

Equity Diversity and Inclusion 1

Institution:

University of Alberta

Reporting period:

[April 1, March 31]

Research demonstrates that achieving an equitable, diverse, and inclusive work environment leads to increased excellence, innovation, and impact. A diversity of experiences, perspectives and voices is fundamental to achieving excellent research.

Key institutional actions in support of EDI in the CRCP:

Share up to three key EDI actions related to the CRCP that were undertaken during the reporting period as well as their impact. (required)

Add EDI Action

Key EDI Action	Actions
The U of A has developed and launched interactive CRC EDI dashboards. These dashboards automate the reporting of CRC self-identification data collected at the institution for applicants, nominees, and chairholders. They allow standardized sharing rules to facilitate the use of confidential information across campus in the hiring process. The CRC EDI dashboards present key performance indicators (KPIs) to senior leadership to monitor progress towards CRC EDI targets. They also facilitate informed decision-making for targeted hires by the institution's CRC administrators. This information is a necessary foundation for the U of A to identify and address underrepresentation of women and gender minorities, persons with disabilities, Indigenous peoples and racialized individuals in their allocation of chairholders of the Canada Research Chairs Program in a manner that is timely and responsive, with a view toward both intersectionality and the institutional whole.	Edit Delete
On February 12, 2025 the University of Alberta launched Changing the Story, an integrated action plan to replace the strategic plan that reached the end of its lifecycle in 2022. It provides direction to 1) interweave EDI components in the various institutional strategies, plans, and structures; 2) develop coordinated processes to support and amplify the work of faculties, departments, colleges, units, and other institutional groupings alongside everyday contributors and advocates; 3) adopt shared outcomes that amplify the voices and experiences of diverse knowledge holders; 4) recognize the need for institutional commitments that move beyond values statements and instead translate into values-based practices that shift our culture; and 5) embrace the principles of mutuality, reciprocity, responsibility, and interdependence. All actions are plotted along four trajectories. Two of the four trajectories speak specifically to research excellence: 1) Ensuring access to academic and community life and 2) enhancing expansive excellence. Further, all actions are divided into three categories: improving structures, improving cultures, and improving the ways we share knowledge. Responsibilities reach across the entire university ecosystem, from individual contributors to senior leadership. The plan has an initial phase of two years during which time all 42 actions in the plan need to have started.	Edit Delete
The University of Alberta has continued its development of training modules. ACB Modules provide information and guidance on how to create a vibrant and interconnected university community where everyone has freedom to be different while remaining connected. Module 1 (2024, noted in last year's report) provides education on the university's EDI commitments and their evolution along with related frameworks. Module 2 (2025) has now been launched and moves beyond naming collective injustices and offers learnings about values-based practices that create belonging, cultivate healing, and generate new possibilities. Module 3 is under development for launch fall 2025 and focuses on the development of skills related to these practices as they show up in the learning and working environment, such as conflict management and radical compassion).	Edit Delete

Equity Diversity and Inclusion 2

Institution: University of Alberta

Reporting period: [April 1, March 31]

Research demonstrates that achieving an equitable, diverse, and inclusive work environment leads to increased excellence, innovation, and impact. A diversity of experiences, perspectives and voices is fundamental to achieving excellent research.

CRCP Stipend for Equity, Diversity and Inclusion

Rate the importance the CRCP Stipend for Equity, Diversity and Inclusion has had on your institution in making progress in implementing measures to address systemic barriers (required)

- ☐ Not important
- ☐ Somewhat important
- ☐ Important
- ☒ Very important
- ☐ Do not know
- ☐ Not applicable

Other EDI initiatives

Provide an example of an EDI initiative underway at the institution – that is broader than those tied to the CRCP that is expected to address systemic barriers and fos

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 in the box below. URLs should include https://. Note that collecting this information is a requirement of the 2019 Addendum to the 2006 Canadian Human Rights Settlement Agreement (clause 39.e) and provides context for the work the institution is doing in addressing barriers for the CRCP. (required)

Maximum character count: 2000 | Characters remaining: 136

There are many key EDI-related initiatives underway at the university-wide level in the University of Alberta. These reach beyond the CRCP but underscore the importance of EDI to research excellence. In the reporting period, we implemented the first recommendations from the Primary-Affirmed Name Project, which aims to create a safer and more inclusive environment by offering individuals the option to self-declare their primary-affirmed name across university systems, regardless of legal name, including research systems. Future expansions include accommodations needs, Indigenous place names, and pronouns.

We have also prioritized and invested in dedicated leadership and staff positions, including six senior-level EDI-related academic leadership roles and five strategic officers, alongside research staff dedicated to EDI and/or Indigenous research. The Vice-Provost (Access, Community, and Belonging, ACB) also launched (in addition to the Council on Disability Cultures and Access, reported last cycle) the Race Equity Council, which includes CRC members. These councils ensure that decision-making is informed by diverse voices with lived experiences.

As research excellence is supported by equitable evaluation processes, we have launched the Equity-Centred and Indigenous-Led Faculty Evaluation, Tenure, and Promotion project. Led by a Provost Fellow on Decolonizing Policies (appointed this reporting period 2024), we are working to develop a university-wide framework to recognize Indigenous knowledges and methodologies, community engagement, and equity and inclusion in faculty evaluation processes across all faculties, while considering collective agreements and accreditation standards. This includes equitable research, including community-focused research. A series of workshops and have been launched and are continuing this year.

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[Submit and Exit Survey](#)

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 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. Ensure that you remove all numbers less than 5 from both the plan and the report prior to posting on your website in cases where your report includes the representation of individuals from underrepresented groups among your chairholders, as well as any other identifying information. This is a requirement of the Privacy Act.

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

Contact information

Please complete the fields below.

Name of Institution:

University of Alberta

Contact Name:

Glen Thomas

Position Title:

CRC Coordinator and Advisor

Institutional Email:

crcadmin@ualberta.ca

Institutional Telephone Number:

780-492-6266

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

<https://www.ualberta.ca/research/services/funding-awards/canada-research-chairs/public-accountability.html>

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):

09/02/2019

Rating given to the action plan in most recent review process:

satisfies

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

Verna Yiu

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 and gender minorities, persons with disabilities, Indigenous Peoples and racialized individuals, 2SLGBTQIA++ 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, 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) the main actions were undertaken (up to six) and how they have progressed; 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. If your institution has not yet prepared or received a formal evaluation of its CRCP EDI action plan (institutions having fewer than five Chairs) then section A is optional.

Key Objective 1

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

This objective addresses systemic barriers related to data collection and inclusion. The university continues to data collection instruments and mechanisms to improve its capacity to conduct robust, intersectional analysis (including among CRCs), and to inform the development of additional initiatives in subsequent years.

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 systemic barriers are insufficient intersectional data on our entire workforce and a lack of data on inclusion. To address systemic barriers, the university developed a workforce census and continues to administer the census instrument to new hires to maintain an up-to-date view of our workforce. A lack of comprehensive workforce data remains a barrier, as completion rates for the census remain lower than desired. Additionally, the university does not currently have a mechanism to collect demographic data on job applicants (other than for the CRC program), representing a barrier to intersectional analysis of career pathways. Barriers have been validated through focus groups with faculty and staff and through the EDI Scoping Group.

Corresponding actions undertaken/to be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1	<p>The University of Alberta continues to implement its employee census to new hires to maintain an up-to-date picture of the workforce to support intersectional analyses and enable institutional goal-setting. Compared to previous data mechanisms this survey captures a wider range of characteristics and more specificity. In the long term, this survey will enable intersectional analysis of equity in employment including access to senior roles. In the short term, survey data is used as an input for faculties in setting their annual EDI objectives. This work supports overall diversity of the faculty population, which supports diversity in the CRC program in the long term (i.e., developing the pipeline). The survey assists the University of Alberta in evaluating diversity within our CRC cohort beyond the categories required by CRC.</p>	In progress
Corresponding action 2	<p>To mitigate the lack of intersectional data on CRC applicants, the university has applied for and received stipend funds to develop an appropriate data management and reporting system that integrates more effectively with our application system and ensures confidentiality and security. This is covered in the section below for the use of stipend funds.</p>	In progress
Corresponding action 3	<p>The student census allows us to analyze the effectiveness of pathway initiatives (including initiatives to improve diversity in particular fields and among graduate students), which indirectly supports diversity in the CRC program.</p>	In progress
Corresponding action 4	<p>To mitigate the lack of data on inclusion, we have finalized a survey instrument for administration to CRCs, which was implemented in 2021 with the additional collection on CRC job applicants implemented in 2022. Additionally, we appointed a Provost's Fellow focusing on accessibility and accommodation, who is conducting university-wide consultation to develop recommendations on enhancing accommodations and accessibility for persons with disabilities. The report was prepared and released at the end of 2022 and a cross-portfolio working group was struck to address the recommendations. In September and October 2022, further data was collected through surveys to individual faculties and senior leadership portfolios in the process of developing the final report on the Equity, Diversity and Inclusivity Strategic Plan 2019–2022. This data will</p>	In progress

provide further insight and direction to the institution in addressing barriers.

Corresponding action 5	n/a	In progress
Corresponding action 6	n/a	In progress

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

Quantitative indicators: please access the University of Alberta workforce EDI census report here (<https://www.ualberta.ca/equity-diversity-inclusivity/2019-workforce-diversity-report.pdf>). In addition, the University of Alberta has also published its first student EDI census report based on data collected in the end of 2021, and the report can be found here: <https://www.ualberta.ca/equity-diversity-inclusion/media-library/edi/survey-and-reports-page/student-edi-demographic-census-report-2021-22.pdf>. Qualitative indicators: implementation of student census; implementation of consultations on accommodation; and development of inclusion survey instrument.

Outcomes and Impacts made during the reporting period:

Continued implementation of the workforce census. Implementation of the student census. Undertaking of consultation process focused on accommodation and accessibility and the development of a report and working group to analyze the findings. Finalization of inclusion survey instrument.

Challenges encountered during the reporting period:

The University of Alberta continues to review its operating funding during the reporting period, which had an impact on the availability of resources to complete this work.

Next Steps (indicate specific dates/timelines):

Next Student EDI survey: November 2023 Formal update of the student census results: mid-2024 Priority activities to address disability and accessibility under the newly-established Vice-Provost (Equity, Diversity and Inclusion) portfolio, including establishment of a Council on Systemic Ableism (February 2023) to oversee recommendations from the report and appointment of an Academic Lead on Equity Praxis and Systemic Ableism (July 2023).

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:

This objective relates to the development of resources and functions that enable the integration of EDI into the University's core activities of teaching, research, and service. To support this objective this reporting period focused on: -creating and filling dedicated EDI positions or expanding current positions to include responsibility for EDI -continuing to develop educational tools and resources to assist faculties, departments, administrative units, and individual researchers and professors and instructors to incorporate EDI best practices into their work environments.

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 2022 we interviewed and surveyed 56 faculty, staff, and students regarding the work they were undertaking with respect to EDI and the barriers they were facing. Some of the barriers include: - Lack of financial/human/dedicated resources - Resistance to EDI principles/practices - The work is labour intensive and requires stamina (people also expressed that it can be exhausting and alienating) - Insufficient accountabilities

Corresponding actions undertaken/to be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1	Human Resources: During this reporting period the EDI Leads Network continued to advocate for, create, and implement EDI interventions and to support one another in their work. In addition the following positions were created. The inaugural Vice-Provost (Equity, Diversity and Inclusion) was appointed. The build out of a Pedagogical Justice portfolio in the Centre for Teaching and Learning (CTL), with three corresponding positions in EDI and Indigenous initiatives. EDI lead in the Office of the Vice-President Research and Innovation (OVPRI). Director of EDI in the Faculty of Education. Coordinator, Student EDI, Dean of Students.	Completed
Corresponding action 2	In addition across campus faculties, units, and departments struck volunteer EDI committees. Finally, Human Resources, Health, Safety, and Environment established II and EDI working committees and created a specialized II and EDI portfolio.	In progress
Corresponding action 3	Resistance: The U of A continued to develop generalized and specialized educational and other resources to extend our collective knowledge about the value of EDI and how to embed it into our systems and practices. • The Office of the Provost (OOP) continued to offer introductory workshops on EDI 101 • The Office of Safe Disclosure and Human Rights delivered 24 workshops • CTL continued to support the development of the EDI online modules (based on EDI 101) • A committee struck to review and revise OOP Teaching Awards using an EDI lens, • the COVID teaching awards served as a pilot for these new EDI informed processes; • Training was provided for all hiring committees related to the Black Academic Excellence Cohort Hire (BAECH), • EDI and Research Resource developed; • The Library developed an EDI subject guide	Completed
Corresponding action 4	n/a	Not yet started
Corresponding action 5	n/a	Not yet started
Corresponding action 6	n/a	Not yet started

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

The above mentioned educational programs, reports, and resources are the data that reflect our activities in this area. Progress and/or Outcomes and Impacts made during the reporting period: The consolidation of our progress is reflected in the successful completion of the BAECH, progress made on EDI module development and recruitment educational support. Further, the continued robust engagement in and support of both the EDI Leads Network and the EDI Scoping Group reflect sustained commitment to this work.

Outcomes and Impacts made during the reporting period:

In the sunset report on the inaugural EDI Strategic Plan, 26 out of 33 EDI Lead respondents stated that they felt that our collective efforts have had some impact on the overall culture as it relates to equity, diversity, and inclusion.

Challenges encountered during the reporting period:

The stresses of the past 3 years continue to be felt on our campus however increasing resources creates a sense of optimism. One of the challenges at this juncture is mapping, coordinating,, and aligning the increasing number of local EDI initiatives that are beginning to emerge.

