



TABLE OF CONTENTS

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".

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

		Progress to date
Corresponding action 1	<p>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.</p>	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.

TABLE OF CONTENTS

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".

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