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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](#).

Each year, institutions must publicly post a copy of this report to their [public accountability web pages](#) within 7 working days after the deadline for submitting the report to TIPS. TIPS will review the report each year; in addition, the annual report(s) will be provided to the external EDI Review Committee, when it is convened every few years, to evaluate the progress made in bolstering EDI at the respective institution and to provide context for future iterations of the EDI action plan. Ensure that you remove all numbers less than 5 from both the plan and the report prior to posting on your website in cases where your report includes the representation of individuals from underrepresented groups among your chairholders, as well as any other identifying information. This is a requirement of the Privacy Act.

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

Contact information

Please complete the fields below.

Name of Institution:

University of Lethbridge

Contact Name:

Dr. Dena McMartin

Position Title:

Vice-President Research

Institutional Email:

vpr@uleth.ca

Institutional Telephone Number:

403-329-2431

The link for the EDI progress report and EDI Stipend report:<https://www.ulethbridge.ca/research/crc-equity-diversity-and-inclusion>

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):

09/01/2020

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

Satisfies

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

Dr. Dena Mc. Martin

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

Indicate what your institution's key EDI objectives are (up to six) as outlined in the most recent version of your action plan, as well as the systemic barriers/challenges identified that these objectives must address. Please note that objectives should be S.M.A.R.T. and include a measurement strategy. List the corresponding actions and indicators (as indicated in your institutional EDI action plan) for each objective, and outline: a) what progress has been made during the reporting period; b) the main actions were undertaken (up to six) and how they have progressed; c) the data gathered; and d) indicators used to assess the outcomes and impacts of the actions. Please note that indicators can be both quantitative and qualitative and should be specific. Outline next steps and use the contextual information box to provide any additional information (e.g., course correction, obstacles, lessons learned, etc.) for each objective. If your institution has not yet prepared or received a formal evaluation of its CRCP EDI action plan (institutions having fewer than five Chairs) then section A is optional.

Key Objective 1

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

Build an institutional culture that intentionally embeds EDI approaches at all levels of the institution. This includes establishing an EDI team, developing an EDI Strategic plan, review of marketing and publications through an EDI lens, and reducing barriers to the participation of equity-deserving groups in institutional initiatives.

Systemic barriers -

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

In 2018, the University President Advisory Committee on Equity, Diversity, and Inclusion(PACEDI) report resulted in the identification of key themes which included a lack of diversity in leadership positions, a need for transparent data on equity, training on unconscious bias, and revision of policies and process from an EDI lens

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

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1	EDI Team was established in November 2021	Completed
Corresponding action 2	Launch the first Diversity and Inclusion Survey for Staff and Faculty	Completed
Corresponding action 3	Created cross campus groups with representation from equity-deserving communities	Completed
Corresponding action 4	Created a cross campus project team to develop the first EDI student Survey	Completed
Corresponding action 5	Established the EDI Scholars Program	Completed
Corresponding action 6	Developed training on unconscious bias and microaggressions in the workplace	Completed

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

To facilitate this process campus-wide consultation and focus groups were completed by PACEDI and the EDI Team.

Outcomes and Impacts made during the reporting period:

The EDI team was established in 2021. Currently, the EDI team has grown and includes the following: Vice Provost EDI, Project Manager EDI, EDI Communication Specialist, EDI/HR Project Support, and EDI Special Project Assistant. Additionally the Governance office has just recently hired a Policy analyst who will be supporting the work in updating the Harrassment and Discrimination Policy as well as the Employment Equity Policy.

Challenges encountered during the reporting period:

Despite the initial delays with the hiring of this role and the setting up of the EDI team, the team has been able to make significant progress to date on EDI initiatives.

Next Steps (indicate specific dates/timelines):

The University has just recently appointed a new President and Provost as well as started a new strategic planning process. The new President has indicated that EDI and Indigenization are to be embedded throughout the entire strategic plan. As a result, the EDI team will be supporting the new strategic planning process which will result in the development of a new strategic plan by Fall 2024.

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

No

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

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:

Revise, expand, and promote training and education related to EDI. This is focused on providing training and education opportunities to campus stakeholders, ensuring appropriate safeguards are in place for hiring and nomination, and developing a communication plan for various EDI initiatives and campaigns.

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 University completed phase 2 of the environmental scan in 2019. The results from the survey indicated the following areas of concern a) time commitment for the completion of the application package for CRC, b) transparency on institutional support, c) concerns in providing self-identification information d) concerns about their time concerning their participation in service as compared to regular faculty.