Next Steps (indicate specific dates/timelines):

Launch first EDI modules (Spring 2023) with new modules introduced in 2024 Hire postdoctoral fellow, GRAs to support the development of EDI modules and other related materials. (ongoing). Refresh and relaunch EDI-related pages of University to ensure that researchers, faculty, staff, and students can find current and relevant information and materials(OVPRI January 2023; VPEDI December 2023) Hire Strategic EDI leads in each of the three Colleges (summer 2023) New EDI Action Plan to replace the EDI Strategic Plan (consultations launch fall 2023) Coordination, mapping, and alignment of the work for institutional strategic direction through the Office of the Vice-Provost EDI (ongoing)

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 3

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

- 1. Develop and adopt a process and guidelines for EDI to be used by faculty selection committees
- 2. Develop clear and meaningful roles for Elders on selection committees
- 3. Develop clear and meaningful roles for EDI advisors on selection committees
- 4. Review and update membership guidelines for selection committees

Systemic barriers -

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

A number of issues persist which impede progress on systematizing the integration of EDI principles and practices in recruitment, these include the need for more specific and explicit accountabilities, systemized preparation of selection committees, more research based EDI recruitment practices, and better accommodation practices for faculty who are members of equity denied groups.

Corresponding actions undertaken/to be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1	The Office of the Provost (OOP) continues to provide education and advisory support to recruitment/selection committees engaged in senior academic recruitment activities and to advance the development of a resources that can be used by a wider range of committees	Completed
Corresponding action 2	n/a	Not yet started
Corresponding action 3	n/a	Not yet started
Corresponding action 4	n/a	Not yet started
Corresponding action 5	n/a	Not yet started
Corresponding action 6	n/a	Not yet started

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

In 2021 2022 The OOP offered in-house EDI in Academic Recruitment Training for all senior academic recruitment activities. This enabled the refinement of this resources for wider use and in other contexts, going forward.

Outcomes and Impacts made during the reporting period:

Educational and advisory support is increasingly requested by and appreciated by recruitment and selection committees and our capacity to provide bespoke training is slowly increasing.

Challenges encountered during the reporting period:

Staffing limitations and other resource limitations hampered progress.

Next Steps (indicate specific dates/timelines):

Development of systematic approach to training hiring committees, including online materials to address resource limitations, training of committee chairs, and distributed accountability (Spring 2023). Strike working group to address recruitment practices, materials, and policies (Winter 2024).

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

The University of Alberta has expanded the support for researchers in relation to adopting equity, diversity, and inclusion principles in research projects and teams. The resources include the creation of sessions, workshops, and training sessions on how to generate research projects that benefit populations that have been historically alienated and on how to foster research teams and cultures that intend to create equitable and inclusive environments.

Systemic barriers -

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

This objective addresses systemic barriers related to historical inertias that prioritize academic research approaches that do not challenge the ongoing alienation of specific populations in research environments. In addition, the objective addresses the systemic barrier of academic research that has historically benefitted specific populations, instead of generating research projects that are mindful of the positive impact they can have on wider communities. These systemic barriers were identified through one-on-one and group consultations with researchers, EDI-oriented officers, and with leaders across the institution.

Corresponding actions undertaken/to be undertaken to address the barriers:

Progress to date

Corresponding action 1

During the reporting period, the University of Alberta began the development of multimedia educational resources with the objective of offering specific guidance for researchers on how to adopt EDI principles in their research design and teams. The development phase of these resources include a major framework for EDI in research and a video series with experts and leaders. In addition, another resource specifically focused on offering general guidance for CRC applicants was in development as well. Besides these educational resources, the University of Alberta supported the creation of a Program Officer focused on Equity, Diversity and Inclusion in research. This facilitated the start of a series of individual and group sessions, workshops, and one-on-one consultations to support research efforts with an equitable and inclusive lens.

In progress

Corresponding action 2

n/a

Not yet started

Corresponding action 3

n/a

Not yet started

Corresponding action 4

n/a

Not yet started

Corresponding action 5

n/a

Not yet started

Corresponding action 6

n/a

Not yet started

Outcomes and Impacts made during the reporting period:

The consultation phase related to EDI in research enabled the creation of a framework that included the gaps, barriers and objectives of the new educational resources. Using this framework, significant progress was made in the development of strategic group sessions, workshops, and one-on-one guidance. These efforts were also useful in the parallel development of multimedia educational resources, with the objective of targeting different audiences and learning processes.

Challenges encountered during the reporting period:

Challenges were encountered in scheduling and involving as many people as possible in our consultation process.

Next Steps (indicate specific dates/timelines):

The Office of the Vice Provost, Equity, Diversity and Inclusion and the Office of the Vice President, Research and Innovation, are working on finalizing the educational resources for them to be released and support the research community in adopting EDI values in their research designs and teams. The institution has established a strategy to finalize the outline by August 2022, with a substantial development of the content by the end of December 2022. Rollout of these resources is expected in 2023.

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 5

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

n/a

Systemic barriers -

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

n/a

Corresponding actions undertaken/to be undertaken to address the barriers:

If you have no action to report, please type
'N/A' in the answer field.

Progress to date

Corresponding action 1	n/a	Not yet started
Corresponding action 2		Not yet started
Corresponding action 3		Not yet started
Corresponding action 4		Not yet started
Corresponding action 5		Not yet started
Corresponding action 6		Not yet started

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:

n/a

Systemic barriers -

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

n/a

Corresponding actions undertaken/to be undertaken to address the barriers:

If you have no action to report, please type
'N/A' in the answer field.

Progress to date

Corresponding action 1		Not yet started
Corresponding action 2		Not yet started
Corresponding action 3		Not yet started
Corresponding action 4		Not yet started
Corresponding action 5		Not yet started
Corresponding action 6		Not yet started

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.

PART B: Challenges and Opportunities

Challenges

Other than what has been outlined in the section above, outline any challenges regarding the implementation of the EDI action plan. 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? (limit: 5100 characters):

Organizational Cultures Officers in charge of the implementation of the Strategic Plan for EDI have identified challenges related to organizational cultures that are based on a historical higher education inertia that occasionally approaches research from a perspective that does not fully integrate equitable and inclusive practices. At the same time, this has been highlighted as an opportunity because the vast majority of the research community have expressed their interest in learning how to integrate EDI concepts in their research design and teams. Guidelines for EDI in grant applications Another challenge in the implementation of the Strategic Plan is related to the often differing EDI guidance provided by federal and provincial granting institutions. While some granting institutions place the emphasis only on EDI principles applied to research teams, other organizations have a more comprehensive and intersectional approach to EDI in research. This has represented a significant challenge, as researchers who have been successful in securing funding from a specific agency that is focused on fostering EDI in research teams often adopt that approach and it can become increasingly complex to also think of EDI in terms of the impact research projects have on specific populations. As a solution to this challenge, EDI officers at the institution have adopted the more comprehensive approach as the standard procedure to implement the objectives of the Strategic Plan for EDI.

Opportunities

Other than what has been outlined in the section above, outline any opportunities or successes regarding the implementation of the EDI action plan, as well as best practices that have been discovered to date. (limit: 5100 characters):

Identified Best Practices Some of the best practices identified during the reporting period relate to the various approaches required to reach complex audiences from a vast range of disciplines, backgrounds, levels of experience, levels of commitment, and trajectories. In this respect, the university has started the creation of a network of EDI leads that can offer targeted guidance and speak to the needs of the researchers within a specific faculty, department, or discipline. In addition, an integrative educational model focused on developing the critical thinking skills necessary to foster EDI principles has been developed and adopted. This model is used during the sessions, workshops, and one-on-one consultations that are offered regularly.

PART C: 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.
- If you did not receive an EDI stipend during the reporting year, please leave this section blank.

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:

The specific outcome from this objective is to establish a data collection process, which includes data transfer protocols, data collection tool (i.e. survey questionnaire), and the process of managing this collection on an on-going basis.

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

The success of this objective is measured as the establishment of 1) a data transfer flow with clearly defined roles and responsibilities, and 2) a well-designed survey questionnaire that follows industry standard that can be operationalized in future EDI data collections for CRC applicants.

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

The mentioned above success indicators of this objective have been achieved.

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective: 38685

Institutional commitment (if applicable): 0

Total funds spent:

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:

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

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

For this objective, the stipend is mainly used for process development, stakeholder engagement, data collection testing, and survey questionnaire development.

Do you have other objectives to add?

Yes

PART C: Reporting on EDI Stipend objectives not accounted for in Part A

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

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:

The specific outcome from this objective to engage the Shared Services unit to formalize the specific roles and responsibilities regarding the implementation and maintenance of the CRC EDI data collection.

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

The success of this objective is measured as obtaining agreement on the roles/responsibilities between PAIR and Shared Services regarding the implementation of the CRC EDI survey.

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

The mentioned above success indicators of this objective have been achieved.

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective:

4758

Total funds spent:

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:

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

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

For this objective, the stipend is mainly used for in-depth discussions with Shared Services to brainstorm and finalize the process of the survey implementation. For example, point of contact needs to be established in terms of how PAIR should be informed when a CRC new chairs search is posted on the University's career website, and what type of information is needed for PAIR to set up and administer the survey.

EDI Stipend Objective 3

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:

The specific outcome from this objective is to implement the data collection for new CRC chair searches.

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

The success of this objective is the successful execution of the data collection for new CRC chair searches.

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

The mentioned above success indicators of this objective have been achieved. The data collection (i.e. the survey) was successfully implemented for a CRC chair search in Nov 2022.

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective:

2702

Total funds spent:

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:

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

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

For this objective, the stipend is used to implement the very first survey for collecting EDI information on a CRC chair search that happened in Nov 2022.

EDI Stipend Objective 4

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:

The specific outcome from this objective to monitor, maintain and improve the data collection process.

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

The success indicator of this objective is to maintain/improve the data collection process mainly from an efficiency perspective.

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

One minor adjustment to the survey timeframe has been made to improve operational efficiency.

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective: 3856

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	8380	in-kind

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:

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

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

The stipend for this objective is to ensure the smooth operation of the data collection by applying the continuous improvement philosophy. As the objective requires the institution to provide continuous support/maintenance of the process, an in-kind commitment is recorded.

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 individuals, Indigenous Peoples, persons with disabilities, women, 2SLGBTQIA+ 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)

Throughout the reporting period we continued to meet regularly with two important bodies: the EDI Leads Network and the EDI Scoping Group. The former is comprised of those who are tasked with coordinating/leading EDI activities within their faculty, department, and/or unit. It had approximately 45 members during this reporting year. The latter, the EDI Scoping Group, is open to anyone with an interest in equity, diversity, and inclusion and has a membership of approximately 200 people. Both the EDI Leads Network and the EDI Scoping Group include members of equity denied groups and our regular contact with and feedback/guidance from them play a key role in informing current and future EDI activities and plans. These engagements will become more deliberate and systematic as the Office of the Vice-Provost EDI is established. Future engagement with Black and disabled communities will be undertaken through two academic positions (Black Excellence and Leadership; Equity Praxis and Systemic Ableism), including the establishment of two Councils to facilitate the communication between equity-denied groups and leadership. Further engagements with other groups will take place in the process of institutional action planning.

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)

During the second half of the reporting period, the Office of the Vice President, Research and Innovation, created the position of Program Officer, EDI. This newly created position has the objective of supporting researchers in the adoption of EDI principles and values in research designs, teams, and environments. Part of the activities the Program Officer, EDI, have included efforts to engage with researchers through consultations, sessions, and workshops. In addition, the Program Officer, EDI has worked in the development of educational resources that facilitate the dissemination of a framework that enables researchers to develop a localized EDI strategy that works for their own context and discipline. Since the establishment of the Vice-Provost EDI on November 15, 2022 a number of initiatives that will positively impact the research environment have been mobilized, with more to come during the process of developing the institution-wide action plan. These include: Council on Systemic Ableism, which includes the membership of three CRCs with disabilities, with project goals aligned with advancing a barrier-free research environment. Development of a framework for evaluating EDI and Indigenous-led research, methodologies, and practices in the process of Faculty Evaluation, including tenure and promotion. This includes training for FEC committee members and evaluators. Launch of the Engagement Survey to address climate in the workforce, in partnership with HRHSE. Results, including EDI-specific results, will lead to the development of a People Strategy parallel to the institutional Integrated EDI Action Plan.

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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You may complete sections individually by selecting them from the table of contents. At the end of each section, you will be redirected to this table of content to select another section to complete or to review. Alternatively, you may complete the full report, without going back to this table of content between each section, by selecting the option "Complete full report".

Complete Full Report

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.

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You may complete sections individually by selecting them from the table of contents. At the end of each section, you will be redirected to this table of content to select another section to complete or to review. Alternatively, you may complete the full report, without going back to this table of content between each section, by selecting the option "Complete Full Report".

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 Alberta

Contact Name:

Glen Thomas

Position Title:

CRC Coordinator and Advisor

Institutional Email:

crcadmin@ualberta.ca

Institutional Telephone Number:

780-492-6266

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):

09/02/2019

Rating given action plan in most recent review process:

SATISFIES

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

WENDY RODGERS

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:

This objective addresses systemic barriers related to data collection and inclusion. Over 2018-19 and 2019-20, the university enhanced data collection instruments and mechanisms to improve its capacity to conduct robust, intersectional analysis (including among CRCs), and to inform the development of additional initiatives in subsequent years. In 2021, the university focused additionally on developing a student census to evaluate our long-term pathway development efforts and a separate instrument to measure experiences of inclusion among CRCs.

