Canada Research Chairs   Chaires de recherche du Canada

INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION ACTION PLAN: PROGRESS REPORT

Institution: University of Lethbridge

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Instructions

Filling out all four sections of this report is mandatory. Institutions must email a PDF of this completed report and, if applicable, a revised copy of the institution's equity, diversity and inclusion action plan by December 15, 2018, to edi-edi@chairs-chaires.gc.ca. If an institution chooses to revise its action plan in anticipation of the assessment process, it must post an updated version of the plan on its public accountability web page.

Equity, Diversity and Inclusion Recognition

Each year, the Tri-agency Institutional Programs Secretariat recognizes an institution with exemplary recruitment, nomination and/or appointment practices that promote equity and diversity. Indicate below whether your institution would like to be considered for the program's recognition. The evaluation process for the recognition will be based on the committee's assessment of this progress report and the institution's corresponding action plan.

Yes:_____   No:_____

PART A: Equity and Diversity Targets and Gaps

A.1) Provide the current targets and gaps for your institution in the table below (using the target-setting tool).

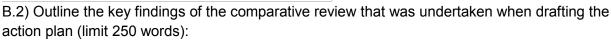| Designated group	Target (percentage)	Target (actual number)	Representation (actual number)	Gap(actual number)
Women				
Indigenous peoples				
Persons with disabilities				
Visible minorities				

Number of currently active chairs:_____

Number of empty chairs:_____

Number of chairs currently under peer review:_____

A.2) Provide any contextual details, such as empty chairs for which recruitment processes have started (limit 200 words):

PART B: Results of the institution's Employment Systems Review, Comparative Review and Environmental Scan

In developing their action plans, institutions were required to develop objectives that were S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely), and include a measurement strategy for monitoring, reporting on progress, and course correcting if necessary, based on: 1) an employment systems review; 2) a comparative review; and 3) an environmental scan (see Appendix A for the requirements that the program stipulated to develop the action plans).

B.1) Outline the key findings of the employment systems review that was undertaken when drafting the action plan limit 250 words:

B.2) Outline the key findings of the comparative review that was undertaken when drafting the action plan (limit 250 words):

B.3) Outline the key findings of the environmental scan that was undertaken when drafting the action plan (limit 250 words):

B.4) Provide an overview of who was consulted in the drafting of the action plan. What form did the consultation/engagement with members of the four designated groups (i.e. women, persons with disabilities, Indigenous peoples and visible minorities) and other underrepresented faculty take? What equity diversity and inclusion (EDI) experts were consulted? Note: Do not to disclose any third party personal information (limit 250 words):

PART C: Objectives, Indicators and Actions

Indicate what your institution's top six key EDI objectives are, as well as the corresponding indicators and actions (as indicated in the action plan). For each objective, outline what progress has been made, with reference to the indicators. Use the contextual information box to communicate any progress made to date for each objective.

Key Objective 1:
Corresponding actions:
Indicator(s):
Progress:
Next steps:
Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):

Key Objective 2:
Corresponding actions:
Indicator(s):
Progress:
Next Steps:
Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):

Key Objective 3:

Corresponding actions:
Indicator(s):
Progress:
Next Steps:
Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):

Key Objective 4:

Corresponding actions:
Indicator(s):
Progress:
Next Steps:
Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):

Key Objective 5:

Corresponding actions:
Indicator(s):
Progress:
Next Steps:
Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):

Key Objective 6:

Corresponding actions:
Indicator(s):
Progress:
Next Steps:
Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):

PART D: Challenges and Opportunities

Other than what has been outlined in the section above, outline any challenges and opportunities/successes, as well as best practices that have been discovered to date in developing and implementing the institutional equity, diversity and inclusion action plan (limit: 500 words):

Appendix A - Institutional Equity, Diversity, Inclusion Action Plan Requirements

To remain eligible for the program, all institutions with five or more chair allocations must develop and implement an equity, diversity and inclusion action plan. This plan must guide their efforts for sustaining the participation of and/or addressing the underrepresentation of individuals (based on the institution's equity gaps) from the four designated groups (FDGs)—women, Indigenous peoples, persons with disabilities and visible minorities—among their chair allocations. Institutions are expected to develop the plan in collaboration with individuals from each of the FDGs, chairholders, faculty and administrators responsible for implementing the program at the institution.

It is important to note that institutions can only address their gaps once chair positions become available (i.e., when their current chairholders' terms end). However, it is expected that institutions will manage their chair allocations carefully in order to meet their equity and diversity targets, which includes choosing not to renew Tier 2 or Tier 1 chairholders as necessary.

