CANADA RESEARCH CHAIRS PROGRAM (CRCP) INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION (EDI) ACTION PLAN AND EDI STIPEND REPORT

CONTACT INFORMATION

Name of Institution:	University of Saskatchewan
Contact Name:	Laura Zink
Position Title:	Director, Research Acceleration and Strategic Initiatives, OVPR
Institutional Email:	laura.zink@usask.ca
Institutional Telephone Number:	306-966-1778

Does your institution have an EDI Action Plan for the CRCP?
- o **Yes**
- o No

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):	March 16, 2020
Rating given action plan in most recent review process:	Fully Satisfies
Name of vice-president level representative responsible for ensuring the implementation of the plan:	Dr. Baljit Singh, Vice-President Research Dr. Airini, Provost and Vice-President Academic

EDI ACTION PLAN KEY OBJECTIVES

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

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

Key Objective 1

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

> Meet or exceed our equity targets for the Canada Research Chair Program through oversight and management of Canada Research Chair allocations.

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

> USask's 2017 Employment Systems Survey (scheduled to be repeated in 2021), examined institutional policies, processes, and practices using an equity and diversity lens. The initiative sought to a) identify and/or eliminate policies, processes and/or practices that create a barrier to the FDGs; and b) ensure consistent, fair and equitable policies, processes and practices. Findings included:
> - Inconsistent application of leading EDI practices throughout recruitment process and need for common guidelines and templates for recruitment, onboarding, career engagement, and other processes to ensure consistency campus-wide of fair and equitable practices
> - Uneven understanding of and capacity of senior leaders to weave EDI considerations into the full breadth of the recruitment and onboarding process.

Corresponding actions undertaken to address the barriers:

1.1 Ensure the university meets its equity targets by December 2029.
1.2 All CRC postings include a statement about USask's commitment to diversity, inclusion, and equity.
1.3 Continuous review of CRC allocation, recruitment, and renewal practices ensure open and transparent practices, and that decision-makers have support to meet institutional commitments for diversity, inclusion, and equity.
1.4 Senior leaders will continue to facilitate, identify, and reduce or eliminate barriers core to research, including collaboration and interdisciplinary approaches.

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

Targets are met, gaps are reduced or eliminated.

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

1.1 Targets and gaps are reviewed semi-annually. By December 2019, USask has not met the target for one of the Four Designated Groups (FDG). Currently nine recruitments to fill the remaining vacant allocations are focused on addressing gaps.
1.2 Since November 2017, CRC postings include a statement about USask's commitment to diversity, inclusion, and equity.
1.3 The USask Research Chairs Oversight and CRC Advisory Committees semi-annually review progress toward the action plan and makes adjustments as needed. The committees also review searches and candidates to ensure that processes and procedures including equity considerations are being addressed.
1.4 CRC searches require formal engagement of the Vice-Provost Faculty Relations, Associate Vice-President Research, Dean and Associate/Vice Dean of Research, ensuring colleges are involved in identifying and reducing equity barriers.
1.4 The CRC Advisory Committee co-chairs are working to both empower department leadership during the search process, and to move more responsibility to meet EDI targets on to the Deans.

Challenges encountered during the reporting period:

Recruitment efforts have been slow over the last year due to the pandemic. Faculty and leader time and energy have been re-directed to adjusting to remote teaching and research demands.

Next Steps (indicate specific dates/timelines):

1.1 Fall 2021 - new call for theme areas to fill remaining vacant allocations and address EDI gaps for the 2025-2029 EDI target deadlines.
1.2 Action fulfilled – current and ongoing practice.
1.3 Action fulfilled – current and ongoing practice.
1.4 Assessment of pilot EDI champion program launched 2020 which provides minimum of 2 members of search committee members with supplemental training focused on developing personal EDI narratives and increasing confidence in weaving EDI into all aspects of recruitment (Spring 2022)
1.4 Engagement of college leadership in recruitment processes has been formalized including assignment of role of EDI champion – current and ongoing practice. The impact will be evaluated in Spring 2022.

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

- o **Yes**
- o 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.

> The expenses of the EDI Champions program are described under Objective #4.

Key Objective 2

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

> System-wide initiatives to support and enhance equity and diversity, including institutional diversity and inclusion action plan, college and unit level plans, systematic reduction of identified barriers, and low to zero rate of emerging barriers.

Systemic barriers:

> The Employment Systems Survey (ESS) and complementary bi-annual Employee Engagement surveys indicated uneven awareness of EDI issues and the need for clarity of institutional commitment to promote action.