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 systemic barriers are insufficient intersectional data on our entire workforce and a lack of data on inclusion. To address systemic barriers, the university developed a workforce census in 2018-19, and continues to administer the census instrument to new hires to maintain an up-to-date view of our workforce. A lack of comprehensive workforce data remains a barrier, as completion rates for the census remain lower than desired. Additionally, the university does not currently have a mechanism to collect demographic data on job applicants (other than for the CRC program), representing a barrier to intersectional analysis of career pathways. Barriers have been validated through focus groups with faculty and staff and through the EDI Scoping Group (described in subsequent sections).

Corresponding actions undertaken to address the barriers:

The University of Alberta continues to implement its employee census to new hires to maintain an up-to-date picture of the workforce to support intersectional analyses and enable institutional goal-setting. Compared to previous data mechanisms this survey captures a wider range of characteristics and more specificity. In the long term, this survey will enable intersectional analysis of equity in employment including access to senior roles. In the short term, survey data is used as an input for faculties in setting their annual EDI objectives. This work supports overall diversity of the faculty population, which supports diversity in the CRC program in the long term (i.e., developing the pipeline). The survey assists the University of Alberta in evaluating diversity within our CRC cohort beyond the categories required by CRC. To mitigate the lack of intersectional data on applicants, the university has applied for and received stipend funds to develop an appropriate data management and reporting system that integrates more effectively with our application system and ensures confidentiality and security. Our workforce data is now supplemented by our first student census, administered during the reporting period. The student census will allow us to analyze the effectiveness of pathway initiatives (including initiatives to improve diversity in particular fields and among graduate students), which indirectly supports diversity in the CRC program. To mitigate the lack of data on inclusion, we have finalized a survey instrument for administration to CRCs. Full implementation was delayed in 2021 due to the impacts of COVID, but a pilot implementation to subject experts among our CRCs is planned for June 2022. Additionally, we appointed a Provost's Fellow focusing on accessibility and accommodation, who is conducting university-wide consultation to develop recommendations on enhancing accommodations and accessibility for persons with disabilities.

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

Quantitative indicators: please access the University of Alberta EDI census report here (<https://www.ualberta.ca/equity-diversity-inclusivity/2019-workforce-diversity-report.pdf>). Qualitative indicators: implementation of student census; implementation of consultations on accommodation; and development of inclusion survey instrument.

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

Continued implementation of the workforce census. Implementation of the student census. Launch of consultation process focused on accommodation and accessibility. Finalization of inclusion survey instrument.

Challenges encountered during the reporting period:

The university continued to experience challenges due to COVID-19, most notably in requiring the reallocation of staff resources and senior leadership to focus on pandemic response. This resulted in the delay of the implementation of our inclusion survey to 2022. The University of Alberta also received a substantial reduction in government operating funding during the reporting period, which had a negative impact on the availability of staff to complete this work.

Next Steps (indicate specific dates/timelines):

Pilot implementation of inclusion survey: June 2022 Formal report on student census results: fall 2022 Provost's Fellow recommendations on accommodation and accessibility: 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.

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:

This objective is intended to integrate EDI into the University's core activities of teaching, research, and service. The University of Alberta works to ensure that tools and resources are available to assist faculties, departments, administrative units, and individual researchers to incorporate EDI best practices into their work environments. Primary resources include the Centre for Teaching and Learning (CTL) (where instructional development and supports already exist), Human Resource Services (which offers training, education, and unit-specific advising), and the Office of Safe Disclosure and Human Rights (which provides education on promoting human rights, addressing discrimination and harassment, and disclosure processes).

For the reporting period, the university's key objectives included: - initiating development of foundational modules on EDI for use in recruitment and evaluation processes (to be completed in 2022); - develop the university's first Indigenous Initiatives Strategic Plan (to launch June 2022), which provides a comprehensive vision for integrating Indigenous perspectives, Indigenization, and reconciliation throughout the university's research and teaching activities; - hire a senior educational developer in the Centre for Teaching and Learning dedicated to promoting EDI in university instruction; - participate in national dialogues on Black academic inclusion; - launch a Black Academic Excellence Cohort Hire initiative to recruit 11 Black scholars across 11 different faculties and disciplines.

Systemic barriers -

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

Please provide a high-level description of the systemic barriers (e.g., summarize what the barriers are and how they were identified): During the reporting a number of barriers to advancing equity, diversity, and inclusion were identified by EDI leads in Academic Faculties, Information and Library Services, Faculty of Graduate Studies and Research and the Dean of Students Office, as well as by regular engagement with the university's cohort of CRCs focused on identifying EDI-related barriers. Barriers have additionally been identified through consultations with Indigenous scholars, students, and community undertaken throughout the development of the university's first Indigenous Strategic Plan. These engagements have identified systemic barriers including: continued needs for a strong community of practice among EDI leaders; a lack of university-specific educational resources for use in research evaluation and administrative committees (e.g., faculty hiring); the need for supports for researchers to incorporate EDI best practices; and a lack of sufficient networks or cohorts to support faculty who are members of underrepresented groups. The need for more education to enable the expansion and deepening of our equity commitments has been identified as important across all faculties and portfolios. This education would range from foundational knowledge and awareness of EDI to more specific kinds of education relating to anti-racism and anti-Indigenous racism, supporting EDI in recruitment, and supporting students from equity denied groups. Another systemic barrier has been the support for Indigenous academics. Representatives from the Office of the Vice-President Research (OVPRI) have been meeting with EDI leads and EDI Committees in many faculties to discuss EDI and research. Another barrier that was identified is more accountability relating to recruitment outcomes and improved system wide support for integrating sound EDI practices into recruitment processes. The latter would also require better training and education for members of selection committees. Related to recruitment is the identified need for more attention to and consideration for equity issues in retention and advancement. A project to review these processes and integrate training was initiated. Additional barriers to equity were identified broadly as accessibility, and fall into two sub categories of barriers: accommodations requests and broader issues of accessibility, building access, and access to information both digital and other. Included in barriers to access relating to accommodations is the emergence of different kinds of accommodation needs resulting from hybrid learning. Finally, good data and data analysis are viewed as being integral to goal setting and accountability measures and the need for expanded capacity in this area was also identified as an issue to be addressed. This analysis would lead to better reporting on commitments identified as barriers to progress.

Corresponding actions undertaken to address the barriers:

In order to address systemic barriers, the University of Alberta has established a network of faculty and unit EDI leads as a community of practice for those leading initiatives to support faculty, staff and students. These efforts will support EDI in the environment into which CRCs are recruited and in which they work. As early examples of this work, the Faculty of Science has developed and shared an Equitable Hiring Guide, and the Faculty of Arts has revamped its recruitment guidelines for tenure-track roles. The Office of the Provost is undertaking a review of student accommodation processes. The faculty of Business is integrating EDI considerations in new space development and ILS is focused on a space update and design relating to the provision of spaces that The University of Alberta Library has developed resource guides to support all U of A scholars in identifying and accessing resources related to EDI topics, to promote consideration of EDI in teaching and in research activities: <https://guides.library.ualberta.ca/edi> Representatives from the University of Alberta Office of the Provost and Office of the Vice President (Research and Innovation) participated in the 2020 National Dialogues and Action Event on Anti-Black Racism and Black Inclusion in Canadian Higher Education. In November 2021, The University of Alberta was one of the universities participating in the virtual signing of the Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education: Principles, Actions and Accountabilities. In this year, the University committed to a new initiative, a Black Academic Excellence Cohort Hire, to help make an immediate and substantive contribution to advancing Black academic excellence at the University by hiring up to 11 tenure-track Black scholars into 11 different faculties. This initiative is part of our commitment to addressing the cumulative impacts of historical and systemic discrimination that have stood in the way of inclusive excellence at the University of Alberta and at universities across Canada. These faculty members will join the University of Alberta in July 2022 and plans are currently underway to plan networking and onboarding events for the new cohort as well as a series of events for the broader university community to help ensure that the university that they join is one in which they can thrive. This work will be ongoing. To this end, the OVPRI has set a goal of establishing Research Excellence Networks. With this initiative, the University will establish, support, and promote targeted research networks -- Black Research Network, Indigenous Research Network, and others to promote Indigenous, Black, or other cohorts of excellence and to enhance the research capacity of those from within what have traditionally been equity-denied groups within the University. The University Intersections of Gender (IG) is a signature area of teaching and research. IG works to convene scholars across disciplines, hold educational sessions, and build capacity for intersectional research across the university. Notable achievements in the year include expanding on existing external relationships (including with Women and Gender Equality Canada), establishing a steering committee to guide towards the establishment of an institute, delivering an Indigenous workshop at the Congress of the Humanities and Social Sciences, developing and delivering a course on intersectionality through the Department of Women's and Gender Studies, presenting to the Prime Minister of Canada on the work of Intersections of Gender, establishing an international presence by developing an international Intersectional Research network through funding from the Worldwide Universities Network, and delivering a variety of workshops focused on intersectionality (e.g. Research Fridays). IG developed and piloted a very successful set of research presentation events under the umbrella of Research Fridays (RF). These events drew audiences not just from across the university, but across Canada and around the world. Working primarily in webinar format through the Signature Area zoom license, the RF events were exclusively online, which led to high participant turnout and registrations for the video recordings that have been accessed many times since the live event. It has been a highly successful and cost-effective effort which we are also adapting now for a collaborative Intersectional Health Research series with the Women's and Children's Health Institute. More details about the RF series can be found later in this report. IG supported the development of a \$125 million proposal led by the University of Calgary in collaboration with the Women and Children's Health Research Institute. Dr. Salami led the writing of the Indigenous Engagement and Equity, Diversity, and Inclusion (EDI) component of the letter of intent and will lead the EDI component of the letter of intent. IG organized and sponsored a key event at Congress 2021 (Northern Relations), hosted at UAlberta, titled "MMIWG and Indigenous Women on Rising Up". This event shared thinking and addressed findings of the 2019 Final Report of the National Inquiry into Missing & Murdered Indigenous Women & Girls (MMIWG) from 12 distinguished Indigenous activists, community centered scholars, and organizers, and offered performances of Indigenous artists as creative expressions of impact as a result of the realities of MMIWG. The event also featured live translations in several Indigenous languages, including Nakoda/Stoney, Cree, and Dene, as well as a generous opening prayer by Elder Ekti of Saddle Lake First Nation. The event sought to mobilize action for MMIWG in the academy with the intention to impact the education system and society at large. With months of organizing by former Associate Director Rebecca Sockbeson, the committed dedication of several key staff members, the contributions of high-performing backend technical workers, translators, and designers, and an output of \$12,500 (\$7,500 contributed by Congress as a show of support for this important event), the event was indeed a highlight of the week, particularly falling so close on the heels of the remains of 215 children discovered on the site of the Kamloops Residential School. We had a large and engaged audience, and received several notes and calls of gratitude and appreciation from students, employees, and faculty alike, including one from Dean Tupper. Not only does the event record now act as a living resource on the IG website, but it will also be one of the recommended resources in an course in the Faculty of Education (EDU 211), reaching 1400 students per year, in the Pedagogical Guide for Faculty of Education for Ministry of Education standards to meet TQS compliance. It will additionally be circulated to all IG communications channels on its anniversary this May 2022. In April 2021, the Community Voices series was launched, where University of Alberta scholars and community partners are invited to talk about their collaborative research relationships. These hour-long conversations between community partners and scholars are part of a process of building good relations between researchers and Indigenous communities, demonstrating how scholars can engage with communities in respectful ways. In 2021, SKIPP allocated \$25,000 to a proposal to develop ground-penetrating research initiatives across the province to directly support the outcomes of the Indian Residential School System. These funds supported a CFI-JELF application "Finding the Ancestors: Building Infrastructure to Support Indigenous Community-Engaged Archaeological Remote Sensing." The application was for a \$1.2 million grant to develop infrastructure to support Indigenous communities locating unmarked graves. To date, over 1,300 graves have been located on or near residential school sites. The National Student Memorial Register currently has the names of 4,130 children. The Institute of Prairie and Indigenous Archaeology (IPIA), under the leadership of Métis scholar and SKIPP Co-Director Dr. Kisha Supernant, has been supporting Indigenous communities searching for the unmarked graves of their children who never came home from residential schools. She and her team have been developing resources, providing guidance, and doing surveys of residential school landscapes at the request of Indigenous communities. In light of the renewed focus on Indian Residential Schools, the IPIA and the Kule Institute for Advanced Study (KIAS) have also partnered to develop a Rapid Research Response web series "Uncovered: Truths about Indian Residential Schools" to facilitate conversations by highlighting the voices of experts, community members, and faculty members across the University of Alberta. In 2021-2022, SKIPP was part of the following events: Scholars Circle Gatherings (February - May 2021), Institute of Prairie and Indigenous Archaeology Virtual Launch: "Looking Back, Looking Forward: Indigenous Archaeology in Canada" (April 2021), Community Voices with Elder Rick Lightning and Dr. Richard Oster (April 2021), Indigenous Graduate Student Event with SAGE Pod (April 2021), Celebrating the Scholarship of Indigenous Graduate Students (May 2021), Congress 2021 - "Gathering Space for Indigenous Scholars" (May - June 2021), Capital Power 2021-2022 (engaged with VPRI to support Indigenous engaged research), Congress meetings (May-June 2021) (over 5000 attendees from across Canada attended), KIAS Collective Gathering (Nov 2021), Canadian Mountain Network - Shifting Towards Indigenous Engaged Research (2021), FURCA Event & Keynote Speech by Co-Director, Kisha Supernant (March 2022), and planning for the KIAS Collective Gathering on the Experiential Learning for Indigenous Knowledge (May 2022). They were involved in multiple events for Congress 2021 hosted or co-organized by SKIPP. The Office of the Vice President (Research and Innovation) [OVPRI] has created new resources for researchers on equity, diversity and inclusion in research. Materials address EDI as both a policy and a set of practices, address the steps of enacting an equity framework, give specific tips for researchers in the areas of team composition, research environment and team culture, researcher training and advancement, research design, and more. The OVPRI continues to offer workshops on incorporating EDI in research proposals. In addition, the OVPRI has established a new position, a Program Officer for Indigenous Initiatives and Equity, Diversity and Inclusion, to support the work in this area. Staff in the Researcher Development Services portion of the portfolio are undertaking additional II + EDI training and professional development, via Indigenous Works, Academic Impressions' DEI Foundations course, the University of Alberta's Indigenous MOOC, OCAP training and other options. The new Indigenous Engaged Research Grant, particularly geared at supporting Indigenous

researchers who research in, with and for Indigenous communities, continues to respond to stated needs of Indigenous researchers and researchers working in, with and for Indigenous communities. An Indigenous Engaged Research Award is being planned and other initiatives are in development. The OVPRI EDI will be re-launched with new material in the coming months.

