INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION ACTION PLAN: PROGRESS REPORT

Institution:

Contact name and information:

Instructions

Filling out all four sections of this report is mandatory. Institutions must email a PDF of this completed report and, if applicable, a revised copy of the institution's equity, diversity and inclusion action plan by December 15, 2018, to edi-edi@chairs-chaires.gc.ca. If an institution chooses to revise its action plan in anticipation of the assessment process, it must post an updated version of the plan on its public accountability web page.

Equity, Diversity and Inclusion Recognition

Each year, the Tri-agency Institutional Programs Secretariat recognizes an institution with exemplary recruitment, nomination and/or appointment practices that promote equity and diversity. Indicate below whether your institution would like to be considered for the program's recognition. The evaluation process for the recognition will be based on the committee's assessment of this progress report and the institution's corresponding action plan.

Yes: YES _____ No: _____

PART A: Equity and Diversity Targets and Gaps

A.1) Provide the current targets and gaps for your institution in the table below (using the target-setting tool).

Designated group	Target (percentage)	Target (actual number)	Representation (actual number)	Gap(actual number)
Women	29	25	26	0
Indigenous peoples	1	1	WITHHELD	WITHHELD
Persons with disabilities	4	4	WITHHELD	WITHHELD
Visible minorities	15	13	16	0

Number of currently active chairs: 88

Number of empty chairs: 15

Number of chairs currently under peer review: 11

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

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

PART B: Results of the institution's Employment Systems Review, Comparative Review and Environmental Scan

In developing their action plans, institutions were required to develop objectives that were S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely), and include a measurement strategy for monitoring, reporting on progress, and course correcting if necessary, based on: 1) an employment systems review; 2) a comparative review; and 3) an environmental scan (see Appendix A for the requirements that the program stipulated to develop the action plans).

B.1) Outline the key findings of the employment systems review that was undertaken when drafting the action plan limit 250 words:

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

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

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

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

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

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

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

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

B.4) Provide an overview of who was consulted in the drafting of the action plan. What form did the consultation/engagement with members of the four designated groups (i.e. women, persons with disabilities, Indigenous peoples and visible minorities) and other underrepresented faculty take? What equity diversity and inclusion (EDI) experts were consulted? Note: Do not to disclose any third party personal information (limit 250 words):

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

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

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

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

PART C: Objectives, Indicators and Actions

Indicate what your institution's top six key EDI objectives are, as well as the corresponding indicators and actions (as indicated in the action plan). For each objective, outline what progress has been made, with reference to the indicators. Use the contextual information box to communicate any progress made to date for each objective.

Key Objective 1:
Develop improved tools for data collection and target setting
Corresponding actions:
Develop new demographic survey for all faculty and staff; set workforce composition targets; survey CRC-holders on inclusion and experience of barriers
Indicator(s):
Demographic composition of academic and non-academic workforce (including CRC holders); Chairholder-reported experience of EDI-related barriers
Progress:
Demographic survey developed (launch mid-2019); experiential survey development initiated.
Next steps:
Demographic survey launch mid-2019; experiential survey launch by mid-2019; establishment of institutional targets (2019-20).
Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):
Demographic survey development has involved experts in both EDI and survey methodology to ensure academic credibility. The survey addresses a broader set of employees and demographic characteristics than current instruments. Consultation occurred through focus groups with faculty and staff. Implementation will be in conjunction with the launch of the university's new EDI Strategic Plan. We are engaging experts in developing the inclusion survey for CRCs. As a provisional measure, in 2018 Faculties reported on EDI-related barriers experienced by their CRCs.

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

Key Objective 3:

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

Corresponding actions:

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

Indicator(s):

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

Progress:

Web portal development underway (consultation phase)

Next Steps:

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

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

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

Key Objective 4:

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

Corresponding actions:

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

Indicator(s):

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

Progress:

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

Next Steps:

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

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

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

Key Objective 5:

Sustain and enhance training and development on EDI and bias

Corresponding actions:

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

Indicator(s):

Participation in training and professional development activities

Progress:

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

Next Steps:

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

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

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

Key Objective 6:

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

Corresponding actions:

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

Indicator(s):

Adoption of updated policies and procedures by end of 2019

Progress:

Review initiated in fall 2018 (currently in consultation).

Next Steps:

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

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

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

PART D: Challenges and Opportunities

Other than what has been outlined in the section above, outline any challenges and opportunities/successes, as well as best practices that have been discovered to date in developing and implementing the institutional equity, diversity and inclusion action plan (limit: 500 words):

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

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

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

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

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

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

Appendix A - Institutional Equity, Diversity, Inclusion Action Plan Requirements

To remain eligible for the program, all institutions with five or more chair allocations must develop and implement an equity, diversity and inclusion action plan. This plan must guide their efforts for sustaining the participation of and/or addressing the underrepresentation of individuals (based on the institution's equity gaps) from the four designated groups (FDGs)—women, Indigenous peoples, persons with disabilities and visible minorities—among their chair allocations. Institutions are expected to develop the plan in collaboration with individuals from each of the FDGs, chairholders, faculty and administrators responsible for implementing the program at the institution.

It is important to note that institutions can only address their gaps once chair positions become available (i.e., when their current chairholders' terms end). However, it is expected that institutions will manage their chair allocations carefully in order to meet their equity and diversity targets, which includes choosing not to renew Tier 2 or Tier 1 chairholders as necessary.