Institutions must have action plans posted on their websites as of December 15, 2017. They must also email a copy of their action plan by email to the program at edi-edi@chairs-chaires.gc.ca. If an institution fails to meet these requirements by the deadlines stipulated, **the program will withhold peer review and payments for nominations submitted to the fall 2017 intake cycle, and to future cycles as necessary, until the requirements are fulfilled**.

Institutions must inform the Tri-agency Institutional Programs Secretariat when they revise or update their action plans by emailing edi-edi@chairs-chaires.gc.ca.

On December 15, 2018, institutions will be required to report to the program using the Equity, Diversity and Inclusion Progress Report, and publicly on their public accountability and transparency web pages, on the progress made in implementing their action plans and meeting their objectives.

The action plan must include, at a minimum, the following components:

1) Equity, Diversity and Inclusion Objectives and Measurement Strategies

- impactful equity, diversity and inclusion objectives, indicators, and actions that will enable swift progress towards:
  - addressing disadvantages currently experienced by individuals of the FDGs; and
  - meeting the institution's equity targets and goals by December 2019—aggressive objectives must be set using this timeline based on the number of chair allocations that are (or will become) available in the institution within the next 18 to 24 months (the 18 months starts as of December 15, 2017, when the action plan is implemented).

PROTECTED B WHEN COMPLETED

- objectives should be S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely), and include a measurement strategy for monitoring, reporting on progress, and course correcting if necessary, based on:
    - an employment systems review to identify the extent to which the institution's current recruitment practices are open and transparent; barriers or practices that could be having an adverse effect on the employment of individuals from the FDGs; and corrective measures that will be taken to address systematic inequities (an example of corrective measures that could be taken by institutions in Ontario is provided on the Ontario Human Rights Commission website);
    - a comparative review—by gender, designated group, and field of research—of the level of institutional support (e.g., protected time for research, salary and benefits, additional research funds, office space, mentoring, administrative support, equipment, etc.) provided to all current chairholders, including measures to address systemic inequities;
    - an environmental scan to gauge the health of the institution's current workplace environment and the impact that this may be having (either positive or negative) on the institution's ability to meet its equity, diversity, and inclusion objectives, and measures that will be taken to address any issues raised; and
    - the institution's unique challenges based on its characteristics (e.g., size, language requirements, geographic location, etc.) in meeting its equity targets, and how these will be managed and mitigated.
- institutions will be required to report to the program and publicly on the progress made in meeting their objectives on a yearly basis.

2) Management of Canada Research Chair Allocations

Provide a description of:

- the institution's policies and processes for recruiting Canada Research chairholders, and all safeguards that are in place to ensure that these practices are open and transparent;
- how the institution manages its allocation of chairs and who is involved in these decisions (e.g., committee(s), vice-president level administrators, deans / department heads);
- the institution's decision-making process for determining in which faculty, department, research area to allocate its chair positions, and who approves these decisions;
- the decision-making process for how the institution chooses to use the corridor of flexibility in managing its allocation of chairs, and who approves these decisions;
- the decision-making process and criteria for determining whether Tier 2 and Tier 1 chairholders will be submitted for renewal and who is involved in these decisions;
- the process and criteria for deciding whether to advance individuals from a Tier 2 chair to a Tier 1 chair, and who is involved in these decisions;
- the process and criteria for deciding which chairholder(s) will be phased-out in the case where the institution loses a chair due to the re-allocation process, and who is involved in these decisions;

- the decision-making process for determining what level of support is provided to chairholders (e.g., protected time for research, salary and benefits, additional research funds, office space, mentoring, administrative support, equipment, etc.), and who within the institution is involved in these decisions;
- safeguards taken to ensure that individuals from the FDGs are not disadvantaged in negotiations related to the level of institutional support provided to them (e.g., protected time for research, salary and benefits, additional research funds, office space, mentoring, administrative support, equipment, etc.);
- measures to ensure that individuals from the FDGs are not disadvantaged when applying to a chair position in cases where they have career gaps due to parental or health related leaves or for the care and nurturing of family members; and
- training and development activities related to unconscious bias, equity, diversity and inclusion for administrators and faculty involved in the recruitment and nomination processes for chair positions (acknowledging that research has shown unconscious bias can have adverse, unintended and negative impacts on the overall success/career of individuals, especially those from the FDGs).

3) Collection of Equity and Diversity Data

Provide a description of:

- the institution's processes and strategies for collecting and protecting data on the FDGs (both applicants to chair positions and successful candidates);
- the institution's strategies for encouraging individuals to self-identify as a member of the FDGs; and
- an example of the institution's self-identification form as an appendix.