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

The University of Alberta has developed educational materials and guides, as described above. In addition, the network of faculty EDI leads has led to improvements to support faculty, staff and students. These efforts have resulted in many workshops and educational activities offered by the Centre for Teaching and Learning (CTL) that can be found at: <https://www.ualberta.ca/centre-for-teaching-and-learning/teaching-support/preparation/edi.html>. Although the resources offered by CTL is not targeted specifically to CRCs, this education benefits all faculty at the University of Alberta. IG developed a relationship with Women and Gender Equality Canada and is completing an environmental scan on equity-seeking organizations in Canada. IG collaborated with the Women and Children's Health Research Institute to develop and deliver workshops focused on intersectionality in health research. IG initiated an international research collaboration with financial support from Worldwide Universities Network to complete a review of available literature on how intersectionality has been used in the context of the COVID-19 pandemic and also developed a network of international scholars on intersectionality. The University's Situated Knowledges: Indigenous Peoples and Place (SKIPP) is another signature area of teaching and research. In 2021-22, SKIPP focused on building community within the network and created a website, which will house an Indigenous-engaged scholars directory, SKIPP projects and educational recordings, and curate resources for Indigenous communities and community-driven research. SKIPP has been engaging with the University Research Policy Committee (URPC) which operates under the Vice-President (Research and Innovation) portfolio and advises, reviews, and informs on policy decision-making related to research. SKIPP has also been active on the newly formed Indigenous Research Strategy Task Force. Implementation of guidelines for Indigenous community-engaged research. The University has integrated Indigenization into its academic Quality Assurance processes to ensure that this is embedded throughout the academic enterprise.

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

The University of Alberta is a signatory to the Scarborough Charter. During the reporting period a number of initiatives were undertaken by the OOP and by individual faculties and portfolios to begin to address barriers to progress EDI. Through information sharing in the EDI Leads Network (formerly the Faculty EDI Leads Network) are able to report on the following progress being made by the Office of the Provost and our partners throughout the university community. In order to meet the specific needs of students, faculty, and staff individual faculties and portfolios accessed or developed learning opportunities for their communities. The Office of the Provost continues to lead, in cooperation with the Centre for Teaching and Learning, the development of a range of online modules on the foundations and applications of EDI principles and practices. Education on issues relating to a range of EDI related learning needs was undertaken by Informaion and Library Services (Supervisory Training relating to leading on EDI and the development of LibGuides on number of EDI related subjects); Engineering (EDI modules under development, Calendar for national and international days of note); Faculty of Science is engaged in mentoring of faculty members from equity denied groups; Faculty of Arts (Anti-Racism Education Series); Faculty of Business (Black History Month workshop); Faculty of Medicine and Dentistry (Annual EDI symposium, mandated EDI training for MMI file reviewers and interviewers; publication in Advanced in Health Sciences Education: Freedom from discrimination or freedom to discriminate? Discursive tensions within discrimination policies in medical education); Faculty of Science (EDI website with resources); Faculty of Pharmacy (EDI session on Gender Pronouns; Development of Anti-Racism education in process); Faculty of Education (delivered a number of anti-oppression and antiracism sessions during the year)

Challenges encountered during the reporting period:

In addition to the challenges and anxieties of working in the COVID environment, faculty, students and staff at the University of Alberta have undergone additional stress and anxieties related to a series of severe budget cuts, a major reorganization of the university structure and changes in administrative services through the university. The ability to move forward with desired change has been impeded by continual shifts in personnel and responsibilities, but the commitment to doing the work laid out in the University of Alberta's EDI Strategic Plan, in the soon-to-be released Institutional Indigenous Strategic Plan, and to meeting our commitments under Dimensions Charter, the Scarborough Charter, the TRC's Call to Action and UNDRIP remain strong.

Next Steps (indicate specific dates/timelines):

- Hire Program Officer in Indigenous Initiatives & Equity, Diversity and Inclusion in Office of Vice President (Research and Innovation) by December 2022 to provide greater II & EDI-related supports and training for researchers across the University
- Develop and launch first EDI modules by December 2022 with new modules launching every six months to provide greater EDI-related supports and training for researchers across the University
- Hire regular GRA support to support the development of EDI modules and other related materials. (ongoing)
- Refresh and relaunch EDI-related pages of University (Provost's Office and OVPRI) to ensure that researchers, faculty, staff, and students can find current and relevant information and materials. To be completed by March 2023.
- Develop Indigenous Research Primer—a collaboration between OVPRI and VPIPR to develop a primer on doing research with and for Indigenous peoples in Alberta, helping to prepare researchers for the knowledge needed to work in, with, and for Indigenous communities in Alberta, respecting different sovereign nations, cultural and linguistic differences, governance structures, geographical territories, treaty relationships, non-treaty relationships and other key points. First stage to be completed by March 2023, but with additional stages over next three years.

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 3

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

Key Objective 3:

1. Develop and adopt a process and guidelines for EDI to be used by faculty selection committees 2. Develop clear and meaningful roles for Elders on selection committees 3. Develop clear and meaningful roles for EDI advisors on selection committees 4. Review and update membership guidelines for selection committees In the long term, increased diversity in the senior professoriate - including among chairholders - also requires concerted focus on developing pathways into and through the professoriate, particularly among disciplines with historic under-representation. This is supported in part by our data collection initiatives, described under Objective 1. The University of Alberta is focusing on creating and supporting pathways to organizational leadership by removing barriers to career advancement and developing resources to support leadership development, encompassing graduate students, research trainees and all ranks of the professoriate. These pathways will benefit the entire university community. In particular, members of visible minorities identified mentorship and development as a current gap during consultations on the EDI Strategic Plan

Systemic barriers -

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

Please provide a high-level description of the systemic barriers (e.g., summarize what the barriers are and how they were identified): A number of issues were identified as impeding progress on EDI in recruitment, these include the need for more specific and explicit accountabilities, better preparation of selection committees, systematic and system wide support and expectations for EDI in recruitment, more research based EDI recruitment practices, and better accommodation practices for faculty who are members of equity denied groups. In some areas, the University's performance evaluation schemes historically have not valued some forms of community-engaged research or research founded in Indigenous ways of knowing as highly as traditional western modes of research. In some faculties, the annual Faculty Evaluation Committee process has not adequately recognized the nature of Indigenous community-based research (which often entails higher levels of community participation, alternative research outputs, and/or longer timelines to publication). Barriers have identified through the consultation process for development of the EDI Action Plan (as described in the plan), through ongoing dialogue with the EDI Scoping Group, through input from the network of EDI leads from each faculty and academic support unit, and through an internal environmental scan specific to pathway development initiatives, conducted in 2020.

Corresponding actions undertaken to address the barriers:

The Office of the Provost continues to provide selection committees with a guide (research based) to improved academic leadership recruitment practices and to provide an in-service to any academic selection committees seeking to address bias in recruitment. During decanal recruitments in 2021 an EDI advisor was available as an ex officio member of the selection committee to provide proactive and just-in-time education on bias in recruitment, to committee members. The Faculty of Arts undertook a revamping of tenure-track recruitment guidelines, with an EDI focus and the Faculty of Science developed an equitable hiring practices guide. Faculties have identified needs for improved training and educational resources for use in research evaluation and hiring, in particular to mitigate bias and to promote equitable evaluation of candidates with non-traditional qualifications or research programs. To address the need for more education and to better enable the expansion and deepening of university equity commitments through better inclusion practices towards greater diversity specific kinds of education identified as a priority: anti racism education; EDI and recruitment; supporting students who are members of equity denied groups. Corresponding actions were supervisor training with an emphasis on EDI; library guides with a variety of EDI Issues Engineering: TRC monthly series; EDI module under development; curated resources relating to a range of EDI topics; calendar for national and international days related to EDI. The university mentors faculty members and has workshops (e.g., anti-racism) in faculties. To support research excellence and promote diversity throughout the professoriate, the university launched the Black Academic Excellence cohort hire initiative, which will recruit 11 Black scholars across 11 different faculties and disciplines. The hire was launched in 2021, and faculty members will take up their positions in 2022. Cohort hires are an emerging best practice which ensures that new hires are part of a supportive community of peers. The University of Alberta has embarked on a number of leadership development and training initiatives. The University now offers orientation training for incoming deans and department chairs on cultivating EDI within their units. There is a series of training sessions for senior leadership hiring committees on EDI in recruitment, offered throughout 2021/22, and the university offered additional training on equity in recruitment processes in conjunction with the Black Academic Excellence cohort hire. The Senior Women's Advisory Group is a group of women leaders at the University of Alberta who meet bi-monthly (with leadership and support from the Office of the Provost). The purpose of this group is to share knowledge, practices, and peer to peer mentoring and to support emerging women leaders. The University has developed educational resources in hiring and research evaluation. At the institutional level, the CRC anti-bias module was completed for all research award committees. The University of Alberta is also developing an institution-specific introductory EDI module for broad use in hiring and research evaluation. As part of this education, the University offers hiring committee resources as well as a quick guide on EDI practices in faculty recruitment supported by a white paper on best practices in senior academic recruitment. Faculties can access a range of faculty-specific hiring guides (e.g., Grow Wisely, a guide developed for the Faculty of Medicine & Dentistry). The University has launched a review of university-level academic awards to improve diversity among awardees and ensure equity throughout awarding processes. This review, which was completed in 2021, encompassed award objectives, criteria, and nomination and selection processes and has resulted in a full revamp of institutional academic awards. At the University of Alberta, ally networks and similar structures have been established in several faculties to reduce burdens on members of under-represented groups to advocate for themselves and to perform disproportionate levels of service, which can in turn inhibit career progression (e.g., a Male Allyship network has been established in the Faculty of Engineering). The University is supporting the success of Indigenous students early in the career pathway through multiple approaches, including dedicated student tutors, writing mentors and removing barriers to emergency funding.

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

The University of Alberta has delivered education sessions for senior academic administrators and for recruitment committees, as described above. Training associated with the Black Academic Excellence cohort hire initiative were delivered to 11 faculties. The University of Alberta has implemented anti-bias training requirement for all institutional research award committees. In order to support hiring committees on campus, a number of resources to support EDI in faculty recruitment have been developed. Finally, the university completed a review of institutional academic awards with an EDI lens. The university's student census will support longer term pathway initiatives. The census was implemented in late 2021 and results will be reported in 2022.

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

The Black Academic Excellence cohort hire initiative launched 11 faculty recruitment processes in 2021. The University of Alberta has delivered education sessions for senior academic administrators and for recruitment committees, as described above. All awards adjudicated through OVPRI have fully implemented updated terms of reference updated via EDI lens. All who serve on adjudication committees must now complete CRC unconscious bias training, GBA+ training module or a similar training in order to serve. Chairs of committees have responsibilities regarding how they run committee meetings, i.e., attentive to EDI & II issues. Equity, Diversity, Inclusivity and Indigenous Initiatives is now a standing item on University Research Policy Committee (EDI since 2019, updated to EDI & II in 2021). OVPRI has created new resources for researchers on equity, diversity and inclusion in research. Materials address EDI as both a policy and a set of practices, address the steps of enacting an equity framework, give specific tips for researchers in the areas of team composition, research environment and team culture, researcher training and advancement, research design, and more. The OVPRI continues to offer workshops on incorporating EDI in research proposals. In addition, the OVPRI has established a new position, a Program Officer for Indigenous Initiatives and Equity, Diversity and Inclusion, to support the work in this area. Staff in the Researcher Development Services portion of the portfolio are undertaking additional II + EDI training and professional development.

Challenges encountered during the reporting period:

The university continued to experience challenges due to COVID-19, most notably in requiring the reallocation of staff resources and senior leadership to focus on pandemic response. This resulted in the delay of the implementation of our inclusion survey to 2022. The University of Alberta also received a substantial reduction in government operating funding during the reporting period, which had a negative impact on the availability of staff to complete this work.

Next Steps (indicate specific dates/timelines):

The Black Academic Excellence cohort hire initiative will be completed in 2022, with most positions scheduled to begin July 1. The completed review of academic awards will be fully implemented in 2022, with the first complete award cycle operated under the new processes and criteria. Activities by the OVPRI described above are ongoing.

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 4

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

Key Objective 4:

The University of Alberta has augmented and enhanced existing training and development programming to incorporate EDI tools and concepts into other training activities (e.g., leadership development; EDI training for committees) for faculty, staff, and those in formal leadership positions, and to build a common training framework among senior organizational leaders. The university is also developing an essential curriculum on EDI and bias awareness for all faculty and staff, comprising a series of modules to be delivered online and implemented beginning in 2022.

