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### Important Note

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

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

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

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

Institutions are required to post the most up to date version of their EDI action plan on their [public accountability web pages](#).

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

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

### Contact information

**Please complete the fields below.**

**Name of Institution:**

University of Saskatchewan

**Contact Name:**

Laura Zink

**Position Title:**

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

**Institutional Email:**

[laura.zink@usask.ca](mailto:laura.zink@usask.ca)

**Institutional Telephone Number:**

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 to the 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 and 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 and gender minorities, persons with disabilities, Indigenous Peoples and racialized individuals, 2SLGBTQIA++ individuals) at the respective institution; institutions were then required to develop key S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) objectives and actions to address them.

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

**Key Objective 1**

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

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 2023), 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; and • 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 be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1	Ensure the university meets its equity targets by December 2029.	In progress
Corresponding action 2	All CRC postings include a statement about USask's commitment to diversity, inclusion, and equity.	Completed
Corresponding action 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.	In progress
Corresponding action 4	Senior leaders will continue to facilitate, identify, and reduce or eliminate barriers core to research, including collaboration and interdisciplinary approaches.	In progress
Corresponding action 5	N/A	Not yet started
Corresponding action 6	N/A	Not yet started

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

Targets are met, gaps are reduced or eliminated.

## Outcomes and Impacts made during the reporting period:

1.1 Targets and gaps are reviewed semi-annually. USask has met the EDI target for the December 2022 deadline. Current recruitments to fill vacant allocations are focused on meeting targets by December 2025. 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 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 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:

The majority of current CRC searches have an EDI imperative. Recruitment efforts have been slower with one (1) declined offer. Proactive approaches to searches utilize networks and connections will be enhanced.

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

1.1 Fall 2023 - new call for theme areas to fill remaining vacant allocations and address EDI gaps for the 2025 to 2029 EDI target deadlines. 1.2 Action fulfilled – current and ongoing practice. 1.3 Action fulfilled – current and ongoing practice. 1.4 Action fulfilled – engagement of college leadership in recruitment processes has been formalized including assignment of role of EDI champion – current and ongoing practice. 1.4The 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. We continue to make modifications to this program to reflect the expressed evolving needs of our faculty.

## 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 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 -**

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 be undertaken to address the barriers:**

	<b>If you have no action to report, please type 'N/A' in the answer field.</b>	<b>Progress to date</b>
<b>Corresponding action 1</b>	Develop an institutional Equity, Diversity and Inclusion Strategy and Action Plan in consultation with key stakeholders across campus, including members from the FDGs.	In progress
<b>Corresponding action 2</b>	Provide support to the development of diversity strategies in the 2018-2025 University Plan and College and Unit plans.	Completed
<b>Corresponding action 3</b>	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.	In progress
<b>Corresponding action 4</b>	Promote the benefits of diversity at the institution.	Completed
<b>Corresponding action 5</b>	N/A	Not yet started
<b>Corresponding action 6</b>	N/A	Not yet started

**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.

**Outcomes and Impacts made during the reporting period:**

2.1 Led by the President, consultation with key, diverse stakeholders across campus is underway and the strategy and action plan is 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/documents/diwig-annualreport2018-19-web.pdf>) and the Edwards School of Business. 2.2 Creation of campus-wide EDI Champions Network which meets quarterly – ongoing practice 2.3 USask has prioritized our commitments to Indigenization and the key role it plays as part of EDI. The deybwewin | taapwaywin | tapwewin policy, an Indigenous Truth Policy on Indigenous citizenship/membership intended to protect Indigenous truth and space for everyone, was approved in July 2022 and is now being implemented (<https://policies.usask.ca/policies/operations-and-general-administration/deybwewin-taapwaywin-tapwewin.php>). Ongoing efforts continue around ohpahotân/ ohpaahotaan, USask's Indigenous Strategy's framework of Commitments, Guiding Principles, Calls to Action, and Markers. 2.4 Faculty EDI Champions project underway for ongoing CRC searches – ongoing practice. 2.4 Equity, Diversity, and Inclusion awareness campaigns during the reporting period included: • Institutional Working Group • University's 2025 Strategic Plan • Approval of institutional EDI Policy (<https://policies.usask.ca/policies/equity/equity-diversity-inclusion.php>) – approved in October 2020 – action completed. • deybwewin | taapwaywin | tapwewin policy and ohpahotân/ ohpaahotaan framework.