4) Retention and Inclusivity

Provide a description of:

- how the institution provides a supportive and inclusive workplace for all chairholders (including those from the FDGs) and how this is monitored (e.g., survey of chairholders, monitoring why chairholders leave the institution);
- the procedures, policies and supports in place that enable the retention of individuals from the FDGs;
- the process by which the institution manages complaints from its chairholders/faculty related to equity within the program;
- the contact information of an individual or individuals at the institution responsible for addressing any equity concerns/complaints regarding the management of the institution's chair allocations; and
- a mechanism for how concerns/complaints are monitored and addressed, and reported to senior management.

Appendix A:
PART C: Objectives, Indicators and Actions

Indicate what your institution's top six key EDI objectives are, as well as the corresponding indicators and actions (as indicated in the action plan). For each objective, outline what progress has been made, with reference to the indicators. Use the contextual information box to communicate any progress made to date for each objective.

Key Objective 1

1. Equity, diversity, and inclusion objectives and measurement strategies.
    1.1) Identify current barriers or unique challenges that may have an adverse effect on recruiting and nominating individuals from the FDGs.
    1.2) Provide mandatory training to all individuals involved in chair recruitment and nomination.
    1.3) Work to ensure fairness and transparency in chair recruitment and nominations.
    1.4) Examine recruitment practices.

Corresponding actions:

a) Continue to engage in ongoing, broad-based stakeholder consultation to identify barriers in recruiting FDG applicants.
b) Implement a survey tool to collect FDG status data on application pools. Access to this data must be tightly controlled in the interest of privacy protection.
c) Establish a President's Advisory Committee on Equity, Diversity and Inclusion.
d) Catalogue available resources and support tools.
e) Implement EDI training sessions for all individuals involved in chair recruitment and nomination development (senior administrators, research officers, selection committee members, academic chairs, deans and associate deans).
f) Track completion of EDI training sessions.
g) Ensure FDG individuals are represented on chair selection committees.
h) Require that selected academic units present a distribution plan to advertise available CRC positions through FDG disciplinary associations as part of the Management of Canada Research Chair Allocations Standard Operating Procedures.
i) Retain website link to open chair advertisements for three years and submit a copy to the Program Secretariat with the relevant chair nomination.
j) Assess feasibility of retaining a professional search firm with special expertise in FDG recruiting for upcoming chair positions.
k) Update the University of Lethbridge Best Practices for Hiring with a Focus on Equity and Diversity Guide (original version October 2007).

Indicator(s):

Key indicators of this objective include:

a) Conducting university wide stakeholder consultation to determine recruitment barriers.
b) Developing a survey tool to collect FDG data on applicant pools.
c) The establishment of the President's Advisory Committee on Equity, Diversity and Inclusion.
d) The development of EDI training tools and tracking of completion for committee members.

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CRC Equity, Diversity, and Inclusion Progress Report 2017-18

Progress:

A key success of the current reporting period has been the formation of the President's Advisory Committee on Equity, Diversity and Inclusion. This committee has already begun to achieve its mandate of a comprehensive review of University policies, procedures, activities, and initiatives related to EDI on campus. This group will assess the available tools, resources and support available to FDGs at the University of Lethbridge. The committee has also conducted in-person and online consultations with students, all employee groups, faculty, and alumni in relation to EDI. A final report with the resulting recommendations and findings will be presented to President's Executive in early 2019. This information complements the data collected through the Equity Working Group survey. In addition, the committee has also conducted a comparative analysis of ten similar size institutions across Canada to determine best practices relating to EDI policies, procedures, and initiatives. This information will be included in the forthcoming report and used to inform the next steps of the committee.

As outlined below, after an initial review of our Human Resources applicant administration systems, it was determined that a self-identification form within the institutional survey software Qualtrics could be used to capture the FDG status of applicants. It was also clarified that collection and retention of this data would comply with recent amendments to the FOIP and Alberta Human Rights Act.

All chair selection committee members are required to take Unconscious Bias training developed by the CRC prior to the commencement of their positions. In addition, an EDI champion is identified, and there must be representation from at least one of the four FDGs on each selection committee, per the CRCP best practices guidelines. CRC Chair postings are circulated as widely as possible to as part of the [Management of Canada Research Chair Allocations Standard Operating Procedures](#). A copy of the posting is submitted to the CRCP with all nomination packages.

Next Steps:

The University of Lethbridge will continue to use the best practices as outlined by the CRCP in relation to hiring committee composition, training, and nomination package requirements in the upcoming Chair search. Further, proof of Unconscious Bias training will retain with all recruitment documentation, which is made possible through the addition of a Certificate of Completion in the updated training module provided by the CRCP. Finally, the University of Lethbridge has received confirmation that the collection of self-disclosure information in relation to FDG status is permissible under both FOIP and the Alberta Human Rights Act. It will use the tool developed to collect this information for all future nominations.