Systemic barriers -

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

This objective addresses systemic barriers related to policy frameworks for recruitment and selection, organizational leadership, and diversity in research. The environmental scan undertaken to develop the EDI Action Plan found that fully supporting the university's EDI objectives requires enhanced capacity and training among leaders; this continues to guide our priorities. The University is providing training and capacity building activities to support the EDI literacy and competency among leaders at all levels of the organization to model and actively cultivate a workplace that reflects EDI values. The environmental scan had also identified needs for increased training and education to support increased diversity in hiring and to support the valuation of diverse forms of research in research adjudication; both of these areas contribute to the University of Alberta's CRC program directly in the evaluation of prospective nominees, and indirectly by cultivating a more diverse professoriate as a pool of potential future chairholders.

Corresponding actions undertaken to address the barriers:

The University of Alberta has developed a number of educational resources for use in hiring and research evaluation, the include: the completion of CRC anti-bias module mandatory for all institution-level research award committees; the development of institution-specific introductory EDI module, for broad use in hiring and research evaluation (for implementation in 2022, with subsequent modules rolled out annually); the development of hiring committee resources - a quick guide on EDI practices in faculty recruitment, and a white paper on best practices in senior academic recruitment; and the development of a range of faculty-specific hiring guides (e.g., Grow Wisely, a guide developed for the Faculty of Medicine & Dentistry). The University of Alberta has updated its Recruitment Policy, which governs hiring of all faculty and staff positions, establishes the requirement for committee members to familiarize themselves with the university's commitments to EDI and with unconscious bias. Currently, this requirement is met through the guidance documents referenced above and through use of the CRC program's unconscious bias training module. The institution-specific introductory EDI module will be used to fulfill this requirement once it is completed. The University has implemented live, face-to-face training on EDI in recruitment for all hiring committees for senior leadership positions (vice-presidents, deans, vice-provosts). Training is offered by the Senior Advisor, Equity and Human Rights who resides in the Office of the Provost. Additional training activities are described under Objective 3, above.

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

The University of Alberta has implemented an unconscious bias training requirement for research adjudication. The University has also developed and implemented an institution-specific introductory EDI module (see above). As noted above, training sessions for hiring committees on EDI in recruitment have been implemented broadly, including for 11 faculties participating in the Black Academic Excellence cohort hire initiative in 2021.

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

The OVPRI has also had training sessions on EDI and research for Faculties and administrative units across the University, e.g., Faculty Councils, EDI committees in Faculties, Associate Chairs Research in the Faculty, etc. Significant progress was made on the development of the university's EDI training module, including substantial content development and the development of a complete curriculum for a series of subsequent modules, to develop more advanced skills and knowledge among faculty and staff over time. The completion of the initial module was delayed due to ongoing impacts of COVID-19 and resource disruptions.

Next Steps (indicate specific dates/timelines):

The Office of the Provost is working the Centre for Teaching and Learning (see Part C for more details) to ensure completion of the initial EDI training module to support rollout in 2022. The university has completed the wireframe for a comprehensive online educational program on equity, diversity, and inclusion across the university community. Development of educational assets is underway. The scope of the new module development project has expanded to address emerging and more sophisticated learning needs identified by members of the teaching, research, and administrative staff. The original plan was for more foundational education, however the needs of the community have increased and this revised plan will meet some of those emerging educational needs.

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 5

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

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):

Collection of FDG Data – Improved Process There are challenges inherent to the collection and protection of FDG data. While the data is crucial to gauging the institution's progress towards CRC EDI targets, it is also extremely important to protect it with the utmost care. The University has had success in streamlining its collection and protection of FDG data with its data management group (Performance, Analysis and Institutional Research, PAIR) taking the lead. Chairholders are now surveyed by the University prior to the submission of their application. This procedure ensures that the University efficiently collects and protects FDG data just prior to its submission of applications to Ottawa. The University is continually improving and updating its EDI data collection and management system. The University has been granted an EDI Stipend for this purpose and will roll out improvements to this system in 2022. This will be reported in the next annual progress report. Timeline Issues (COVID) In March 2020, the University of Alberta pivoted to remote course delivery in response to the COVID-19 pandemic. The university's COVID response has been complex and resource-intensive, and has in particular placed demands on senior leaders that have slowed the implementation of some EDI initiatives. Senior academic leaders have been engaged in unanticipated COVID-response initiatives including, but not limited to: establishing parameters for remote delivery (institutional requirements, support for instructors, organizational supports); revising faculty evaluation processes to account for major disruptions to research; addressing financial exigencies; establishing new pedagogical resources; and liaising with students and other stakeholders. This has slowed the progress of EDI activities requiring senior leaders' engagement and/or championship, including for example the review of award practices and key mentorship initiatives to support career pathways for underrepresented groups. The disruption to normal working conditions for faculty and staff, including CRCs, has also resulted in delays to activities intended to assess experiences of inclusion among CRCs, which are more appropriately launched during more typical conditions to establish baseline data. Timeline Issues (BUDGET) The University of Alberta is also currently managing a reduction in operating grant support from the provincial government that is unprecedented in scale and pace anywhere in Canada. As a result, some staff and technical resources that were anticipated to be available can no longer be accessed. This has a particular impact on data collection initiatives, which rely on a decreasing number of specialized technical staff, and on face-to-face training and education activities, which are resource-intensive and require delivery by expert staff.

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 (NO STIPEND DURING REPORTING PERIOD)

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

NOT APPLICABLE (NO STIPEND DURING REPORTING PERIOD)

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

NOT APPLICABLE (NO STIPEND DURING REPORTING PERIOD)

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:

Don't know

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)

Following up on the success of our March 1, 2021 virtual EDI meeting for chairholders, we held another EDI-focused meeting for all chairholders on January 20, 2022. Similar to our meeting one year ago, we had 46 CRC holders attending this one-hour meeting as well as our CERC and C150 holders. This attendance translated into a participation rate of about 60% of active chairholders. This meeting was organized by the UAlberta CRC EDI Action Group to engage chairholders about anything related to EDI and the Program. During the meeting, chairholders offered suggestions for implementing EDI across the campus. Chairholders expressed the need to challenge misperceptions about EDI and research performance, i.e., that the two are not mutually exclusive. Other chairholders expressed frustration with existing/traditional forms of student-faculty evaluation that do not take into account the principles of EDI. The meeting helped leadership (e.g., the Deputy Provost and Associate Vice-President Research and Innovation attended) to understand some of the challenges facing individuals such as accessibility issues for persons with disabilities. Attendees of this meeting were enthusiastic about this opportunity to discuss EDI with peers and UAlberta leadership. Another such encounter will be scheduled to give another opportunity for chairholders to share their experiences regarding EDI and the CRC Program. The University has established a Senior Advisor, Equity and Human Rights. The Senior Advisor engages regularly with groups representing members of underrepresented groups (e.g., the Academic Women's Association, the Black Faculty Collective), and works with the Office of Safe Disclosure and Human Rights to address any systemic issues identified through confidential disclosures. The Senior Advisor has engaged directly with CRCs from underrepresented groups to inform the development of educational resources linked to the Stipend, as described above. As part of this new role, the Senior Advisor has participated in CRC selection processes to ensure EDI is addressed within hiring committee discussions. The Senior Advisor has also met with UAlberta CRCs to collaborate on the EDI training module development – this work will be ongoing and will develop further as the project unfolds. The EDI Scoping Group model has emerged as an effective practice; the EDI Scoping Group has actively driven the development of the University's new EDI Strategic Plan. As an ongoing body, the Scoping Group has allowed for deeper and more consistent engagement by interested parties than in a traditional process of point-in-time consultation. Its wide, open membership, with members acting as ambassadors within their own communities and networks, has emerged as an effective avenue for producing broad-based awareness and interest in the EDI Strategic Plan. The Scoping Group model allows for differing levels of engagement by members, and this can produce challenges for the continuity of discussions and varying levels of perceived ownership of the Group's collective work. The University of Alberta is in the process of reviewing and updating its overall institutional EDI Strategic Plan, which guides and is closely linked with the CRC EDI Action Plan. As part of this process, the university is consulting with members of underrepresented groups through the following mechanisms: engagement with the EDI Scoping Group; open consultation sessions, particularly promoted to members of underrepresented groups; a series of roundtable discussions convened by units directly serving underrepresented groups and embedded within those communities (ongoing throughout 2022). The University engages regularly with an Indigenous advisory council, which is made up of Indigenous faculty, staff, alumni, and community members. This group is advising on the development of an institution-wide Indigenous Strategic Plan, which will be a counterpart to the EDI Strategic Plan. As part of this process, the VPRI Office has met with some Indigenous CRCs to discuss their concerns as CRCs. The VPRI Office also supports the SKIPP and IG signature areas, thus meeting regularly with researchers from a number of underrepresented groups through that work. Targeted engagement with the Black academic community was a key focus for 2021. The Black Faculty Collective was instrumental in shaping the goals and processes for the Black Academic Excellence cohort hire initiative. The Associate Vice-President Research and Innovation and the CRC Coordinator and Advisor met on October 5, 2021 with representatives of the Faculty of Native Studies to discuss and encourage a CERC application by the Faculty.

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)

The university's overall EDI activities, including the CRC EDI Action Plan, are guided by the institutional Strategic Plan for Equity, Diversity and Inclusivity. The Strategic Plan was developed in 2018 through a year-long consultation and engagement process, and is being renewed in 2021/22 to establish new goals for the next three to five years, validate existing priorities, and account for emerging needs and priorities. Consultation with the university community is currently underway, including targeted engagement with members of underrepresented groups (including but not limited to FDGs). For this area, the Office of the Vice President (Research and Innovation) has created a new position for a Program Officer for Indigenous Initiatives and Equity, Diversity and Inclusion, to work with the Associate Vice President (Research Development and Services) and to support II + EDI across the OVPRI portfolio. New resources for EDI are being developed in the OVPRI to support researchers in their work and in their funding applications. Some of these resources should launch in June 2022; others continue in develop and will launch throughout 2022-2023. A set of video resources, organized around key terms and concepts in equity, diversity and inclusion as well as Indigenous initiatives and research, will highlight the expertise of CRCs from the University of Alberta. Vice Provost for Indigenous Programming and Research is developing a new Institutional Indigenous Strategic Plan, set to launch in June 2022.

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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You may complete sections individually by selecting them from the table of contents. At the end of each section, you will be redirected to this table of content to select another section to complete or to review. Alternatively, you may complete the full report, without going back to this table of content between each section, by selecting the option "Complete full report".

Complete Full Report

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:



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CRCP Institutional EDI Action Plan - Key Objective(s) 

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 Alberta

Contact Name:

Glen Thomas

Position Title:

CRC Coordinator and Advisor

Institutional Email:

crcadmin@ualberta.ca

Institutional Telephone Number:

780-492-6266

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

<https://ca1se.voxco.com/SE/?st=jeuW6suXm8k3Ct0XM1n9bz3j3Dx9FJ0rXHh%2BfwKKOJk%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):

09/02/2019

Rating given action plan in most recent review process:

SATISFIES

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

Wendy Rodgers

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:

Develop tools and processes for improved data collection and target-setting This objective addresses systemic barriers related to data collection and inclusion. Over 2018-19 and 2019-20, the university enhanced data collection instruments and mechanisms to improve its capacity to conduct robust, intersectional analysis (including among CRCs), and to inform the development of additional initiatives in subsequent years.

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 systemic barriers are poor intersectional data of our entire workforce and a lack of data on inclusion. In order to address systemic barriers, demographic survey development has involved experts in both EDI and survey methodology to ensure academic credibility. It was necessary to address a broader set of employees and demographic characteristics via a new data collection instrument rather than rely on current instruments. Consultation occurred through focus groups with faculty and staff.

Corresponding actions undertaken to address the barriers:

The University of Alberta has developed an employee census to better understand diversity of our faculty and staff complement and to enable institutional goal-setting. A new instrument was developed by an expert committee, informed by extensive consultation (including a focus group process with members of equity-deserving groups). Compared to previous data mechanisms this survey captures a wider range of characteristics and more specificity. In the long term, this survey will enable intersectional analysis of equity in employment including access to senior roles. This work supports overall diversity of the faculty population, which supports diversity in the CRC program in the long term (i.e., developing the pipeline). The survey assists the University of Alberta in evaluating diversity within our CRC cohort beyond the categories required by CRC. A campus census was implemented in 2019 with the University will report to the community in early 2021 (i.e., delay in public reporting due to COVID). Faculty-specific results will be shared with administrators within faculties to assist in their diversity efforts. Implementation will be in conjunction with the launch of the university's new EDI Strategic Plan. The University of Alberta is engaging experts in developing the inclusion survey for CRCs. As a provisional measure, in 2018 Faculties reported on EDI-related barriers experienced by their CRCs. The University of Alberta has developed an instrument to assess the experience and perception of inclusion among CRCs. The implementation of this instrument was delayed due to COVID and is currently planned for later in 2021. The intended purpose of this instrument is to identify remaining issues related to inclusion and the experience of disadvantage or exclusion. This instrument may be rolled out to the university as a whole following implementation among CRCs. The University of Alberta convened focus groups process to engage members of equity-deserving groups on experiences of inclusion, exclusion and marginalization at the institution. There were distinct focus groups for each equity-deserving population in order to collect data specific to each group's experience. The focus groups were not targeted at CRCs specifically but intended to contribute to overall improvement of the institutional climate which, in turn, affects our ability to support CRCs.