Corresponding actions undertaken to address the barriers:

> 2.1 Develop an institutional Equity, Diversity and Inclusion Strategy and Action Plan in consultation with key stakeholders across campus, including members from the FDGs.
> 2.2 Provide support to the development of diversity strategies in the 2018-2025 University Plan and College and Unit plans.
> 2.3 Implement actions to reduce barriers identified in employment systems review to ensure diversity, inclusion, and equity is embraced in our practices and processes. Many of these actions are highlighted in the EDI Strategy and Action Plan.
> 2.4 Promote the benefits of diversity at the institution.

Data gathered and Indicator(s):

> Change in representation of FDGs in the faculty and graduate student complements and in leadership positions.

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

> 2.1 Led by the President, consultation with a diversity of key stakeholders across campus is underway and the strategy and action plan is in development (initial target fall 2020)
> 2.2 University Plan 2025 launched October 2018 – action completed.
> 2.2 A number of colleges (Colleges of Arts & Science and Medicine, Johnson-Shoyama School of Public Policy), have implemented "diversity dialogues" as part of their diversity strategies.
> 2.2 As an example, Diversity and Inclusion Working Groups have been established in some colleges such as the College of Medicine (https://medicine.usask.ca/about-us/diversity-and-inclusion.php) and the Edwards School of Business.
> 2.2 Creation of campus-wide EDI Champions Network which meets monthly. By Spring 2021, sub-committees on events and communication will be established.

2.3 Actions to reduce identified barriers in employment systems review implemented and/or carried over to EDI Strategy and Action Plan.

2.4 Equity, Diversity, and Inclusion awareness campaigns during the reporting period included:
- Buffalo Circle
- Institutional Working Group
- University's 2025 Strategic Plan
- Approval of EDI Policy (https://policies.usask.ca/policies/equity/equity-diversity-inclusion.php)
- Soft launch of new self-identification process including updated data terms and definitions

Challenges encountered during the reporting period:

Due to the COVID-19 pandemic, the employment systems review, which was scheduled for November 2020 was not conducted. The development of the following institutional plans were also delayed:
- institutional Equity, Diversity and Inclusion Strategy and Action Plan - broad consultation with key stakeholders was limited in 2020. The plan is to hold consultations in Summer to Fall 2021.
- CRC Strategic Research Plan.

Next Steps (indicate specific dates/timelines):

2.1 Fall 2021 – broad consultations will be held for the Institutional EDI Strategy and Action Plan. Institutional EDI Strategy and Action Plan implemented in 2022.

2.2 HR Strategic Business advisors encourage and support best practices for recruiting diversity candidates in faculty, staff, and senior admin searches – current and ongoing practice

2.3 Next employment systems review is planned for 2022.

2.4 Led by the President and supported by Human Resources, the business case for diversity will become more integrated in the university's conversation around diversity, inclusion, and equity.

2.4 April to August 2021 - Faculty EDI Champions project underway for ongoing CRC searches with the intent to extend to all faculty searches in the future.

Was funding from the CRCP EDI stipend used for this key objective?
- ○ Yes
- ○ **No**

Key Objective 3

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) **Key Objective 3:**

Supplement existing data collection and reporting mechanisms to ensure collection of equity and diversity data.

Systemic barriers:

USask previously lacked common definitions of equity seeking groups and data was collected unevenly across employment and student populations. A clear business case for data collection was also lacking.

Corresponding actions undertaken to address the barriers:

3.1 Improve employment-related data gathering and reporting to inform institutional practices and strategies.
3.2 Maintain and report a regularly updated calculation of the gap between current CRC demographic and target.
3.3 Maintain data on supports provided to chairholders.
3.4 Ensure chairholders are aware of complaints mechanism for identifying and reporting equity concerns at each annual CRC forum.
3.5 Report annually to the USask Research Chairs Oversight Committee on number and nature of complaints regarding diversity, inclusion, and equity and how they were addressed.
3.6 Annual public reporting on our progress toward achieving these actions.