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

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1	Identify key barriers that faculty members faced during the application process	Completed
Corresponding action 2	Creation of application workshops with peer reviewers to better support faculty in putting together applications	Completed
Corresponding action 3	Creation of CRC self identification workshops for faculty in collaboration with the Office of Research and Innovation Services	Completed
Corresponding action 4	Creation of a transparent process for the nomination, selection of CRC	Completed
Corresponding action 5	The University of Lethbridge has also created an institutional wide EDI communication plan that highlights key initiatives, events and programs	Completed
Corresponding action 6	N/A	Not yet started

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

The data from the environmental scan in 2019 has been used to guide and inform this process.

Outcomes and Impacts made during the reporting period:

The EDI in collaboration with the Office of Research and Innovation Services has established ongoing workshops that focus on Inclusive Excellence in Research and Self Identification. A standard operating process guide has been developed to fully support the preparation of the CRC applications for new applications and renewals.

Challenges encountered during the reporting period:

Many researchers have lots of misconceptions as it relates to Self-identification in the application process. The inclusion of the workshops on Self-Identification has resulted in an increased understanding of the importance of self-identification in the grant application process. As well as the confidentiality of how this information is being stored and who has access to this information has also helped to alleviate some concerns from the researchers.

Next Steps (indicate specific dates/timelines):

The Office of Research and Innovation Services has established these workshops on an ongoing basis and will continue to offer this session moving forward.

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:

Seeks to apply the principles of EDI to all university planning, policy, and decision-making and commits to transparency in the processes.

Systemic barriers -

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

In the third phase of the environmental scan in 2020, CCDI was engaged to conduct a qualitative focus group with CRC Chairholders. The focus group examined the chairholder's observations on experiences related to EDI at the university, and their role as chairholders. The review allowed the chairholders to reflect on their experiences with hiring, recruitment, and retention, as well as experiences of harassment and discrimination. The results indicated the chairholders felt that institutional leaders demonstrated commitment to EDI, concerns about recruitment practices, and the nomination process for applicants especially in the Social Sciences, Humanities, and Fine Arts.

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

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1	Update document and process guide for the recruitment and retention of CRC	Completed
Corresponding action 2	Establish an annual recruitment planning process in collaboration with the EDI office to focus on equity-deserving groups	Completed
Corresponding action 3	All CRC ads are reviewed by the EDI office	Completed
Corresponding action 4	All CRC positions are posted broadly to diverse networks to ensure broad pool of candidates	Completed
Corresponding action 5	The University has engaged the services of Janet Soles & Associates to build an Inclusive Hiring Framework for Faculty recruitment.	In progress
Corresponding action 6	N/A	Not yet started

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

See systemic barriers

Outcomes and Impacts made during the reporting period:

An annual review of CRC allocations is done in collaboration with the EDI team. All CRC job ads are reviewed by the EDI office before posting. The EDI team serves as a resource to provide strategic guidance for CRC recruitment processes. The University of Lethbridge is currently working on an Inclusive Hiring Framework which will allow for a more comprehensive and inclusive approach to recruitment and hiring.

Challenges encountered during the reporting period:

Inclusive excellence is a relatively new process, that has resulted in some faculty members questioning whether an EDI lens impacts the quality of the candidate pool. However, based on the results of the focus groups and survey conducted by Janet Soles & Associates more faculty are starting to see the value of having some guidelines to address these misconceptions.

Next Steps (indicate specific dates/timelines):

The Inclusive Hiring Framework is well underway. The final draft of the framework will be completed in January 2024. Consultation with the campus community will take place in February - March 2024 and the rollout and design of a SharePoint will take place in the Fall of 2024.

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:

40161

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

The EDI Stipend funds were used to cover the consultant's fees to conduct focus groups, surveys with faculty members from across the institutions, interviews with Deans, best practice research, and drafting of the framework.