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

Quantitative indicators: please access the University of Alberta EDI census report here (<https://www.ualberta.ca/equity-diversity-inclusivity/2019-workforce-diversity-report.pdf>). Qualitative indicators: implementation of focus group process and development of inclusion survey instrument.

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

The publication of campus-wide census data. This data and its impact was recently featured in a University of Alberta article (<https://www.ualberta.ca/the-quad/2021/03/u-of-a-workforce-diversity-census.html>). The report turnout was quite high for surveys of this type giving a good representation of the campus community. Initiatives to increase response rates in future administrations of the census are under development.

Challenges encountered during the reporting period:

Due to COVID, the demands on personnel, especially senior leadership level, resulted in delays to the implementation of some activities, e.g., inclusion survey.

Next Steps (indicate specific dates/timelines):

The implementation of inclusion survey sometime during the 2021-2022 academic year. The implementation of university-wide employee census again to provide comparative data with original results.

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.

ABC

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:

Provide enhanced resources to support best practices in teaching, research, and service This objective is intended to integrate EDI into the University's core activities of teaching, research, and service. The University of Alberta worked to ensure that tools and resources are available to assist faculties, departments, administrative units, and individual researchers to incorporate EDI best practices into their work environments. Primary resources include the Centre for Teaching and Learning (CTL) (where instructional development and supports already exist), Human Resource Services (which offers training, education, and unit-specific advising), and the Office of Safe Disclosure and Human Rights (which provides education on promoting human rights, addressing discrimination and harassment, and disclosure processes). In December 2018, the University hosted a consultation for the program that has now been launched as Dimensions: Equity, Diversity and Inclusion Canada. The University of Alberta has endorsed the Charter of Principles.

Systemic barriers -

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

Systemic barriers have been identified by individuals leading EDI initiatives within faculties. These leaders identified a lack of community of practitioners as a barrier. In order to address this barrier, the University of Alberta established a network of EDI leads from each faculty and academic support units to identify barriers and gaps in supports. Some of the gaps and barriers identified from this process include: the lack of University-specific educational resources for use in research evaluation and administrative committees (e.g., faculty hiring); and the need for supports for researchers to incorporate EDI best practices. Another systemic barrier has been the support for Indigenous academics. Representatives from the Office of the Vice-President Research (OVPRI) have been meeting with EDI leads and EDI Committees in many faculties to discuss EDI and research.

Corresponding actions undertaken to address the barriers:

In order to address systemic barriers, the University of Alberta established a network of faculty EDI leads as a community of practice for those leading initiatives to support faculty, staff and students. These efforts will support EDI in the environment into which CRCs are recruited and in which they work. In addition to the EDI training module development (explained in the CRC stipend section below), an overview of workshops and educational activities offered by the Centre for Teaching and Learning (CTL) can be found at: <https://www.ualberta.ca/centre-for-teaching-and-learning/teaching-support/preparation/edi.html> . Although the resources offered by CTL is not targeted specifically to CRCs, this education benefits all faculty at the University of Alberta. The University of Alberta Library has developed resource guides to support all U of A scholars in identifying and accessing resources related to EDI topics, to promote consideration of EDI in teaching and in research activities: <https://guides.library.ualberta.ca/edi> The University has also launched Intersections of Gender (IG) as a signature area of teaching and research. IG works to convene scholars across disciplines, hold educational sessions, and build capacity for intersectional research across the university. The Office of the Vice President (Research and Innovation), working in collaboration with the Vice Provost Indigenous Programming and Research, established a new Indigenous Engaged Research Grant, particularly geared at supporting Indigenous researchers who research in, with and for Indigenous communities. This Grant responds to stated needs of Indigenous researchers and researchers working in, with and for Indigenous communities. Other initiatives are in development. The OVPRI has reviewed all terms of reference for awards and prizes from the OVPRI and has updated them from an EDI perspective. The OVPRI has created a webpage for EDI on its website. The OVPRI is currently working with the Senior Advisor (Equity and Human Rights) to develop content for its webpage. Implementation of guidelines for Indigenous community-engaged research. The University has integrated Indigenization into its academic Quality Assurance processes to ensure that this is embedded throughout the academic enterprise.

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

The indicators relevant to the development of EDI training modules are explained in the CRC stipend section below.

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

Some outcomes include the following: establishment of network of faculty-level EDI leads; implementation of suite of pedagogical supports, including educational sessions, in the Centre for Teaching and Learning; implementation of guidelines for Indigenous community-engaged research; implementation of Library Resource Guides; and publication of short best practice guide on EDI in recruitment.

Challenges encountered during the reporting period:

Due to COVID, the demands on personnel, especially at the senior leadership level, resulted in delays to implementation of some activities, e.g., module development. The shift to remote teaching in the context of COVID significantly taxed teaching support units and led to limited availability to develop other new initiatives.

Next Steps (indicate specific dates/timelines):

Next steps related to educational module development are described in the CRC stipend section below.

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

Develop pathways into and through the professoriate to increase diversity at all levels. In the long term, increased diversity in the senior professoriate - including among chairholders - requires concerted focus on developing pathways into and through the professoriate, particularly among disciplines with historic under-representation. The University of Alberta is focusing on creating and supporting pathways to organizational leadership by removing barriers to career advancement and developing resources to support leadership development, encompassing graduate students, research trainees and all ranks of the professoriate. These pathways will benefit the entire university community. In particular, members of visible minorities identified mentorship and development as a current gap during consultations on the EDI Strategic Plan.

Systemic barriers -

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

Faculties have identified needs for improved training and educational resources for use in research evaluation and hiring. In some areas, the University's performance evaluation schemes historically have not valued some forms of community-engaged research or research founded in Indigenous ways of knowing as highly as traditional western modes of research. In some faculties, the annual Faculty Evaluation Committee process has not adequately recognized the nature of Indigenous community-based research (which often entails higher levels of community participation, alternative research outputs, and/or longer timelines to publication). Barriers have identified through the consultation process for development of the EDI Action Plan (as described in the plan), through ongoing dialogue with the EDI Scoping Group, through input from the network of EDI leads from each faculty and academic support unit, and through an internal environmental scan specific to pathway development initiatives, conducted in 2020.

Corresponding actions undertaken to address the barriers:

The University of Alberta has embarked on a number of leadership development and training initiatives. There is a series of training sessions for senior academic administrators on anti-racism, inclusion and leadership that was offered remotely through 2020/21. The University now offers orientation training for incoming deans and department chairs on cultivating EDI within their units. There is a series of training sessions for senior leadership hiring committees on EDI in recruitment, offered throughout 2020/21. The Senior Women's Advisory Group is a group of women leaders at the University of Alberta who meet bi-monthly (with leadership and support from the Office of the Provost). The purpose of this group is to share knowledge, practices, and peer to peer mentoring and to support emerging women leaders. The University has developed educational resources in hiring and research evaluation. At the institutional level, the CRC anti-bias module mandatory was completed for all research award committees. As described below in Objective 4, the University of Alberta is developing an institution-specific introductory EDI module for broad use in hiring and research evaluation. As part of this education, the University offers hiring committee resources as well as a quick guide on EDI practices in faculty recruitment supported by a white paper on best practices in senior academic recruitment. Faculties can access a range of faculty-specific hiring guides (e.g., Grow Wisely, a guide developed for the Faculty of Medicine & Dentistry). The University of Alberta has produced internal inventory of career pathway development initiatives and a corresponding best practice guide. The University has launched a review of university-level academic awards to improve diversity among awardees and ensure equity throughout awarding processes. This review, which will be completed in 2021, encompasses award objectives, criteria, and nomination and selection processes. At the University of Alberta, ally networks and similar structures have been established in several faculties to reduce burdens on members of under-represented groups to advocate for themselves and to perform disproportionate levels of service, which can in turn inhibit career progression (e.g., a Male Allyship network has been established in the Faculty of Engineering). The University is supporting the success of Indigenous students early in the career pathway through multiple approaches, including dedicated student tutors, writing mentors and removing barriers to emergency funding.

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

The University of Alberta has delivered education sessions for senior academic administrators. These sessions were delivered four times in 2020/21. Training sessions for hiring committees on EDI in recruitment were delivered five times in 2020/21. Smaller training sessions, by OVPRI, have been delivered on EDI and research for 5 Faculties in 2020/2021. The University of Alberta has implemented anti-bias training requirement for all institutional research award committees. In order to support hiring committees on campus, a number of resources to support EDI in faculty recruitment have been developed. Finally, the University has launched a review of institutional academic awards with an EDI lens.

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

All awards adjudicated through OVPRI have been reviewed, with terms of reference updated via EDI lens. All who serve on adjudication committees must now complete CRC unconscious bias training, GBA+ training module or a similar training in order to serve. Chairs of committees have responsibilities regarding how they run committee meetings, i.e., attentive to EDI & II issues. Equity, Diversity, Inclusivity and Indigenous Initiatives is now a standing item on University Research Policy Committee (EDI since 2019, updated to EDI & II in 2021).

Challenges encountered during the reporting period:

The University of Alberta is under significant budgetary constraints, which has severely limited opportunities for new academic hiring and has therefore limited the University's ability to cultivate career pathways beginning within the most junior ranks. Due to COVID, the demands on personnel, especially at the senior leadership level, have resulted in delays to implementation of some activities, e.g., mentorship activities.

Next Steps (indicate specific dates/timelines):

The University of Alberta is in the process of completing an academic award review process, to be completed during 2021.

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

Sustain and enhance training and development on EDI and bias awareness The University of Alberta augmented and enhanced existing training and development programming to incorporate EDI tools and concepts into other training activities (e.g., leadership development; EDI training for committees) for faculty, staff, and those in formal leadership positions, and to build a common training framework among senior organizational leaders.

Systemic barriers -

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

This objective addresses systemic barriers related to policy frameworks for recruitment and selection, organizational leadership, and diversity in research. The environmental scan undertaken to develop the EDI Action Plan found that fully supporting the university's EDI objectives requires enhanced capacity and training among leaders; this continues to guide our priorities. The University is providing training and capacity building activities to support the EDI literacy and competency among leaders at all levels of the organization to model and actively cultivate a workplace that reflects EDI values. The environmental scan had also identified needs for increased training and education to support increased diversity in hiring and to support the valuation of diverse forms of research in research adjudication; both of these areas contribute to the University of Alberta's CRC program directly in the evaluation of prospective nominees, and indirectly by cultivating a more diverse professoriate as a pool of potential future chairholders.

Corresponding actions undertaken to address the barriers:

The University of Alberta has developed a number of educational resources for use in hiring and research evaluation, the include: the completion of CRC anti-bias module mandatory for all institution-level research award committees; the development of institution-specific introductory EDI module, for broad use in hiring and research evaluation (described in detail below); the development of hiring committee resources - a quick guide on EDI practices in faculty recruitment, and a white paper on best practices in senior academic recruitment; and the development of a range of faculty-specific hiring guides (e.g., Grow Wisely, a guide developed for the Faculty of Medicine & Dentistry). The University of Alberta updated its Recruitment Policy, which governs hiring of all faculty and staff positions, establishes the requirement for committee members to familiarize themselves with the university's commitments to EDI and with unconscious bias. Currently, this requirement is met through the guidance documents referenced above and through use of the CRC program's unconscious bias training module. The institution-specific introductory EDI module will be used to fulfill this requirement once it is completed. The University has implemented live, face-to-face training on EDI in recruitment for all hiring committees for senior leadership positions (vice-presidents, deans, vice-provosts). Training is offered by the Senior Advisor, Equity and Human Rights who resides in the Office of the Provost. Additional leadership training activities are described under Objective 3, above.

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

The University of Alberta has implemented an unconscious bias training requirement for research adjudication. The University has also developed and implemented an institution-specific introductory EDI module (see below for indicators specific to this project). As noted above, training sessions for hiring committees on EDI in recruitment have been delivered five times in 2020/21.

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

The OVPRI has also had training sessions on EDI and research for 5 Faculties, e.g., Faculty Councils, EDI committees in Faculties, Associate Chairs Research in the Faculty, etc. These sessions were delivered in 2020/2021.

Challenges encountered during the reporting period:

Due to COVID, the demands on personnel in areas of pedagogical support and learning technologies resulted in delays to implementation of some activities, e.g., development of new educational resources.

Next Steps (indicate specific dates/timelines):

The Office of the Provost is working the Centre for Teaching and Learning (see Part C for more details) to ensure completion of the module by the end of 2021.

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:

50000

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

The full amount of the stipend was spent on this key objective. As per Part C, the CRCP EDI Stipend was completely utilized to deliver this training module to the entire institution. The stipend was used to secure a design and production team. The project required a coordinator whose role it is to ensure all aspects of the project are synchronized, an educational developer with online education expertise, a producer, a host who will also conduct the on camera interviews, and a videographer who will also edit, develop graphics and do the post production work.