Data gathered and Indicator(s):

Consistent data definitions in place, increase in self-identification of USask employees

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

3.1 Established processes and procedures to ensure robust data related to EDI including a review of data terms and definitions, completion of soft launch of campaign for Self-ID and planning for formal launch, formalizing reporting.
3.1 In 2020, USask engaged in four Pandemic Engagement Pulse surveys
3.2 Search committees report on FDG self-identifications at each stage of search to USask Research Chairs Oversight Committee, which approves short-list of candidates. Overall update provided semi-annually in June and December.
3.2 All current CRC Chairholders have participated in our self-ID equity survey.
3.2 Any gap between current demographic and targets is reported to the USask Research Chairs Oversight and CRC Advisory Committees semi-annually in June and December.
3.3 Data on supports provided to chairholders maintained.
3.4 A complaints mechanism is available to all employees on the Human Resources website.
   - Mechanism includes anonymous complaints option.
   - This information was shared with current chairholders and will be made available to new chairholders.
3.5 The number and nature of complaints for all employees are reported annually to the Associate Vice-President, People and Resources.
3.5 The number and nature of complaints for CRC chairholders are reported annually to the USask Research Chairs Oversight Committee since 2017.
3.6 No formal progress reports were completed during the reporting period.

Challenges encountered during the reporting period:

USask re-oriented from a formal self-identification campaign to a soft launch of a university-wide self-identification campaign. Individual response and consequence institutional data remains uneven. Efforts continue to build awareness and understanding of the value and the use of self-reporting.

Next Steps (indicate specific dates/timelines):

3.1 The university's next full Employee Engagement Survey is planned for 2022
3.1 The university is undertaking an communications campaign related to data definitions and value of self-identification – current and ongoing practice.
3.2 From 2020, overall EDI target update will be provided every after CRCP submission date, i.e., April and November - current and ongoing practice
3.3 None, action completed – current and ongoing practice
3.4 Continue current practice of informing chairholders of the complaints mechanism for identifying and reporting equity concerns at each annual CRC forum which is held every Fall.
3.5 Annual reporting process to the USask Research Chairs Oversight Committee in place – current and ongoing practice
3.6 June 2021 – the second EDI Action Plan Progress Report will be posted on the USask CRC website – current and ongoing practice

Was funding from the CRCP EDI stipend used for this key objective?
- ○ Yes
- ○ **No**

Key Objective 4

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

Promote diversity, inclusion, and equity at each stage of planning for, recruiting, hiring, and retaining diverse faculty in the CRC positions.

Systemic barriers:

As previously noted, the ESS indicated need for greater awareness and support for people leaders in the application of EDI principles to all stages of the recruitment and onboarding process. Focus group discussions with CRCs and members of equity-seeking groups re-enforced challenges with early year experiences at USask, developing a sense of belonging and inclusion, and navigating formal and informal expectations.

Corresponding actions undertaken to address the barriers:

4.1 Ensure decision-making processes are open, transparent, and free of barriers for individuals in the FDGs.
4.2 Provide support and training for decision-makers in their commitment to diversity, inclusion, and equity.
4.3 CRC Search committees include representation of individuals from the FDGs, and a Recruitment Specialist (equity advisor), and all committee members participate in unconscious bias training.
4.4 Establish, enhance, and regularly review safeguards to ensure that individuals from the FDGs are not disadvantaged in negotiations on salary, stipend, research, and HQP support provided to them.
4.5 CRC postings will encourage applications from diverse candidates, and present no barriers.

4.6 Identify and implement 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.

4.7 CRC candidate searches are widely advertised including professional societies and associations of designated groups.

4.8 CRC candidates are screened on a pre-determined ranking of selection criteria in a process that is open and accessible.

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

Increased number of applicants from the FDGs who are then short-listed, interviewed, and hired, ensuring our targets are met.

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

4.1 USask Research Chairs Oversight Committee continuously assesses processes to ensure they are free of barriers.

4.1 The need for culturally appropriate interview processes has been identified and are in development through consultation with the Office of the Vice-Provost Indigenous Engagement. This initiative will be extended to re-think interview processes that may negatively impact individuals from the FDGs.

4.2 To April 2021, Recruitment Specialist (equity advisor) ensures that all search committee members take unconscious bias training.

4.2 A Faculty EDI Champions Program was implemented in 2020. The materials for this 3-module program were completed in September 2020.

4.3 Each Search committee exceeds the CRC goals of one member of a FDG.

4.4 Institutional minimums have been established for stipends, research, protected time for research, and HQP support and are regularly reviewed by the CRC Advisory Committee.

4.5 All postings include standard statements on the university's commitment to diversity, inclusion, and equity.

4.5 All CRC postings are reviewed by the Recruitment Specialist (equity advisor) and the CRC Advisory Committee to ensure inclusive, unbiased, and ungendered language.

4.5 All CRC postings include an accommodation statement.

4.6 All CRC postings encourage applicants to declare any career gaps in the qualifications section. All Tier 2 postings include a specific process for nominees who are more than 10 years from their highest earned degree.

4.6 The CRC Advisory Committee and Recruitment Specialist (equity advisor) provide information and guidance to support search committee members' sensitivity toward career interruptions.

4.7 Intentional efforts are made to contact prospective candidates from the FDGs. Search committee members under the guidance of the CRC Advisory Committee and Recruitment Specialist (equity advisor) are encouraged to use personal networks to share opportunities with members of the FDGs.

4.8 The use of a selection criteria and screening matrix by search committees was established as a best practice in 2018.

4.8 The USask Research Chairs Oversight Committee reviews hiring decisions to ensure they are free of barriers, and value scholarship and research that is both traditional and non-traditional.

4.8 All nomination applications are reviewed by and recommended for submission by the CRC Advisory Committee, ensuring that nominations are free of gendered language.

Challenges encountered during the reporting period:

> Recruitment efforts have been slowed over the last year. Faculty and leader time and energy have been re-directed to addressing demands to adjust teaching and research demands. USask also experienced a number of failed searches.

Next Steps (indicate specific dates/timelines):

> 4.1 Fully implemented – current and ongoing practice
> 4.2 April to December 2021 – conduct the Faculty EDI Champions program for the academic lead(s) for the ongoing searches who typically chair the CRC search committee and the associate/vice dean research of the college. Other members of the search committee will be invited, and encouraged, to participate in the program.
> 4.2 From May 2021 – the Associate/Vice- Dean Research and the academic lead will serve as the EDI Champions and equity advisors for each search committee, ensuring that EDI considerations are woven into all aspects of CRC recruitment and the importance of EDI is visibly supported by leadership.
> 4.3 Each Search committee exceeds the CRC goals of one member of a FDG – current and ongoing practice.
> 4.4 Job Posting Templates address 4.4, 4.5 – current and ongoing practice.
> 4.6 Statement about sensitivity toward career gaps is included in the job posting template, and search committees have support and advice from the CRC Advisory Committee and the newly implemented EDI champions – current and ongoing practice.
> 4.6 Through the Faculty EDI Champions program – all kinds of bias, including, but not limited to sensitivity toward career interruptions, will be addressed.
> 4.7 Fully implemented – current and ongoing practice.
> 4.8 All search committees develop a selection criteria and screening matrix. Search committees refer to the criteria and selection matrix when reviewing applications – current and ongoing practice.
> 4.8 Through an internal CRC Search report, the USask Research Chairs Oversight Committee reviews hiring decisions to ensure they are free of barriers, and value scholarship and research – current and ongoing practice.
> 4.8 The CRC Advisory Committee reviews all nomination applications and makes the recommendation for submission - current and ongoing practice.

Was funding from the CRCP EDI stipend used for this key objective?
- ○ **Yes**
- ○ No

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

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

> $ 33,080

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

> Funding was used to develop training materials for the Faculty EDI Champions Program (unconscious bias, micro-aggressions, systematic barriers techniques for intervention) and to support teaching release for a faculty champion.

EDI Stipend Impact Rating

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

- o Insignificant impact (the institution could attain similar progress towards this objective without the EDI stipend)
- o Minor impact (the EDI Stipend had minimal impact on achieving progress)
- o Moderate impact (the EDI Stipend had moderate impact on achieving progress)
- o Major impact (the EDI Stipend had a major impact on achieving progress)
- **o Extensive impact (the EDI Stipend had an extensive impact on achieving progress)**
- o Don't know

Indicate in the table below any leveraged cash or in-kind contributions provided by the institution

Leveraged cash or in-kind contributions from your institution (if applicable):

	Amount $	Source / Type (cash or in-kind)
1	$15,000	USask In-kind – HR time

Key Objective 5

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) **Key Objective 5:**

Support retention and inclusion for members of the four designated groups.

Systemic barriers:

Focus group discussions with CRCs and CRCs representing equity-seeking group coupled with the findings of the ESS and Employee Engagement Survey indicated a lack or uneven support for new recruits to USask (See above)

Corresponding actions undertaken to address the barriers:

5.1 Make prominent our commitment to diversity, inclusion, and equity by building it into the university's CRC website.

5.2 Promotion and tenure processes are reviewed by groups responsible for equity and oversight at the university.

5.3 Created targeted mentorship opportunities for CRC chairholders.

5.4 Support faculty mentorship activities.

5.5 Acknowledge the value of mentorship of faculty by including space to capture this work in the CV Form.

5.6 Convene meetings of the CRC chairholders regularly to facilitate opportunities for feedback, networking support, and information sharing.

5.7 Consider and promote opportunities for CRC chairholders to support diversity, inclusion, and equity.

5.8 Recognize and reward CRCs completing their term with alternative chair appointments, when appropriate and available.

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

> Retention of CRCs and increased recognition and satisfaction of the USask's environment as supportive of research and training, (from onboarding through all career stages).

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

> 5.1 University's CRC website updated to include information about our commitment to and practices as they relate to diversity, inclusion, and equity.
>
> 5.2 Vice Provost Faculty Relations and Vice Provost Indigenous Engagement are leading a review process to ensure community-engaged research is incorporated into tenure, promotion, and merit standards.
>
> 5.3 Mentorship Program – between June and December 2020, a scan of leading practices led by a faculty champion and supported by professional staff was undertaken. Retirement of faculty lead, coupled with leadership changes in the Vice-President Research Office has delayed development and implementation. This commitment will be re-invigorated in 2021-22.
>
> 5.4 USask Research Chairs Oversight Committee provides support for effective existing mentorship practices.
>
> 5.5 Implemented a new PEER Congress (Pre-eminent Expert Reviewers), which supports the robust review of large-scale proposals at USask. PEER provides recognition at the university and department level of mentorship services.
>
> 5.6 Implemented regular meetings of CRCs with Provost and Vice President Research. A CRC Forum was held in September 2019 which was attended by 17 of the 19 USask chairholders.
>
> 5.7 CRC participation in the Buffalo Circle which promotes and supports allies of the indigenous community.
>
> 5.8 The Oversight Committee reviews and, when appropriate, provides alternate chair appointments to chairholders with expiring terms. Issues of equity and diversity are considered in this process. As of 2020, 3 former chairholders have been appointed as Centennial Enhancement Chairs.

Challenges encountered during the reporting period:

> Planned engagement opportunities between chairholder and the offices of the Vice-President Research and Provost were placed on hold in 2020 due to the pandemic. Retirement of faculty lead for mentorship and changes of senior USask leadership has delayed implementation of the mentorship program.

Next Steps (indicate specific dates/timelines):

> 5.1 Fully implemented
>
> 5.2 Tenure, promotion, and merit processes to be reviewed by senior leaders (e.g., Vice Provosts) responsible for equity and oversight at the university – current and ongoing practice
>
> 5.3 and 5.4 A revised mentorship program to be developed and implemented in 2021 inclusive of new mentee applications forms, assessment protocols/tools for mentors and mentees experience, revision of institutional processes to allow early implementation and monitoring. Ultimately, to enhance CRC and mentor satisfactions and sense of belonging/welcome at USask.
>
> 5.5 Fully implemented – current and ongoing practice.
>
> 5.6 CRC Forum being planned for Fall 2021.

> 5.7 Institutional Plan will provide evidence-based understanding of current gaps and institutional working committee will develop an action plan – current and ongoing practice
>
> 5.8 Centennial Enhancement Chair program implemented with a focus on retention - ongoing

Was funding from the CRCP EDI stipend used for this key objective?
- o Yes
- o **No**

PART B. 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)

> See above re impacts of COVID-19 on the implementation of USask's EDI Action Plan.

PART C. REPORTING ON EDI STIPEND OBJECTIVES NOT 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:

> Revised Mentorship Program. Funding will be targeted towards USask efforts re Objective #5.0 To support retention and inclusion for members of the four designated groups. Specifically, funding will be used to address action items 5.3-5.5: 5.3) Create/update targeted mentorship opportunities for CRC chairholders; 5.4) Support faculty mentorship activities; and 5.5) Acknowledge the value of mentorships.

