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### **Complete Full Report**

#### **Important Note**

(Once you have read the statement below, click the radio button beside it.)

Please note that the information you enter in your report is only saved when clicking on the "Save and Next" button at the bottom of the page. Using the browser navigation buttons or the "Continue Later" button at the bottom of the page will not save the information entered on the page. If after clicking "Save and Next" you see a "Page has errors" message in red, near the top of the page, it means that at least one field is missing information. In such an instance, the empty field will have the words "Answer is incomplete" underneath it, in red.

This report includes mandatory reporting on 1) the CRCP institutional equity, diversity and inclusion action plan (IEDIAP) and 2) the \$50,000 EDI Stipend.

Your institution must submit the report by the deadline date indicated by the program, and must cover the reporting period identified by the program.

Institutions are required to post the most up to date version of their EDI action plan on their [public accountability web pages](#). Ensure to remove all numbers less than 5 prior to posting on your website in cases where your report includes the representation of individuals from underrepresented groups among your chairholders. This is a requirement of the *Privacy Act*.

Each year, institutions must also publicly post a copy of this report to their public accountability web pages within 7 working days after the deadline for submitting the report to TIPS. TIPS will review the report each year; in addition, the annual report(s) will be provided to the external EDI Review Committee, when it is convened every few years, to evaluate the progress made in bolstering EDI at the respective institution and to provide context for future iterations of the EDI action plan.

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

#### Contact information

**Please complete the fields below.**

**Name of Institution:**

University of Alberta

**Contact Name:**

Glen Thomas

**Position Title:**

CRC Coordinator and Advisor

**Institutional Email:**

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780-492-6266

Does your institution have an EDI Action Plan for the CRCP?

Yes

**PART A: EDI Action Plan - Reporting on Key Objectives Analyses, Systemic Barriers, Objectives and Indicators**

Date of most recent plan (e.g. latest revision of the public plan):

09/02/2019

Rating given action plan in most recent review process:

SATISFIES

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

WENDY RODGERS

In developing their action plans, institutions were required to conduct: 1) an employment systems review; 2) a comparative review; and 3) an environmental scan (see program requirements [here](#)). These assessments were required in order to identify the specific systemic barriers and/or challenges that are faced by individuals from underrepresented groups (e.g. women, persons with disabilities, Indigenous Peoples and racialized minorities, LGBTQ2+ individuals) at the respective institution; institutions were then required to develop key S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) objectives and actions to address them.

Indicate what your institution's key EDI objectives are (up to six) as outlined in the most recent version of your action plan (either the one approved by TIPS or the one currently under review by TIPS), as well as the systemic barriers/challenges identified that these objectives must address. Please note that objectives should be S.M.A.R.T. and include a measurement strategy. List the corresponding actions and indicators (as indicated in your institutional EDI action plan) for each objective, and outline: a) what progress has been made during the reporting period; b) what actions were undertaken; c) the data gathered; and d) indicators used to assess the outcomes and impacts of the actions. Please note that indicators can be both quantitative and qualitative and should be specific. Outline next steps and use the contextual information box to provide any additional information (e.g., course correction, obstacles, lessons learned, etc.) for each objective.

**Key Objective 1**

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

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

**Systemic barriers -**

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

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

**Corresponding actions undertaken to address the barriers:**

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

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

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

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

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

**Challenges encountered during the reporting period:**

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

**Next Steps (indicate specific dates/timelines):**

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

**Was funding from the CRCP EDI stipend used for this key objective?**

No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

**Do you have other key objectives to add?**

Yes

**Key Objective 2**

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely)  
Key Objective 2:

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

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

#### Systemic barriers -

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

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

### Corresponding actions undertaken to address the barriers:

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

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

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

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

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

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

#### **Challenges encountered during the reporting period:**

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

#### **Next Steps (indicate specific dates/timelines):**

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

#### **Was funding from the CRCP EDI stipend used for this key objective?**

No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

#### **Key Objective 3**

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

#### Key Objective 3:

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

#### Systemic barriers -

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

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

#### Corresponding actions undertaken to address the barriers:

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

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

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

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

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

**Challenges encountered during the reporting period:**

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

**Next Steps (indicate specific dates/timelines):**

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

**Was funding from the CRCP EDI stipend used for this key objective?**

No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

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

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

**Systemic barriers -**

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

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

**Corresponding actions undertaken to address the barriers:**

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

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

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

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

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

**Next Steps (indicate specific dates/timelines):**

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

**Was funding from the CRCP EDI stipend used for this key objective?**

No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

**Key Objective 5**

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

**Key Objective 6**

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

## Challenges and Opportunities

Other than what has been outlined in the section above, outline any challenges and opportunities or successes regarding the implementation of the EDI action plan, as well as best practices that have been discovered to date. If COVID-19 has had an impact on the implementation of the institution's action plan, please outline how below. How has or will the institution address these challenges and opportunities? (limit: 5100 characters):

