoke of their experiences as persons of color at the UoFL. Our keynote speaker event was not held as we had to cancel due to the labor disruption which took place on our campus. In addition to hosting the University celebrations, we also focused on amplifying the voices of our students through student spotlights and provided the campus with numerous resources to learn about the many contributions of Black Canadians of African descent and the wider Afro-Caribbean diaspora. Other key events included International Women's Day which focuses on Breaking the Bias and how to become allies to women in the workplace. In addition to recognizing key dates, the university has been focused on creating a platform to share the work of our scholars. The field of STEM continues to be an area where there is an underrepresentation of women in science. It was important for the institution that we continue to showcase the talented work being done on our campus and did a feature on the amazing research being done in science by our scholars. The University of Lethbridge has also joined the Scarborough Charter on Anti-Blackness and Black Inclusion which is an ongoing commitment to eliminating Anti-Black racism in post-secondary in Canada. This is the first crucial step to identifying the barriers for racialized persons and how to promote Black Inclusion on our campus. The University is on a collective journey and this is the first of many steps. As previously reported the University of Lethbridge EDI Advisory committee will be created in the Fall of 2022. This advisory committee will be supporting the EDI team in moving ahead key strategic priorities based on the findings of the results of the Diversity and Inclusion Survey.

<https://www.ulethbridge.ca/equity-diversity-inclusion/black-history>

<https://www.ulethbridge.ca/equity-diversity-inclusion/international-womens-day>

<https://stories.ulethbridge.ca/tag/women-in-science/>

<https://www.ulethbridge.ca/communications/university-commits-eliminating-anti-black-racism-signing-scarborough-charter>

<https://www.ulethbridge.ca/first-nations-metis-inuit/national-truth-and-reconciliation-day-2021>

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

This information will be sent to the Tri-agency Institutional Programs Secretariat when you click 'Submit'. You will receive a confirmation email with a copy of your completed form in HTML format once it is submitted.

Jointly administered by:

