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Submit and Exit Survey

### Important Note

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

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

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

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

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

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

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

### Contact information

**Please complete the fields below.**

**Name of Institution:**

University of Saskatchewan

**Contact Name:**

Laura Zink

**Position Title:**

Director, Research Acceleration and Strategic Initiatives, Office of the Vice-President Research

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306-966-1778

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):

03/16/2020

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

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

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

**Key Objective 1**

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

Meet or exceed our equity targets for the Canada Research Chair Program.

**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 first (2017) and subsequent Employment Systems Survey 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. USask did meet the target for racialized minorities for the December 2019 deadline. Four of the twelve ongoing recruitments are focused on addressing this gap with two potential nomination submissions to meet the set target for the December 2022 deadline. 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 review semi-annually the progress toward the action plan and make 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 Advisory Committee co-chairs, the Vice-Provost Faculty Relations and Associate Vice-President Research. The Dean or the Associate-/Vice- Dean of Research are also actively engaged in the search ensuring colleges are involved in identifying and reducing equity barriers. 1.4 The Pilot EDI champions program, 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, was implemented in Spring 2021. Three additional EDI champion workshops have been conducted during the reporting period for all current CRC and CERC search committee leads. A total of 30 participants have participated in the program. 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 and Associate-/Vice- Dean of Research.

**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.
- Ongoing discussions with faculty and search leads have indicated that while there is greater understanding and awareness of the importance of EDI as a principle of excellence, a gap remains in effectively operationalizing the concept across all aspects of the search – development of indicators of success, moving to a proactive approach for candidate identification, designing interview and 'recruitment' meetings to include culturally-appropriate events, etc. USask has committed to hiring a new EDI specialist to provide tactical and expert support to search committees and to close this gap.

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

1.1 Two new nominations from candidates who self-identify as members of the racialized minority will be submitted in October 2022. USask is currently on track to address the targets for all 4 FDGs by December 2022. 1.1 Fall 2022 - 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 Impact of the EDI champions program to be assessed in Summer/Fall 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 Summer/Fall 2022. 1.4 July 2022 – March 2023 – recruitment and hiring of a part-time EDI consultant to work with USask search committees to: i) develop leading practices in operationalizing EDI throughout the search, including development of selection matrices and guides for candidate interview experience; ii) provide tactical support to current and upcoming searches to incorporate EDI in the searches in practical and meaningful ways; and iii) supplement USask's CRC search and recruitment handbook using the lessons learned from the searches and to provide an ongoing living guide on best practices. 1.4 May – June 2022 – creation of a CRC EDI Advisory Group and discussions to review and update the USask CRC EDI Action Plan. This group will help shape meaningful, relevant initiatives and plans that support CRC scholars and scholarship 1.4 Fall 2022 – CRC EDI Advisory Group continues to engage in discussion and planning to inform a comprehensive strategy for a more robust and updated EDI Action Plan for submission in Spring 2023.

**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:

System-wide initiatives to support and enhance equity and diversity, including institutional EDI Strategy and Framework for Action, college and unit level plans, systematic reduction of identified barriers, and low to zero rate of emerging barriers.

**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 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 Framework for Action 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 will be highlighted in the EDI Strategy and Framework for Action. 2.4 Promote the benefits of diversity at the institution. 2.5 All senior leaders participated in eight (8) modules of anti-racism education and training. Ongoing conversations will occur at senior leaders retreat in August 2022 to determine next steps.

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

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 has informed an EDI Strategy and Framework for Action that is currently in development. 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/edi.php#StructuresSystems>) and the Edwards School of Business. 2.2 Creation of campus-wide EDI Champions Network which meets monthly. A small sub-committee of EDI Champions planned USask's first every EDI Event "From Policy to Action" which was held in October 2021. Another event is being planned for Fall 2022. 2.3 Actions to reduce identified barriers in employment systems review implemented and/or carried over to EDI Strategy and Framework for Action. 2.4 Equity, Diversity, and Inclusion awareness campaigns during the reporting period included: • 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 2.5 All senior leaders participated in eight (8) modules of anti-racism education and training. Ongoing conversations will occur at senior leaders retreat in August 2022 to determine next steps.