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

> Number of mentor/mentee relationships established; results of mentee and mentor satisfaction surveys

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

Faculty lead recruited, initial scan of leading practices and early draft of revised strategy developed June to December 2020. Finalization of program and roll-out rescheduled for 2021

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective:	$ 0
Institutional commitment (if applicable):	
Total funds spent:	$ 0

Indicate in the table below any leveraged cash or in-kind contributions provided by your institution:

	Amount $	Source / Type (cash or in-kind)
1	$12,000	USask In-kind

Table C2. EDI Stipend Impact Rating
Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this objective as identified in your application, for the reporting period:

- o Insignificant impact (the institution could attain similar progress towards this objective without the EDI Stipend)
- o Minor impact (the EDI Stipend had minimal impact on achieving progress)
- o Moderate impact (the EDI Stipend had moderate impact on achieving progress)
- o Major impact (the EDI Stipend had a major impact on achieving progress)
- o Extensive impact (the EDI Stipend had an extensive impact on achieving progress)
- o **Don't know**

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

Funds have been committed to September 2021 to second a faculty lead, cover development costs (e.g. focus groups), and the development and implementation of a communication strategy for this initiative.

EDI Stipend Objective 2

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

Develop cohort of faculty EDI champions to participate in CRC searches. Funding is directed toward efforts re Objective #4.0 Promote diversity, inclusion, and equity at each stage of planning for, recruiting, hiring, and retaining diverse faculty in the CRC positions.

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

> Diversity of candidates at long and short list stage.

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

> 2020 saw development of a 3-module EDI champion training to support CRC searches. The modules focus on:
> A) Personal Motivation and Ability: participants will be encouraged to master their own narrative about why EDI is important
> B) Social Motivation and Ability: resources previously developed to support EDI in search processes will be shared with an eye to identifying what other resources would be helpful
> C) Structural Motivation and Ability: strategies to create an environment that encourages and supports desired behaviours will be presented and discussed
>
> Assessment of the effectiveness of the modules, including self-reported confidence re. EDI issues of the participants will be undertaken in 2021.

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective:	$ 33,080
Institutional commitment (if applicable):	
Total funds spent:	$ 33,080

Indicate in the table below any leveraged cash or in-kind contributions provided by your institution:

	Amount $	Source / Type (cash or in-kind)
1	$ 15,000	USask In-kind – HR time

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:
- o Insignificant impact (the institution could attain similar progress towards this objective without the EDI Stipend)
- o Minor impact (the EDI Stipend had minimal impact on achieving progress)
- o Moderate impact (the EDI Stipend had moderate impact on achieving progress)
- o Major impact (the EDI Stipend had a major impact on achieving progress)
- **o Extensive impact (the EDI Stipend had an extensive impact on achieving progress)**
- o Don't know

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

> Funding was used to develop training materials for the Faculty EDI Champions Program (unconscious bias, micro-aggressions, systematic barriers techniques for intervention) and to support teaching release for a faculty champion.

PART D. ENGAGEMENT WITH 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)

Development and consultation of the EDI strategic plan, establishment of the office of the Vice-Provost Indigenous Engagement, and development of a university-wide network of EDI champions have provided three key mechanisms for ongoing discussions with and consultation with members of equity-seeking groups, guiding ongoing developments in the USask environment.

Specific to the CRC strategy, members of equity seeking groups are represented on the leadership/thought teams developing and implementing strategies.

PART E. OTHER EDI INITIATIVES

Efforts to Address Systemic Barriers More Broadly within the Institution
Briefly outline other EDI initiatives underway at the institution (broader than those tied to the CRCP) that are expected to address systemic barriers and foster an equitable, diverse and inclusive research environment. For example, are there projects underway that underscore the importance of EDI to research excellence? Is there additional training being offered to the faculty at large? Are there initiatives to improve the campus climate? Please provide hyperlinks where possible. Note that collecting this information from institutions is a requirement of the 2019 Addendum to the 2006 Canadian Human Rights Settlement Agreement and provides context for the work the institution is doing in addressing barriers for the CRCP. (Limit: 4080 characters)

As outlined in objective 2, USask has launched multiple EDI-related initiatives at the institutional, college and departmental level. Of particular note is: a) development of an EDI policy; b) development of an EDI Action Plan (in progress); c) launch of an institutional EDI champions network inclusive of faculty, professional and administrative staff and students (active 2020 onward); and d) grassroots Buffalo circle networking of Indigenous allies. USask's institutional (https://wellness.usask.ca/safety/equity-diversity.php#About) and college and centre (e.g. https://medicine.usask.ca/about-us/edi.php, https://gwf.usask.ca/edi/index.php , https://artsandscience.usask.ca/diversity) provides EDI resources and is an advertising mechanism for EDI events and workshops exploring various dimensions of EDI. Examples include the College of Medicine's *Balance & Belonging* speaker series and the College of Arts & Sciences *Dimensions in Diversity* workshops and speakers series focusing on Indigenization.