**Challenges encountered during the reporting period:**

The employment systems review, which was scheduled for 2021 was not conducted. The development of the following institutional plans were also delayed: • institutional Equity, Diversity and Inclusion Strategy and Action Plan. • CRC Strategic Research Plan.

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

2.1 Institutional EDI Strategy and Action Plan developed and approved in 2023. With the appointment of a new AVP People and Chief Human resource Officer in November 2023, the plan is to launch the Institutional EDI Strategy and Action Plan in 2024. 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 Spring 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 – current and ongoing practice. 2.4 Negotiations are ongoing with the University of Saskatchewan Faculty Association (USFA) to require everyone involved in faculty searches to undertake EDI training. 2.4 Update FDG terms and definitions of institutional self-ID survey to conform with Federal FDG terms - 2024.

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

No

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

**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 was collected unevenly across employment and student populations. A clear business case for data collection was also lacking.

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

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1	Improve employment-related data gathering and reporting to inform institutional practices and strategies.	In progress
Corresponding action 2	Maintain and report a regularly updated calculation of the gap between current CRC demographic and target.	Completed
Corresponding action 3	Maintain data on supports provided to chairholders.	In progress
Corresponding action 4	Ensure chairholders are aware of complaints mechanism for identifying and reporting equity concerns at each annual CRC forum.	In progress
Corresponding action 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.	In progress
Corresponding action 6	Annual public reporting on our progress toward achieving these actions.	In progress

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

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

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 2022, USask engaged in an Employee Engagement Pulse survey. 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. USask's equity targets are also posted on the University's Public Accountability and Transparency website. 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 – ongoing practice 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, mandatory self-identification campaign to a soft launch of an optional 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 2025. 3.1 The university is undertaking a 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. 3.5 Annual reporting process to the USask Research Chairs Oversight Committee in place – current and ongoing practice 3.6 December 2023 – the December 2021 – December 2022 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?

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:

Promote 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 be undertaken to address the barriers:

		Progress to date
Corresponding action 1	Ensure decision-making processes are open, transparent, and free of barriers for individuals in the FDGs.	Completed
Corresponding action 2	Provide support and training for decision-makers in their commitment to diversity, inclusion, and equity.	In progress
Corresponding action 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.	Completed
Corresponding action 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.	In progress
Corresponding action 5	CRC postings will encourage applications from diverse candidates and present no barriers.	Completed
Corresponding action 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.	Completed

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.

Outcomes and Impacts made during the reporting period:

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 OVPR ensures that all search committee members take unconscious bias training. 4.2 A Faculty EDI Champions Program was implemented in 2020. At least two core search committee members are required to complete the EDI Champions Program. 4.3 Each Search committee exceeds the CRC goals of one member of the designated groups. 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 co-chairs. 4.5 All postings include standard statements on the university's commitment to diversity, inclusion, and equity. 4.5 All CRC postings are reviewed 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 Office of the Vice-President Research and Office of Vice-Provost, Faculty Relations 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 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 – current and ongoing practice 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.

Challenges encountered during the reporting period:

USask experienced a number of failed searches. USask has had a number of CRCs come available due to end of terms. Recruitment efforts have focused on EDI candidates. Though USask is meeting its targets, recruitment efforts have been slower than anticipated and a culture shift continues to be supported which focuses on proactive recruitment.

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

4.1 Fully implemented – current and ongoing practice 4.2 Continue current practice of conducting 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. Program enhanced with greater focus on interrupting bias training. 4.2 From May 2021 – the Associate Vice-President Research, 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 – ongoing practice 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 co-chairs 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 - – current and ongoing practice. 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

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:

50000

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

Funds were spent for a part-time EDI consultant who worked with USask leadership and search leads to: i) develop leading practices in operationalizing EDI throughout the search, including development of selection matrices and guides for candidate interview experience; ii) provide hands-on to current and upcoming searches to incorporate EDI in the searches in practical and meaningful ways; iii)refine USask's CRC search and recruitment handbook using the lessons learned from the searches and to provide an ongoing living guide on best practices.