Institutions must have action plans posted on their websites as of December 15, 2017. They must also email a copy of their action plan by email to the program at edi-edi@chairs-chaires.gc.ca. If an institution fails to meet these requirements by the deadlines stipulated, **the program will withhold peer review and payments for nominations submitted to the fall 2017 intake cycle, and to future cycles as necessary, until the requirements are fulfilled**.

Institutions must inform the Tri-agency Institutional Programs Secretariat when they revise or update their action plans by emailing edi-edi@chairs-chaires.gc.ca.

On December 15, 2018, institutions will be required to report to the program using the Equity, Diversity and Inclusion Progress Report, and publicly on their public accountability and transparency web pages, on the progress made in implementing their action plans and meeting their objectives.

The action plan must include, at a minimum, the following components:

1) Equity, Diversity and Inclusion Objectives and Measurement Strategies

- impactful equity, diversity and inclusion objectives, indicators, and actions that will enable swift progress towards:
    - addressing disadvantages currently experienced by individuals of the FDGs; and
    - meeting the institution's equity targets and goals by December 2019—aggressive objectives must be set using this timeline based on the number of chair allocations that are (or will become) available in the institution within the next 18 to 24 months (the 18 months starts as of December 15, 2017, when the action plan is implemented).

- objectives should be S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely), and include a measurement strategy for monitoring, reporting on progress, and course correcting if necessary, based on:
    - an employment systems review to identify the extent to which the institution's current recruitment practices are open and transparent; barriers or practices that could be having an adverse effect on the employment of individuals from the FDGs; and corrective measures that will be taken to address systematic inequities (an example of corrective measures that could be taken by institutions in Ontario is provided on the Ontario Human Rights Commission website);
    - a comparative review—by gender, designated group, and field of research—of the level of institutional support (e.g., protected time for research, salary and benefits, additional research funds, office space, mentoring, administrative support, equipment, etc.) provided to all current chairholders, including measures to address systemic inequities;
    - an environmental scan to gauge the health of the institution's current workplace environment and the impact that this may be having (either positive or negative) on the institution's ability to meet its equity, diversity, and inclusion objectives, and measures that will be taken to address any issues raised; and
    - the institution's unique challenges based on its characteristics (e.g., size, language requirements, geographic location, etc.) in meeting its equity targets, and how these will be managed and mitigated.
- institutions will be required to report to the program and publicly on the progress made in meeting their objectives on a yearly basis.

2) Management of Canada Research Chair Allocations

Provide a description of:

- the institution's policies and processes for recruiting Canada Research chairholders, and all safeguards that are in place to ensure that these practices are open and transparent;
- how the institution manages its allocation of chairs and who is involved in these decisions (e.g., committee(s), vice-president level administrators, deans / department heads);
- the institution's decision-making process for determining in which faculty, department, research area to allocate its chair positions, and who approves these decisions;
- the decision-making process for how the institution chooses to use the corridor of flexibility in managing its allocation of chairs, and who approves these decisions;
- the decision-making process and criteria for determining whether Tier 2 and Tier 1 chairholders will be submitted for renewal and who is involved in these decisions;
- the process and criteria for deciding whether to advance individuals from a Tier 2 chair to a Tier 1 chair, and who is involved in these decisions;
- the process and criteria for deciding which chairholder(s) will be phased-out in the case where the institution loses a chair due to the re-allocation process, and who is involved in these decisions;

- the decision-making process for determining what level of support is provided to chairholders (e.g., protected time for research, salary and benefits, additional research funds, office space, mentoring, administrative support, equipment, etc.), and who within the institution is involved in these decisions;
- safeguards taken to ensure that individuals from the FDGs are not disadvantaged in negotiations related to the level of institutional support provided to them (e.g., protected time for research, salary and benefits, additional research funds, office space, mentoring, administrative support, equipment, etc.);
- measures to ensure that individuals from the FDGs are not disadvantaged when applying to a chair position in cases where they have career gaps due to parental or health related leaves or for the care and nurturing of family members; and
- training and development activities related to unconscious bias, equity, diversity and inclusion for administrators and faculty involved in the recruitment and nomination processes for chair positions (acknowledging that research has shown unconscious bias can have adverse, unintended and negative impacts on the overall success/career of individuals, especially those from the FDGs).

3) Collection of Equity and Diversity Data

Provide a description of:

- the institution's processes and strategies for collecting and protecting data on the FDGs (both applicants to chair positions and successful candidates);
- the institution's strategies for encouraging individuals to self-identify as a member of the FDGs; and
- an example of the institution's self-identification form as an appendix.

4) Retention and Inclusivity

Provide a description of:

- how the institution provides a supportive and inclusive workplace for all chairholders (including those from the FDGs) and how this is monitored (e.g., survey of chairholders, monitoring why chairholders leave the institution);
- the procedures, policies and supports in place that enable the retention of individuals from the FDGs;
- the process by which the institution manages complaints from its chairholders/faculty related to equity within the program;
- the contact information of an individual or individuals at the institution responsible for addressing any equity concerns/complaints regarding the management of the institution's chair allocations; and
- a mechanism for how concerns/complaints are monitored and addressed, and reported to senior management.