EDI Stipend Impact Rating

Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this key objective:

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

Key Objective 4

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

	Progress to date
Corresponding action 1	Not yet started
Corresponding action 2	Not yet started
Corresponding action 3	Not yet started
Corresponding action 4	Not yet started
Corresponding action 5	Not yet started
Corresponding action 6	Not yet started

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

Key Objective 5

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

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1		Not yet started
Corresponding action 2		Not yet started
Corresponding action 3		Not yet started
Corresponding action 4		Not yet started
Corresponding action 5		Not yet started
Corresponding action 6		Not yet started

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

Key Objective 6

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

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1		Not yet started
Corresponding action 2		Not yet started
Corresponding action 3		Not yet started
Corresponding action 4		Not yet started
Corresponding action 5		Not yet started
Corresponding action 6		Not yet started

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

PART B: Challenges and Opportunities

Challenges

Other than what has been outlined in the section above, outline any challenges regarding the implementation of the EDI action plan. If COVID-19 has had an impact on the implementation of the institution's action plan, please outline how below. How has or will the institution address these challenges? (limit: 5100 characters):

The lack of dedicated resources to implement EDI initiatives was the greatest challenge faced in the implementation of the EDI Action Plan. However, upon the successful recruitment of the Vice Provost EDI formerly named the Executive Director of EDI, and the establishment of the EDI team, significant progress has been made to achieve key deliverables during the reporting period. The institution has also committed additional resources to further support this work which has resulted in the expansion of the EDI. Another emergent challenge that is being experienced is the ongoing pushback and polarization of views around EDI and its impact on academic freedom and freedom of expression. The University also experienced job action in February 2022 which delayed the rollout of initiatives for Black History Month, International Women, and workshops. This also resulted in delays with the Request for Proposal process in Summer 2022 for the Hiring Framework consultants.

Opportunities

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

During the implementation of the EDI plan, we have been able to implement all the key deliverables such as building awareness of EDI across the campus, instituting transparent processes for the recruitment, hiring, and selection of the CRC, starting to address the misconceptions around self-identification and build leadership capacity on EDI with Senior leaders, Board and Senate as well as with the respective faculties. The EDI team has also created workshops on unconscious bias, inclusive evaluative process, and inclusive research excellence, and is currently participating in the campus-wide institutional strategic planning process. This has resulted in ensuring that all efforts are focused on working towards meeting EDI targets.

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

Instructions:

- Institutions with EDI Action Plans, use this section to report on EDI Stipend objectives that are not accounted for in Section A.
- Institutions without EDI Action Plans, use this section to report on EDI Stipend objectives.
- If you did not receive an EDI stipend during the reporting year, please leave this section blank.

Objectives associated with your institution's EDI Stipend application

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

EDI Stipend Objective 1

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

To support the design and development of a hiring framework and toolkit to better recruit, hire, and retain CRC and increase the representation of historically underrepresented groups.

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

The main focus of this project is to streamline the hiring process that will facilitate the recruitment of CRC from equity-deserving groups, thereby allowing the University of Lethbridge to meet its recruitment targets for 2029.

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

The Inclusive Hiring Framework project is still ongoing. Initial delays in starting this project were due to a lengthy Request for Proposal (RFP/RFI) process which was unanticipated. The project is on track to have the drafted framework reviewed and consulted on by March 2024. To facilitate this work Janet Soles & Associates was hired through a request for proposal to support this work. In addition to working with the consultant an internal project that consisted of Human Resources, EDI, and a representative from the Faculty Association Joint Committee on Equity, Diversity, and Inclusion was put together to support this work. To date the consultant has conducted an extensive environmental scan of best practices in hiring at post-secondary institutions in Alberta and Canada, conducted a literature review on emergent trends in talent acquisition, a review of the internal University of Lethbridge HR hiring process, two focus groups with representatives from all (6) faculties including Arts and Science, Liberal Education, Health Sciences, Education, Fine Arts, Dhillon School of Business, as well as a survey of more than 40 participants who have had the most recent experience participating in a search process. It was important to create an opportunity for faculty members who participate in the hiring process to provide context about what has worked well, what were some challenges, areas of opportunity, and the support needed to be successful in future hiring and recruitment processes. The final hiring framework draft document will be completed in January 2024 during which time a consultation period will be conducted in February - March 2024 over the new changes. The goal is to roll out the hiring framework toolkit by Fall 2024.

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective: 40161

Total funds spent:

Table C2. EDI Stipend Impact Rating

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

Major impact (the EDI Stipend had a major impact on achieving progress)

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

The stipend was used to hire a consultant to conduct focus groups, environment scans, policy reviews, survey to faculty, and meetings with Deans as well as draft the framework and toolkit.

Do you have other objectives to add?