**EDI Stipend Impact Rating**

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

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

**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	15000	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 -**

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 be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1	Make prominent our commitment to diversity, inclusion, and equity by building it into the university's CRC website.	Completed
Corresponding action 2	Promotion and tenure processes are reviewed by groups responsible for equity and oversight at the university.	In progress
Corresponding action 3	Created targeted mentorship opportunities for CRC chairholders.	In progress
Corresponding action 4	Support faculty mentorship activities.	In progress
Corresponding action 5	Acknowledge the value of mentorship of faculty by including space to capture this work in the CV Form.	In progress
Corresponding action 6	Convene meetings of the CRC chairholders regularly to facilitate opportunities for feedback, networking support, and information sharing.	Completed

## 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).

## 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. An OVPR driven faculty mentorship program was implemented in 2021 with three faculty mentors. This commitment will be continued in 2023. 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 quarterly meetings of all research chairs, the Research Chairs Congress, with the Provost and Vice President Research. Public recognition and welcome of new chairholders are done during the congress. 5.7 CRCs contribute through PEER and specialized EDI training opportunities. 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:

USask continues to seek creative options for CRCs with expiring terms, maximizing donor funded chairs and institutional commitment through USask funds.

## 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 implemented in Spring 2023, the Discovery, Achievement, and Research Excellence (<https://vpresearch.usask.ca/rasi/proposal-development/dare.php#top>) - a new initiative out of the Office of the Vice-President Research. DARE provides targeted programming for faculty who are new to USask to help launch their research programs and build cross-campus connections. Ultimately the program aims, to enhance CRC and mentor satisfaction and sense of belonging/welcome at USask. 5.5 Fully implemented – current and ongoing practice. 5.6 Fully implemented – Research Chairs Congress meet quarterly. – current and ongoing practice. 5.7 Institutional Plan will provide evidence-based understanding of current gaps and institutional working committee will develop an action plan – 2024. 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?

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 6



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

If you have no action to report, please type  
'N/A' in the answer field.

Progress to date

Corresponding action 1	Not yet started
Corresponding action 2	Not yet started
Corresponding action 3	Not yet started
Corresponding action 4	Not yet started
Corresponding action 5	Not yet started
Corresponding action 6	Not yet started

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

## PART B: Challenges and Opportunities

### Challenges

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

All challenges have been reported above.

### Opportunities

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

Successes and best practices have been outlined above.

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

### Instructions:

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

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

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

#### EDI Stipend Objective 1

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

### Additional Objectives (if applicable)

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

#### EDI Stipend Objective 2

#### EDI Stipend Objective 3

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

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

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 including the revised Mentorship program, the EDI Champions program, and the EDI Action Plan.

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

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

<https://policies.usask.ca/policies/equity/equity-diversity-inclusion.php#ScopeofthisPolicy>  
<https://wellness.usask.ca/safety/equity-diversity.php#About>  
<https://gwf.usask.ca/edi/index.php>  
<https://medicine.usask.ca/about-us/edi.php#top>  
<https://artsandscience.usask.ca/diversity>

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); 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 Johnson Shoyama's Graduate School of Public Policy's EDI Discussion Series and the College of Arts & Sciences' Dimensions in Diversity workshops and speakers series focusing on Indigenization.

**Hyperlink 1:**

<https://policies.usask.ca/policies/equity/equity-diversity-inclusion.php#ScopeofthisPolicy>

**Hyperlink 2:**

<https://wellness.usask.ca/safety/equity-diversity.php#About>

**Hyperlink 3:**

<https://gwf.usask.ca/edi/index.php>

**Hyperlink 4:**

<https://medicine.usask.ca/about-us/edi.php#top>

**Hyperlink 5:**

<https://artsandscience.usask.ca/diversity>

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