A recommendation of both the CRC EDI Action Plan and the Equity Work Group Final Report was to update the University of Lethbridge Best Practices for Hiring with a Focus on Equity and Diversity Guide (original version October 2007). Initiating this work is a priority for all EDI teams on campus over the next reporting cycle.

Consultation with the University community in relation to EDI initiatives will continue to take place. Data analysis of recently completed surveys and consultations will also continue, resulting in the development of a comprehensive understanding of barriers, challenges, and opportunities related to the recruitment and retention of FDGs on campus will be ongoing.

Contextual Information: N/A

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CRC Equity, Diversity, and Inclusion Progress Report 2017-18

Key Objective 2

2. Management of Canada Research Chair Allocations

Corresponding actions:

    a) Develop and implement the University of Lethbridge Management of Chairs Standard Operating procedures.

Indicator(s):

The development of Procedures for Managing Canada Research Chair Allocations.

Progress:

During the 2017-18 reporting period, the University of Lethbridge developed the Management of Canada Research Chair Allocations Standard Operating Procedures (SOP). The SOP was approved for use by Faculty Deans and Associate Deans, as well as the President's Executive. The SOP serves to ensure a fair and transparent allocation and recruitment process, as well as the allocation of institutional support for nominations.

Next Steps:

The University of Lethbridge will revise the SOP in relation to the new guidelines for recruitment and nomination of chairholders outlined by TIPS in September of 2018 to reflect the most recent information on best practices. Additional policies and procedures will be updated as needed to reflect the new nomination package requirements, the institutional attestation, and the new self-identification form as defined by TIPS.

Contextual Information:

The SOP will undergo an annual review to ensure it contains the most relevant information provided by TIPS, as well as to address any findings of environmental scans, as well as both comparative and employment systems reviews. It will also be updated as needed in relation to any revisions to the Institutional CRC EDI Action Plan.

Key Objective 3

3. Collection of Equity and Diversity Data.
        3.1) Collect and protect data on FDG applicants and chairholders.
        3.2) Annual reporting

Corresponding actions:

a) Create and implement a survey tool to collect data on FDG status in applicant pools and among current chairholders.
b) Protect data and safeguard confidentiality according to Alberta's *Freedom of Information and Protection of Privacy Act* and other applicable regulations.
c) Review and implement findings of the Equity Working Group.
d) Report annually to the CRCP on institutional progress on this plan.
e) Monitor chairholder annual reports to identify EDI concerns and flag them to senior management for action. Identify and implement best practices.

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CRC Equity, Diversity, and Inclusion Progress Report 2017-18

Indicator(s):

a) Creation of a survey tool to collect date for the self-identification of status of applicants.
b) Completion of the Equity Working Group Final Report.
c) Review of annual chairholder reports for EDI concerns.
d) Completion of the CRCP Annual report.

Progress:

After reviewing compatibility with our Human Resources applicant administration systems, it was determined that a self-identification form within the institutional survey software Qualtrics could be used to capture the FDG status of applicants. It was also confirmed that collection and retention of this data would comply with recent amendments to the FOIP and Alberta Human Rights Act.

The Equity Working Group completed their Final Report in December of 2017. This report was the primary mandate of the working group. The recommendations contained within the report were presented to the University of Lethbridge Board of Governors. In total, ten recommendations were put forth, including those requiring action, and those at various stages of development.

Annual chairholder reports are reviewed by the Office of the Vice-President Research in relation to EDI challenges and barriers experienced throughout the term. If EDI concerns are identified by chairholders, they are communicated in confidence to the senior management team for action.

The completion of the first annual CRCP Institutional Equity, Diversity, and Inclusion Action Plan Progress Report and the information contained herein satisfies the annual reporting objective.

Next Steps:

For the upcoming chair search, which has an anticipated recruitment timeline of Summer/Fall 2019, the University will utilize the self-identification survey tool to collect FDG status information. This data will be protected and confidentiality safeguarded according to Alberta's *Freedom of Information and Protection of Privacy Act* and other applicable regulations.

The Equity Working Group designed and delivered a Perception Survey sent to all faculty in Spring 2018, on which data analysis is currently underway. The survey received higher than expected return rates. Once data analysis is complete, a report will be prepared. Other ongoing projects of the Equity Working Group include assessing TRC and indigenization initiatives at the University, and exploring models for implicit bias and micro-aggression training tailored to academic environments. In addition, the design of a salary equity survey is underway.