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	16400	Cash
2	0	Cash

Key Objective 5

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

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):

Collection of FDG Data – Improved Process There are challenges inherent to the collection and protection of FDG data. While the data is crucial to gauging the institution's progress towards CRC EDI targets, it is also extremely important to protect it with the utmost care. The University has had success in streamlining its collection and protection of FDG data with its data management group (Strategic Analysis) taking the lead. Chairholders are now surveyed by the University prior to the submission of their application. This procedure ensures that the University efficiently collects and protects FDG data just prior to its submission of applications to Ottawa. Timeline Issues (COVID) In March 2020, the University of Alberta pivoted to remote course delivery in response to the COVID-19 pandemic. The university's COVID response has been complex and resource-intensive, and has in particular placed demands on senior leaders that have slowed the implementation of some EDI initiatives. Senior academic leaders have been engaged in unanticipated COVID-response initiatives including, but not limited to: establishing parameters for remote delivery (institutional requirements, support for instructors, organizational supports); revising faculty evaluation processes to account for major disruptions to research; addressing financial exigencies; establishing new pedagogical resources; and liaising with students and other stakeholders. This has slowed the progress of EDI activities requiring senior leaders' engagement and/or championship, including for example the review of award practices and key mentorship initiatives to support career pathways for underrepresented groups. The disruption to normal working conditions for faculty and staff, including CRCs, has also resulted in delays to activities intended to assess experiences of inclusion among CRCs, which are more appropriately launched during more typical conditions to establish baseline data. Timeline Issues (BUDGET) The University of Alberta is also currently managing a reduction in operating grant support from the provincial government that is unprecedented in scale and pace anywhere in Canada. As a result, some staff and technical resources that were anticipated to be available can no longer be accessed. This has a particular impact on data collection initiatives, which rely on a decreasing number of specialized technical staff, and on face-to-face training and education activities, which are resource-intensive and require delivery by expert staff.

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:

Produce an online EDI module that supports foundational knowledge about equity, diversity, inclusivity, and bias awareness Improved education and training on EDI is a key objective under the University of Alberta's Strategic Plan for Equity, Diversity, and Inclusivity and the current context presents a challenge to providing education and awareness activities which have conventionally been delivered face-to-face. Further, since the launch of the Strategic Plan there has been a steadily increasing demand for educational supports relating to EDI. To meet this demand the development of a remote-delivery EDI and bias awareness module is underway. The module includes University of Alberta specific policy, processes, approaches and practices and is intended for use by all selection committees and administrators involved in the support of CRCs as well as for other members of the University community, including faculty, administrators, and other stakeholders. One highlight of the module is the inclusion of Canada Research Chairs who are making contributions to equity, diversity, and inclusion through their research. Administrators who are leading EDI initiatives will also be featured.

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

The online module will be completed in fall 2021.

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

To date the team has been assembled and initial planning for the production module began with the Centre for Teaching and Learning (CTL) in February of 2021, with the project being introduced to the production team (consisting of a Project Coordinator, Host/Interviewer, and Videographer/Post-Production Specialist) on March 2nd of 2021. Throughout March the production team began preliminary planning which included: liaising with an Occupational Hygienist to determine safety protocol and best practice for filming face-to-face, creating an online and secure release form, researching interviewees background work, researching and determining plans and parameters required for filming online remotely, determining the branding and musical accompaniment for resource videos, coordinating filming days and locations with interviewees, and organizing team meetings amongst a multi-departmental team. As well, the Project Coordinator and Project Overseer have collaborated to determine the course framework, enrollment, certification, and learning assessment methods. The team is scheduled to begin filming with a test-shoot booked for May 12th. In-person interviews will be filmed throughout May, June, and early July. Remote interviews will be filmed online in June and July. Editing of video resources and animation-creation will take place from May to August. The team plans on building the course framework and learning activities from May to August, with the online module being launched in the fall of 2021.

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective:	50000
Institutional commitment (if applicable):	5980
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	19800	in-kind
2	0	in-kind

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:

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

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

The stipend has been used to assemble a team of online learning experts who are working with the SMEs from the Office of the Provost to convert face to face EDI/Bias awareness content into an online format. The team is comprised of: Production Overseer The Production Overseer will work with the Production Coordinator to create a framework and infrastructure for the course and provide pedagogical expertise. This will require the Production Overseer to build the course on eClass, as well as create a Talus Aspire for the course readings. The Production Overseer will create a registration system for the course and will create certification awarded to learners. The Production Overseer will work with the Production Coordinator to gather and keep inventory of the required filming equipment. Production Coordinator As a Production Coordinator will bridge the gap between team members and will focus on team communication, filming procedure, and course framework. The Production Coordinator will both organize team meetings and record meeting minutes to track progress and determine required next steps throughout the process. The Production Coordinator will research and determine the parameters of filming interviews face-to-face and will take the necessary steps to ensure protocol is being followed. The Production Coordinator will work with the Production Overseer to gather and keep inventory of the required filming equipment. As well, the Production Coordinator will work closely with the Post Production Person to determine the best procedure to film remotely online. During interviews the Production Coordinator will help troubleshoot issues that arise (technical or otherwise). The Production Coordinator will work with Production Overseer to build the course framework and organize the course content into appropriate resources, and learning activities. Finally, the Production Coordinator will track the hours of CTL staff worked on this project, and will complete other required clerical work that arises related to the project. On-Camera Interviewer The On-Camera Interviewer will be fulfilling the role of interviewer for the EDI module videos. As an interviewer he will research the EDI experts who will be speaking with to ensure he has a solid understanding of their background and EDI concepts and principles relevant to the interviews. During face-to-face interviews the On-Camera Interviewer will ask prepared questions and will facilitate further discussion with the interviewee. The On-Camera Interviewer will also act as a narrator in further EDI video resources and will edit the scripts he narrates for readability. Videographer, Editor and Graphic Designer The Videographer will be primarily responsible for filming and editing the interviews that will take place both face-to-face, and remotely online, for the EDI module. For face-to-face interviews this will require the Videographer to set up lights, tripods, cameras, and microphones for both the interviewer and interviewee. For interviews that will be filmed remotely, the Videographer will create an instructional package that will explain how to set up our remote webcams, microphones, and lighting rigs. During this process the Videographer will help troubleshoot and technical issues that may arise. After filming is complete, the Videographer will edit the audio and video footage into usable video resources that will be hosted in the online module. He will also create multimedia resources (infographics, podcasts, animations) for the module as required as well as title slides and lower-thirds for the video resources.

Do you have other objectives to add?

Yes

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

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:

Module delivered to all CRC selection committees and administrators overseeing CRCs within faculties.

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

The platform allows for tracking of who has completed the module. Initial target audience (CRC committees and administrators who support the work of CRCs) will have completed the module by January 31, 2022. Ongoing targets will be established to ensure new committee members and administrators complete the training.

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

Nothing to report at this time.

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	in-kind
2	0	in-kind

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:

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

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

This objective is focused on the important step of delivering this training module to the entire institution. The significant delivery costs will be incurred by institution. The module is intended for use by all all selection committees and administrators involved in support of CRCs. The online bias-awareness module will be used by each CRC selection committee and each administrator overseeing CRCs within faculties at the U of A (measurable), to maintain or exceed our EDI targets (measurable), both aligned with outcome of maintaining EDI among CRCs. Beyond the CRCP, the institution will build on this module to strengthen the delivery of its EDI strategy which complements its CRC EDI Action Plan. These costs will be determined and incurred most likely after September 30, 2021 as the training module is implemented in the latter part of 2021. The stipend will be used to establish methods for tracking and certifying the completion of the module.

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)

On March 1, 2021 a virtual meeting was convened to discuss the CRC Program with individuals from underrepresented groups. This meeting was organized by the UAlberta CRC EDI Action Group to engage chairholders about anything related to EDI and the Program. The session was well attended with about 46 people and lasted for approximately one hour. During the meeting, chairholders offered suggestions for implementing EDI across the campus. One such idea was an "EDI Toolkit" that would be available to researchers so that they can implement the University's EDI strategy with confidence in their own research groups. The meeting also helped leadership to understand some of the challenges facing these individuals such as accessibility issues for persons with disabilities. Finally, some chairholders disclosed examples of troubling comments from CRC reviewers that were difficult to reconcile with Ottawa's EDI strategy. Attendees of this meeting were enthusiastic about this opportunity to discuss EDI with peers and UAlberta leadership. Another such encounter will be scheduled later in 2021 to give another opportunity for chairholders to share their experiences regarding EDI and the CRC Program. The University has established a Senior Advisor, Equity and Human Rights. The Senior Advisor engages regularly with groups representing members of underrepresented groups (e.g., the Academic Women's Association, the Black Faculty Collective), and works with the Office of Safe Disclosure and Human Rights to address any systemic issues identified through confidential disclosures. The Senior Advisor has engaged directly with CRCs from underrepresented groups to inform the development of educational resources linked to the Stipend, as described above. As part of this new role, the Senior Advisor has participated in CRC selection processes to ensure EDI is addressed within hiring committee discussions. The Senior Advisor has also met with UAlberta CRCs to collaborate on the EDI training module development – this work will be ongoing and will develop further as the project unfolds. The EDI Scoping Group model has emerged as an effective practice; the EDI Scoping Group has actively driven the development of the University's new EDI Strategic Plan. As an ongoing body, the Scoping Group has allowed for deeper and more consistent engagement by interested parties than in a traditional process of point-in-time consultation. Its wide, open membership, with members acting as ambassadors within their own communities and networks, has emerged as an effective avenue for producing broad-based awareness and interest in the EDI Strategic Plan. The Scoping Group model allows for differing levels of engagement by members, and this can produce challenges for the continuity of discussions and varying levels of perceived ownership of the Group's collective work. The University of Alberta is in the process of reviewing and updating its overall institutional EDI Strategic Plan, which guides and is closely linked with the CRC EDI Action Plan. As part of this process, the university is consulting with members of underrepresented groups through the following mechanisms: engagement with the EDI Scoping Group; an open town hall-style consultation session, particularly promoted to members of underrepresented groups; a series of roundtable discussions, with sessions specifically focused on the perspectives of racialized minorities, Indigenous peoples, persons with disabilities, women, and LGBTQ2+ individuals, respectively, planned for fall 2021. The University engages regularly with an Indigenous advisory council, which is made up of Indigenous faculty, staff, alumni, and community members. This group is advising on the development of an institution-wide Indigenous Strategic Plan, which will be a counterpart to the EDI Strategic Plan. As part of this process, the VPRI Office has met with some Indigenous CRCs to discuss their concerns as CRCs. The VPRI Office also supports the SKIPP and IG signature areas, thus meeting regularly with researchers from a number of underrepresented groups through that work.

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 of Alberta has a comprehensive, institution-wide approach to promoting EDI, as reflected in our EDI Strategic Plan. The institution is developing a student diversity census, intended for implementation later in 2021. This student census will provide a more detailed picture of our student body across multiple identity characteristics, and will enable the University to identify areas of under-representation and develop targeted initiatives to remedy these. The initial census will provide baseline data against which the University can evaluate progress against these goals. This work will contribute to enhancing pathways into and through post-secondary education for underrepresented groups. The University is developing a project to track service workload. This pilot project will track service workloads among faculty to identify equity issues (including disproportionate service by members of underrepresented groups). This service work is reported annually but specific workloads are not tracked in a standardized manner. This pilot project will be implemented in a single faculty in 2021/22 and will contribute to workload equity in the long term. The University has established an Indigenous Initiatives portfolio in the Office of the Provost to facilitate institutional collaboration and communication to support the development and implementation of programs, services and initiatives related to Indigenous engagement at the University of Alberta. As part of these efforts, the University is developing an Indigenous Strategic Plan, intended to guide Indigenous initiatives, Indigenization of research and curriculum, and ongoing response to the Truth and Reconciliation Commission into the future. This is a highly consultative process, beginning formally in 2020 and to be completed during the 2021/22 year. The University is developing an online instructional module on anti-Indigenous racism with anticipated launch by fall 2021. As the University of Alberta undergoes significant budget reductions and reorganization, it has adopted a statement on applying EDI principles to restructuring decisions, to ensure as far as possible that these changes do not have disproportionate impacts on underrepresented groups. At the faculty level, there are numerous more targeted initiatives in place or under development. The Faculty of Medicine and Dentistry (FoMD) has established an Anti-Racism Commitment to Change task force and developed a Social Accountability-EDI framework. FoMD has reviewed admission practices and developed an admissions committee specific to Black students. FoMD completed gender-rank-salary analysis and is participating in multiple provincial and national EDI collaborations. The Faculty of Engineering produces bi-annual gender equity report. Engineering has established a Male Ally network to reduce advocacy burdens. Engineering provides EDI training to hiring committees as well as implemented TRC-specific training. Engineering implemented GBA+ training for students in select program areas and incorporated EDI lens into K-12 outreach initiatives. The Faculty of Science has developed an Equitable Hiring Practices guide specific to Science recruitments. Science has implemented the requirement for EDI statements by all applicants and reviewed faculty award processes to embed EDI principles. Science has established a faculty-wide EDI committee with representation from all departments and employee groups. The Faculty of Arts implemented ongoing EDI and Anti-Racism training for leadership as well as established Arts-specific toolkit for hiring committees. Arts established a faculty-wide committee to evaluate faculty data and set EDI priorities. Arts created the Working Group on Indigenous Initiatives in response to the Calls for Action from the Truth and Reconciliation Committee, a committee active and creative in building and supporting Indigenous members in Arts. The above initiatives are provided as examples, and similar activity is underway in all 18 faculties.

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

I have reviewed my responses and I am ready to submit my report.

A reminder that institutions are required to post a copy of this report (as submitted) on their public accountability and transparency web pages within 7 working days of the deadline for submitting the report to TIPS.

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You may complete sections individually by selecting them from the table of contents. At the end of each section, you will be redirected to this table of content to select another section to complete or to review. Alternatively, you may complete the full report, without going back to this table of content between each section, by selecting the option "Complete full report".

