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”.

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
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 intersestional 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 while 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.

The link for the EDI progress report and EDI Stipend report:
https://ca1se.voxco.com/SE/?st=jeuW6suXm8k3Ct0XM1n9bz3j3Dx9FJ0rXHH...
Data gathered and Indicator(s) - can be both qualitative and quantitative:
- 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 are 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 Indigeneity 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 barriers 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 OVPR, 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 continuity 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

<table>
<thead>
<tr>
<th>Number</th>
<th>Amount</th>
<th>Source / Type (cash or in-kind)</th>
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<td>Cash</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>Cash</td>
</tr>
</tbody>
</table>

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. In the current context, there is 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, which includes University of Alberta-specific policies, processes, approaches, and best 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 protocols and best practice for filming face-to-face, creating an online and secure release form, researching interviewees’ background work, 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 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:

<table>
<thead>
<tr>
<th>Amount ($)</th>
<th>Source / Type (cash or in-kind)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>19800</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

**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 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:

<table>
<thead>
<tr>
<th>Amount $</th>
<th>Source / Type (cash or in-kind)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>in-kind</td>
</tr>
<tr>
<td></td>
<td>in-kind</td>
</tr>
</tbody>
</table>

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 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 particularly 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 recruiting. 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.

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”.

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:

CIHR IASC

NSERC CRSH

SSHRC CRSH
Name of Institution:
University of Alberta

Institutional Vice-President Level Representative Name (with financial authority):
Steve Dew

Total Amount Requested:
50000

Total Amount Spent at March 31, 2021:
1480

Total Funds Committed as of March 31, 2021 (to be spent during the six-month phase-out period – April 1, 2021 - September 30, 2021):
48520

For each expense category you identified in your EDI Stipend application, please indicate which expenditures have been made during the reporting period (April 1 2020 to March 31, 2021) by completing the following table.

<table>
<thead>
<tr>
<th>Expense Category</th>
<th>Budget for the period covered (as outlined in application)</th>
<th>Actual expenditures for the period covered</th>
<th>Institutional Commitment</th>
<th>Planned expenditures to the end of the project</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) EDI Consultant</td>
<td>40000</td>
<td>600</td>
<td>2800</td>
<td>22500</td>
</tr>
<tr>
<td>c) Other staff with EDI expertise (specify)</td>
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<td></td>
<td></td>
<td>3500</td>
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<tr>
<td>Education Program Coordinator</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
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<td>880</td>
<td>600</td>
<td>44900</td>
</tr>
</tbody>
</table>

1) Production Oversight 2)On Camera Interviews 3)Post Production 4)Graphic Design

| Totals                                                     | 50000                                                      | 1480                                       | 3400                      | 70900                                         |
Provide an explanation for any deviations from what was originally proposed in your EDI Stipend application (e.g. a change in expense category or amount allocated to an expense category).

- Actual Expenditure from CRC funding: $1480
- Expenditure from Institutional: $3400
- Commitments Expenditure from CRC funding: $48520
- Expenditure from Institutional (in-kind): $19800
- Expenditure from Institutional: $5980

Jointly administered by:

![CIHR IRSC Logo]

![NSERC CRSNG Logo]

![SSHRC CRSH Logo]