The CRCP Annual Report objectives will continue to be addressed in collaboration with stakeholders from committees such as the President's Advisory Committee on Equity and Diversity and the Equity Working Group, in partnership with the department of Human Resources to address both University-wide initiatives, as well as the objectives of the CRCP EDI Action Plan. Best practice for addressing EDI related concerns identified in annual chairholder reports are under development.

Contextual Information:

For clarity, we have included a brief explanation of the committees and working groups on campus dedicated to EDI initiatives. The President's Advisory Committee on Equity, Diversity, and Inclusion is an

initiative supported by the President's Office and President's Executive, and has a University-wide mandate, which includes collaboration with the Office of the Vice-President (Research) on the CRC EDI Action Plan. The Equity Working Group is a collaboration between The University of Lethbridge Board of Governors and the University of Lethbridge Faculty Association (ULFA). Though these two groups have slightly differing mandates, the work of both groups informs the CRC programs and associated CRC EDI Action Plan and Annual Progress reports.

Key Objective 4

4. Retention and Inclusivity
      4.1) Provide a supportive and inclusive workplace.
      4.2) Enable retention of FDG chairs.

Corresponding actions:

a) Ensure that equal access to institutional opportunities and resources is available to all chairholders in virtue of disciplinary need.
b) Support and implement direction and guidance of the revitalized Indigenous Education Committee, together with its leaders and elders.
c) Identify institutional planning mechanisms that can promote retention and inclusivity.
d) Monitor effectiveness of the updated CRC renewal process (described in the University of Lethbridge Management of Chairs Standard Operating Procedures) as a retention mechanism.
e) Create a formal mentoring program for new chairs and researchers.
f) Address FDG chair retention in the upcoming strategic research plan.

Indicator(s):

a) The successful use of the Management of Canada Research Chair Allocations Standard Operating Procedures (SOP) to guide the renewal process and retention mechanism.
b) Development of a mentorship program for new chairs and researchers.
c) The addition of retention goals related to the Canada Research Chair program in the upcoming strategic plan.

Progress:

To date, the SOP developed in relation to the CRC EDI Action Plan have been utilized in the successful renewal of two Tier II Canada Research Chair positions (one NSERC, one SSHRC). One of these positions was a member of an FDG population. Two additional Tier I and Tier II renewal applications are pending, which also followed the SOP developed alongside the CRC EDI Action Plan.

The Office of Research and Innovation Services has developed a mentorship framework called SOURCE (Supporting Outstanding University Research and Creative Excellence) during the current reporting period. One element of the program is a College of Mentors, which is composed of all current chairholders, who are then paired with new faculty hires (including new CRC chairholders) to provide mentorship and guidance. Mentorship pairings are given careful consideration in the hope of developing lasting and fruitful relationships between new and existing faculty members. Initial mentor/mentee meetings are coordinated by the Associate Vice-President (Research) at the beginning of a new faculty appointment, followed by a commitment to regular meetings where topics may include all aspects of academia including, research, teaching, and service. The program also hosts an annual appreciation

event in which new and existing faculty can meet to review the goals and outcomes of the program, as well as provide feedback on meaningful future activities. In addition, shortly after their appointment start date, and subsequently at the end of their first year as a CRC chairholder, all Chairs meet with the Associate Vice-President (Research) to discuss any challenges or opportunities that may exist in relation to their research programs. Additional meetings occur on an as-needed basis thereafter.

The current Strategic Research Plan expires in 2019-2020, and as a result, initial planning in underway to outline the key objectives of the plan. Included in this discussion is the addition of CRC retention goals and research-related EDI initiatives in order to maintain alignment with the Institution's strategic plan.

Next Steps:

The SOP will be revised to include the new guidelines for recruitment and nomination of chairholders, as outlined by TIPS in September of 2018. The SOP will continue to guide a fair and transparent renewal process at the University of Lethbridge.

The SOURCE program is dedicated to continuous improvement based on feedback from the College of Mentors and new faculty. This program will continue to support new and existing Canada Research Chair appointments. In addition, another facet of the program, the College of Reviewers, provides feedback for new chairholders and faculty in relation to grant writing and award nomination/application development, as well as resources for new faculty related to committee involvement best practices. The University of Lethbridge is dedicated to continuing this important and valuable initiative.

The Office of the Vice-President (Research) will begin the development of the revised Strategic Research Plan in early 2019, which will include EDI focused goals as they relate to research on campus, including the CRC portfolio and EDI Action Plan, in alignment with the University's Strategic Plan (2014-2022).

Contextual Information:

N/A