Collection of FDG Data – Improved Process There are challenges inherent to the collection and protection of FDG data. While the data is crucial to gauging the institution's progress towards CRC EDI targets, it is also extremely important to protect it with the utmost care. The University has had success in streamlining its collection and protection of FDG data with its data management group (Performance, Analysis and Institutional Research, PAIR) taking the lead. Chairholders are now surveyed by the University prior to the submission of their application. This procedure ensures that the University efficiently collects and protects FDG data just prior to its submission of applications to Ottawa. The University is continually improving and updating its EDI data collection and management system. The University has been granted an EDI Stipend for this purpose and will roll out improvements to this system in 2022. This will be reported in the next annual progress report.

Timeline Issues (COVID) In March 2020, the University of Alberta pivoted to remote course delivery in response to the COVID-19 pandemic. The university's COVID response has been complex and resource-intensive, and has in particular placed demands on senior leaders that have slowed the implementation of some EDI initiatives. Senior academic leaders have been engaged in unanticipated COVID-response initiatives including, but not limited to: establishing parameters for remote delivery (institutional requirements, support for instructors, organizational supports); revising faculty evaluation processes to account for major disruptions to research; addressing financial exigencies; establishing new pedagogical resources; and liaising with students and other stakeholders. This has slowed the progress of EDI activities requiring senior leaders' engagement and/or championship, including for example the review of award practices and key mentorship initiatives to support career pathways for underrepresented groups. The disruption to normal working conditions for faculty and staff, including CRCs, has also resulted in delays to activities intended to assess experiences of inclusion among CRCs, which are more appropriately launched during more typical conditions to establish baseline data.

Timeline Issues (BUDGET) The University of Alberta is also currently managing a reduction in operating grant support from the provincial government that is unprecedented in scale and pace anywhere in Canada. As a result, some staff and technical resources that were anticipated to be available can no longer be accessed. This has a particular impact on data collection initiatives, which rely on a decreasing number of specialized technical staff, and on face-to-face training and education activities, which are resource-intensive and require delivery by expert staff.

## Reporting on EDI Stipend objectives not accounted for in Part A

### Instructions:

- Institutions with EDI Action Plans, use this section to report on EDI Stipend objectives that are not accounted for in Section A.
- Institutions without EDI Action Plans, use this section to report on EDI Stipend objectives.

### Objectives associated with your institution's EDI Stipend application

**Table C1.** Provide information on the objectives associated with your institution's EDI Stipend application, including the funding and timelines, for the reporting period.

#### EDI Stipend Objective 1

Indicate the S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) objective(s) towards which this funding has been directed:

NOT APPLICABLE (NO STIPEND DURING REPORTING PERIOD)

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

NOT APPLICABLE (NO STIPEND DURING REPORTING PERIOD)

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

NOT APPLICABLE (NO STIPEND DURING REPORTING PERIOD)

### Table C2. EDI Stipend Impact Rating

Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this objective as identified in your application, for the reporting period:

Don't know

Do you have other objectives to add?

No

**Additional Objectives (if applicable)**

**Table C1.** Provide information on the objectives associated with your institution's EDI Stipend application, including the funding and timelines, for the reporting period.

**EDI Stipend Objective 2**

**EDI Stipend Objective 3**

**EDI Stipend Objective 4**

**EDI Stipend Objective 5**

**EDI Stipend Objective 6**

**Part D: Engagement with individuals from underrepresented groups**

Outline how the institution has engaged with underrepresented groups: e.g., racialized minorities, Indigenous Peoples, persons with disabilities, women, LGBTQ2+ individuals, during the implementation of the action plan (during the reporting period), including how they have been involved in identifying and implementing any course corrections/adjustments, if applicable. For example, how was feedback gathered on whether the measures being implemented are resulting in a more inclusive research environment for chairholders of underrepresented groups? How has intersectionality been considered in developing and implementing the plan (if applicable)? Have new gaps been identified? How will members of underrepresented groups continue to be engaged? (limit: 10 200 characters)

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

## PART E: Efforts to Address Systemic Barriers More Broadly within the Institution

Briefly outline other EDI initiatives underway at the institution (that are broader than those tied to the CRCP) that are expected to address systemic barriers and foster an equitable, diverse and inclusive research environment. For example, are there projects underway that underscore the importance of EDI to research excellence? Is there additional training being offered to the faculty at large? Are there initiatives to improve the campus climate? Please provide hyperlinks where relevant, using the hyperlink boxes provided below (URLs should include https://). Note that collecting this information from institutions is a requirement of the 2019 Addendum to the 2006 Canadian Human Rights Settlement Agreement and provides context for the work the institution is doing in addressing barriers for the CRCP. (limit: 4080 characters)

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

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

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