CRCP Institutional EDI Action Plan - Key Objective(s) 

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

Jointly administered by:





INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION ACTION PLAN: PROGRESS REPORT

Institution:

Contact name and information:

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-chaire.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: 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	29	25	26	0
Indigenous peoples	1	1	WITHHELD	WITHHELD
Persons with disabilities	4	4	WITHHELD	WITHHELD
Visible minorities	15	13	16	0

Number of currently active chairs: 88

Number of empty chairs: 15

Number of chairs currently under peer review: 11



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

Complementary to the reallocation performed by the Secretariat in early 2018, the University reallocated chairs to Faculties based on tri-council success. This resulted in new allocations for Tier 2 researchers in the faculties of Kinesiology, Sport, and Recreation (KSR), Pharmacy, and Campus St. Jean (CSJ). KSR is searching for a female researcher for a CRC in Disability and Movement Studies. Pharmacy is searching for a researcher for a CRC in Pharmacotherapy of Energy Metabolism in Obesity. Campus St. Jean is searching for a female CRC in Metis Kinship and Land-based Wellness. These faculties intend to submit final applications for the April-2019 submission. In addition to these allocations, the Faculties of Arts and Nursing are also in the process of recruiting to fill vacant chairs. The Faculty of Arts is currently applications for its CRC in Feminism and Intersectionality and will probably submit its application in the October-2019 submission. Nursing will submit an application for a CRC in Chronicity in April 2019. Finally, the Faculty of Agricultural, Life, and Environmental Sciences will submit a CRC in Human Nutrition and Metabolism in April 2019.

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:

The University of Alberta's employment systems review comprised:

- External review of the Office of Safe Disclosure and Human Rights (2015), focusing on disclosure, reporting, training and education activities and on mandate clarity with respect to other units (e.g. -Employment Equity unit in Human Resource Services);
- External review of University employment equity programs, services, policies, and authorities (2016);
- Review and update of the Discrimination, Harassment, and Duty to Accommodate Policy and Procedures to reflect amendments to the Alberta Human Rights Act (2017);
- Review of processes and support services related to sexual violence and development of a Sexual Violence Policy (2017).

Key findings

- Overall, the University's programs and services meet or exceed its formal obligations and comply with relevant legislation and regulation.
- The University's policy framework provides clear guidance concerning responsibilities for managing discrimination and accommodation.
- University disclosure and complaint processes are effective and appropriate and have high levels of client satisfaction.
- These reviews also identified opportunities for further policy reviews and for the development of an overall institutional plan for EDI (both described below).

Informed by the above, the University is undertaking a review of all recruitment and selection processes, policies and procedures (in process). The review will ensure that the recruitment and selection processes support diversity, that selection committees have diverse composition, and that accountabilities for equity-related considerations are clearly defined.

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

The comparative review—by gender/designated group and field of research—of the level of institutional support for protected research time, salary and benefits provided among current chairholders took data from the 2016-17 annual reports submitted to the CRC Secretariat. Institutional support (from annual reports), such as professional expense account and administrative support, is the same for all chairholders. Data for designated groups, other than women, is incomplete as active chairholders have not self-identified. The University of Alberta expects to improve its data collection before the end of 2019. It seems the University did not achieve an average of 60% protected time for research for female chairholders in 2016-17. This will be corrected to 75% for all chairs immediately.

In fall 2018, the University surveyed all Faculties concerning potential disparities in service responsibilities among members of under-represented groups (including chairholders). While formal expectations within each Faculty are consistent across all faculty members, some Faculties reported anecdotally that members of under-represented groups do sometimes perform more committee work than their colleagues. The primary reason cited was the desire to ensure that committee composition is diverse, which can result in multiple service requests for a small group of under-represented faculty. This can be mitigated over time by increasing the diversity of the professoriate as a whole, including chairholders, and developing allies.

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

The University's environmental scan identified opportunities to address current and potential challenges:

- The University collects self-reported demographic data on FDG characteristics among full-time, operating-funded faculty and staff. Our new EDI Strategic Plan commits to enhanced data collection to encompass a wider set of employee categories and demographic characteristics, to enable broader analysis of equity conditions and specific target setting.
- The review of Recruitment and Selection Policies and Procedures will include the requirement for mandatory training on biases in evaluation, barriers to career progression, and personal and disciplinary biases. Currently, training on personal biases is provided by HR Services, and CRC selection committees take the CRC unconscious bias training.
- The University is supporting pathways to organizational leadership, encompassing all ranks, through leadership development and mentorship programming.
- Through the Centre for Teaching and Learning and other services, the University will make available resources and best practice guidelines to improve the incorporation of EDI into teaching and research;
- The University is providing training and capacity building activities to support the competency of leaders at all levels to model and cultivate an EDI-supportive workplace.
- The University is implementing a climate assessment study to assess overall workplace environment to understand its impacts on the University's ability to achieve EDI objectives.

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):

The CRC EDI Action Plan was developed by a group including the Offices of the Provost and Vice-President (Research), the Research Services Office, and Office of Safe Disclosure and Human Rights. Consultation occurred through the University's EDI Action Group, a committee of senior leaders from key service units, the offices of the Provost and the Vice-President (Research), and the Faculty of Native Studies, and the Provost's Fellow on EDI.

The CRC EDI Action Plan is based closely on the University's overall EDI Strategic Plan, which will be launched in early 2019. The EDI Strategic Plan is iterative over a 4 year period, and we expect some of its' specific outcomes to inform the CRC Action Plan in due course, including an explicit goal to fully implement the CRC action plan, collection of quantitative and qualitative institutional data, identifying and developing career pathway programs, among many others.

The EDI Strategic Plan has also been subject to consultation with senior leadership, academic faculties, Associate Deans (Research), academic and board governance committees, service units, and EDI networks (e.g. Academic Women's Association). Consultation was conducted through discussion sessions, individual meetings, written feedback, and a public town hall. Additional consultation on data collection initiatives occurred through focus groups.

The University received individual written input from all Faculties regarding feedback from chairholders and community members concerning EDI-related barriers, and disproportionate demands faced by under-represented groups.



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: Develop improved tools for data collection and target setting
Corresponding actions: Develop new demographic survey for all faculty and staff; set workforce composition targets; survey CRC-holders on inclusion and experience of barriers
Indicator(s): Demographic composition of academic and non-academic workforce (including CRC holders); Chairholder-reported experience of EDI-related barriers
Progress: Demographic survey developed (launch mid-2019); experiential survey development initiated.
Next steps: Demographic survey launch mid-2019; experiential survey launch by mid-2019; establishment of institutional targets (2019-20).
Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words): Demographic survey development has involved experts in both EDI and survey methodology to ensure academic credibility. The survey addresses a broader set of employees and demographic characteristics than current instruments. Consultation occurred through focus groups with faculty and staff. Implementation will be in conjunction with the launch of the university's new EDI Strategic Plan. We are engaging experts in developing the inclusion survey for CRCs. As a provisional measure, in 2018 Faculties reported on EDI-related barriers experienced by their CRCs.

Key Objective 2: Assessment of institutional climate to evaluate impact of the workplace environment on the University's EDI objectives
Corresponding actions: Develop and implement assessment of institutional climate, beginning with a pilot faculty and staff engagement survey in 2018/19 and full roll-out of faculty and staff engagement survey in 2019/20
Indicator(s): Identification of EDI-related issues, barriers, and assets
Progress: Vendor selection underway and pilot to be implemented in Faculty of Education in early 2019
Next Steps: Development of implementation plan for 2019/20 based on pilot results
Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words): The University has adopted a staged implementation approach, beginning with a pilot in 2018/19, in order to build awareness and acceptance of the exercise, to understand the communication and education requirements for successful roll-out, and to identify barriers to participation. The exercise will provide a broad assessment of institutional culture and engagement, including EDI-related issues, and is an opportunity to identify ways in which the workplace environment supports, or impedes, the University's EDI objectives.



Key Objective 3:

Provide resources to support EDI best practices in teaching, research, and service

Corresponding actions:

Collation of best practices for supporting EDI in teaching, research, and service; launch of a web portal on EDI, providing access to resources and best practices, support for grant applications and research development

Indicator(s):

Availability and use of best practice resources on EDI through Centre for Teaching and Learning and new EDI web portal

Progress:

Web portal development underway (consultation phase)

Next Steps:

Launch of web portal (by spring 2019); collation of best practice resources in Centre for Teaching and Learning (completed in 2019)

Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):

University is working to ensure that tools and resources are available to assist Faculties, departments, administrative units, and researchers to incorporate EDI best practices into work environments. A primary resource is the Centre for Teaching and Learning (CTL), where instructional development and supports already exist. The new EDI web portal will be the online hub for EDI at the University. Consultation is underway with EDI scholars, advocates, service units, faculty and staff to determine needs and priorities for the site.

Key Objective 4:

Develop pathways into and through the professoriate to increase diversity at all levels

Corresponding actions:

Survey of existing pathway programs to identify gaps and best practices; literature review on pathway programs; implement pilot mentorship programs in select units

Indicator(s):

Inventory of existing pathway programs/resources; participation in pilot mentorship programs

Progress:

Launch of a Senior Women's Advisory Group to advise on development of peer support and mentoring programs

Next Steps:

Initiate literature review and survey of pathway programs, by mid-2019

Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):

In the long term, increasing diversity in the senior professoriate - including among chairholders - requires concerted focus on developing pathways into and through the professoriate and senior administration, particularly among disciplines with historical under-representation. The University is taking a deliberate approach to understanding and developing best practices in pathway and mentorship programs, and is involving both academic and non-academic leaders.

**Key Objective 5:**

Sustain and enhance training and development on EDI and bias

Corresponding actions:

EDI and anti-bias training for senior leadership; unconscious bias training for adjudication committees; incorporation of EDI into overall suite of leadership and professional development training

Indicator(s):

Participation in training and professional development activities

Progress:

Launched EDI training for senior leaders in fall 2018; leadership development framework development underway

Next Steps:

Development of leadership development framework and incorporation of EDI across suite of development programming

Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):

The University of Alberta offers training related to unconscious bias, equity, diversity and inclusion, including offerings specifically for administrators and faculty involved in the recruitment and nomination processes for CRCs. EDI considerations are also central across a range of training and development activities provided by Human Resource Services. The University is supplementing these activities through capacity building specifically among the full senior leadership team, and by developing an overall leadership development framework to support coherence, consistency, and comprehensiveness of development offerings.

Key Objective 6:

Review and update recruitment and selection policies and procedures to reflect EDI commitments

Corresponding actions:

Review all relevant policy and procedure, including related to committee composition and accountabilities for equity considerations

Indicator(s):

Adoption of updated policies and procedures by end of 2019

Progress:

Review initiated in fall 2018 (currently in consultation).

Next Steps:

Review process to be completed, including approval through governance processes, in 2019.

Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):

External reviews have confirmed that the University's policy framework provides clear guidance concerning responsibilities related to EDI, discrimination, and accommodation. Opportunities have been identified to strengthen existing policies and procedures by establishing clearer accountabilities for the consideration of EDI within recruitment and selection processes and for the composition of selection committees. The review process has engaged EDI scholars and relevant administrative units. These changes are anticipated to increase workforce diversity and contribute to improved equity and inclusiveness throughout hiring processes.



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):

Successes and best practices emerging through the implementation of the EDI Action Plan:

-EDI Scoping Group model: the EDI Scoping Group is described above (B.4). This model has emerged as an effective practice; the EDI Scoping Group has actively driven the development of the University's new EDI Strategic Plan. As an ongoing body, the Scoping Group has allowed for deeper and more consistent engagement by interested parties than in a traditional process of point-in-time consultation. Its wide, open membership, with members acting as ambassadors within their own communities and networks, has emerged as an effective avenue for producing broad-based awareness and interest in the EDI Strategic Plan. The Scoping Group model allows for differing levels of engagement by members, and this can produce challenges for the continuity of discussions and varying levels of perceived ownership of the Group's collective work.

-Indigenous initiatives and response to the Truth and Reconciliation Commission (TRC) Calls to Action: the University has committed to provide a robust response to the TRC Calls to Action. Initiatives to date include: a web portal for Indigenous resources and initiatives; town hall consultations; development of territorial acknowledgement statements; launch of the Council of Indigenous Alumni; a major Building Reconciliation Forum and an MOU with the National Centre for Truth and Reconciliation; 40+ Indigenous-specific hires; funding for Faculty-level initiatives; new support positions in the Provost's Office, Dean of Students, Registrar, and Centre for Teaching and Learning; supporting policy development (including research guidelines for community engagement); and a consultative process to develop a Vice-Provost, Indigenous Initiatives. The University understands that this work is linked to and supportive of, but not subsumed within, its broader EDI work. EDI and Indigenous initiatives have overlapping objectives and resources, but we also recognize that Indigenous engagement and support require distinct approaches, resources, and commitments.

-Senior leadership development: in the context of the training activities above (Key Objective 5), the University has taken a cohort-based approach to capacity building among senior leaders, with training offered to the full cohort of leaders, as well as to smaller cohorts of new Chairs and new Deans/Vice-Deans. This approach builds a network of informal supports and a community of practice for leaders, to supplement formal resources already in place.

-Safe disclosure: the Office of Safe Disclosure and Human Rights offers confidential disclosure services, distinct from complaint procedures. This is an important supplement to formal complaints, both as a resource to those experiencing discrimination-related issues but not wishing to make formal complaints, as well as institutionally, as disclosures allow the University to track trends and emerging issues not reflected in complaints data.

-Senior leadership accountability: through the EDI Scoping Group, the University community has affirmed the importance of specific, accountable commitments made by senior leaders across the organization. Within 2018/19, all Vice-Presidents will develop EDI Statements of Commitment outlining how EDI objectives will apply across their portfolios, and beginning in 2019/20, EDI objectives will be formally incorporated into annual performance evaluations for senior leaders (including all Deans).

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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).



- 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.