**Challenges encountered during the reporting period:**

Due to the COVID-19 pandemic, the employment systems review, which was scheduled for November 2021 was not conducted. The development of the following institutional plans was also delayed: • Institutional Equity, Diversity and Inclusion Strategy and Framework for Action. • CRC Strategic Research Plan.

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

2.1 Fall 2022 – seek endorsement of the EDI Strategy and Framework for Action. 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 2023. 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. 2.5 Ongoing discussion of anti-racism education and training at senior leaders forum in August 2022

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

No

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

**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 -**

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

USask previously lacked common definitions of equity seeking groups and data were 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) - can be both qualitative and quantitative:**

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. 3.2 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 have been reported annually to the USask Research Chairs Oversight Committee since 2017. 3.6 The December 2018 to December 2020 annual progress report was submitted and posted on the USask CRC website in May 2021.

**Challenges encountered during the reporting period:**

USask re-oriented from a formal self-identification campaign to a soft launch of a university-wide self-declaration 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. Outcomes of task force creating policy on Verification of Indigenous Membership with Documentation will be implemented upon approval of the policy (July 2022).

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

3.1 The university's next full Employee Engagement Survey is planned for 2023 3.1 The university is undertaking a communications campaign related to data definitions and value of self-identification – current and ongoing practice. 3.1 The university has established an Indigenous Membership Task Force to inform an institutional approach to verifying membership. 3.2 From 2020, overall EDI target update will be provided every after CRCP submission date, i.e., April and October - 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 2022 – submission of the December 2020 - December 2021 EDI Action Plan Progress Report. This will also be posted on the USask CRC website.

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

No

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

**Key Objective 4**

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

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

**Systemic barriers -**

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

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. In addition, all search leads participate in EDI champion program. 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 and Advisory Committees continuously assess 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 RASI ensures that all search committee members take unconscious bias training. 4.2 A two-module Faculty EDI Champions Program was developed in 2020 and piloted in April 2021. Three workshops have been implemented during the reporting period. All search leads completed the workshop. 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 CRC Advisory Committee to ensure inclusive, unbiased, and ungendered language - current and ongoing practice. 4.5 All CRC postings and USask job postings now 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 the search EDI champions 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 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 - current and ongoing practice. 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 - current and ongoing practice.

**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 Fully implemented – Faculty EDI Champions workshop for the academic lead(s) for new searches, who typically chair the CRC search committee, and the associate/vice dean research of the college. Other members of the search committee are invited, and encouraged, to participate in the program. 4.2 Fully implemented – the Associate/Vice- Dean Research and the academic lead 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 Fully implemented – 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 – current and ongoing practice. 4.8 Fully implemented - 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?**

No

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

**Key Objective 5**

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 -

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

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 – 3 faculty members were seconded to lead development of a renewed research mentorship program. The task team has completed a review of leading practices, an environmental scan of current USask (college/department-based) mentorship programs and developed recommendations. 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 Semi annual research chair forums are hosted by the Vice-President Research. 5.7 Research chair holders are key members of PEER and are included in the mentorship task team described above. 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.

#### Challenges encountered during the reporting period:

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 2022 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 Established and ongoing practice. 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?

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:

16920

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

Funding was used to support teaching release for faculty mentor leads. Funding was 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.

### EDI Stipend Impact Rating

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

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

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

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

	Amount \$	Source / Type (cash or in-kind)
1	12000	USask In-kind – HR and RASI time

### Key Objective 6

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

### Challenges and Opportunities

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

See above re impacts of COVID-19 on the implementation of USask's EDI Action Plan. In addition, the CRC Oversight Committee membership fully turned over with the recruitment of both a new Vice-President Research and Provost & Vice-President Academic.

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

#### Instructions:

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

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

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

#### EDI Stipend Objective 1

Do you have other objectives to add?

No

#### Additional Objectives (if applicable)

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



**EDI Stipend Objective 2****EDI Stipend Objective 3****EDI Stipend Objective 4****EDI Stipend Objective 5****EDI Stipend Objective 6****Part D: Engagement with individuals from underrepresented groups**

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

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: 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)

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 Strategy and Framework for Action (in progress); and c) launch of an institutional EDI champions network inclusive of faculty, professional and administrative staff and students (active 2020 onward); 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.

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

**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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