No

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

Additional Objectives (if applicable)

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

EDI Stipend Objective 2

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 individuals, Indigenous Peoples, persons with disabilities, women, 2SLGBTQIA+ individuals, during the implementation of the action plan (during the reporting period), including how they have been involved in identifying and implementing any course corrections/adjustments, if applicable. For example, how was feedback gathered on whether the measures being implemented are resulting in a more inclusive research environment for chairholders of underrepresented groups? How has intersectionality been considered in developing and implementing the plan (if applicable)? Have new gaps been identified? How will members of underrepresented groups continue to be engaged? (limit: 10 200 characters)

The University is committed to creating and fostering a safe and inclusive campus for all. To achieve this, a big part of the success will be determined by how we engage diverse faculty, staff, students and administrators. The work of the President Advisory Committee on EDI has provided some excellent foundational pieces and recommendations to inform how policy gaps and processes need to be addressed across the institution. In meeting this mandate the PACDEI consulted with the broad campus community including historically underrepresented groups. The environmental scan which specifically targeted CRC chairholders also provided the opportunity to engage with an equity-deserving group. The Diversity and Inclusion survey for staff and staff allowed the university to understand the demographic makeup of the University as well as feelings of inclusion and belonging on campus. The university has also established cross-campus working groups with broad representation from equity-deserving groups when working on key EDI initiatives. Additionally, the university continues to work closely with the Joint Committee on Equity, Diversity, and Inclusion on Pay equity, accommodation, and accessibility, hiring practices, salary, tenure, and promotion. The university is committed to ensuring broad consultation and involvement of Equity-deserving as subject matter experts when working on EDI issues. Another key area in which equity-deserving groups have been included is with the EDI Advisory Council which will commence work in January 2024.

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)

<https://www.ulethbridge.ca/equity-diversity-inclusion/equity-diversity-and-inclusion-edi-scholars-program>

<https://www.ulethbridge.ca/equity-diversity-inclusion/edi-student-survey>

<https://www.ulethbridge.ca/equity-diversity-inclusion/edi-advisory-council-call-expressions-interest>

<https://www.ulethbridge.ca/equity-diversity-inclusion/news-and-events>

<https://www.ulethbridge.ca/equity-diversity-inclusion/women-scholars-speaker-series>

<https://www.ulethbridge.ca/indigenous/truth-and-reconciliation-week>

The University of Lethbridge is committed to building an inclusive, accessible campus for all. A key strategic focus of the EDI team has been to bring strategic coordination and leadership to all EDI initiatives on campus. This has consisted of building internal institutional EDI literacy, coordinating the EDI communication plan for events, building cross-campus teams, and working to bridge the gap with Indigenous Relations. This has resulted in the development of the EDI website, an institutional communication plan for multicultural days as well as tools and resources on EDI. During this reporting period, the EDI team in collaboration with the Indigenous relations team launched the TRC Call to Action Challenge across campus and was able to expand Truth and Reconciliation Week across campus. The University of Lethbridge has also established its first pride awards for undergraduate and graduate students. Alumnus Kurt Schlachter and Jason VandenHoek established a 200,000 endowment to support scholarships for the 2SLGBTQ+ students. Additionally, the university expanded the EDI Scholars program appointing 10 scholars doing work on accessibility, Indigenization, and Decolonization of curriculum, and the underrepresentation of women in STEM. The first EDI Scholars Forum was also held to showcase the results of their projects to the campus community. The Women Scholars Program continues to grow with the appointment of two new Co-Chairs who are focused on creating opportunities for new and emerging scholars both in the natural sciences and social sciences.

Hyperlink 1:

<https://www.ulethbridge.ca/equity-diversity-inclusion/equity-diversity-and-inclusion-edi-scholars-program>

Hyperlink 2:

<https://www.ulethbridge.ca/equity-diversity-inclusion/edi-student-survey>

Hyperlink 3:

<https://www.ulethbridge.ca/equity-diversity-inclusion/edi-advisory-council-call-expressions-interest>

Hyperlink 4:

<https://www.ulethbridge.ca/equity-diversity-inclusion/news-and-events>

Hyperlink 5:

<https://www.ulethbridge.ca/equity-diversity-inclusion/women-scholars-speaker-series>

Hyperlink 6:

<https://www.ulethbridge.ca/indigenous/truth-and-reconciliation-week>

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.

This information will be sent to the Tri-agency Institutional Programs Secretariat when you click 'Submit'. You will receive a confirmation email with a copy of your completed form in HTML format once it is submitted.

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