

University of Saskatchewan Canada Research Chairs Program Equity, Diversity & Inclusion Action Plan

Updated: February 4, 2019

Introduction

The Canada Research Chairs Program (CRCP) is committed to excellence in research and training and to achieve an equitable, diverse, and inclusive Canadian research enterprise. This CRCP Diversity & Inclusion Action Plan (*Action Plan*) reaffirms the University of Saskatchewan's (USask) commitment to diversity, inclusion, and equity, and aligns with the federal government's policies on non-discrimination and [employment equity](#).

The university's CRC *Action Plan* articulates USask efforts to sustain the participation of and address the underrepresentation of the four designated groups (FDGs) in the university's chair program. In doing so, the *Action Plan* responds to the immediate needs of the CRCP in the allocation of and support for university chairs, while also addressing areas for improvement in university-wide policies, processes, procedures, and work environments.

As the CRC Oversight Committee, the Provost and the Vice-President Research have oversight of the *Action Plan* and responsibility for reviewing and updating the goals and actions, including measuring progress. The CRC *Action Plan* complements broader USask efforts, led by the President, to ensure the university is diverse and inclusive environment.

This CRCP-focused *Action Plan* will align with and be informed by related university planning efforts. To develop this CRCP *Action Plan*, consultations were conducted with current CRC chairholders, Advisory and Oversight Committees, which include individuals who self-identify as being in FDGs.

University of Saskatchewan's Commitment to Diversity, Inclusion, and Equity

As reflected in our [Mission, Vision and Values](#), USask is committed to diversity, inclusion, and equity in the workplace and believes that our workforce should reflect the diversity of our students and community. Awareness of these intrinsic values is actively promoted at all levels of the university, including by the President and senior leadership. The University Plan 2025 launched in October 2018 includes diversity as one of four principles woven into the fabric of its framework and focuses institutional efforts on nurturing a diverse and inclusive work and learning environment as a vital, contributing element to the achievement of research and training excellence.

Along with other Canadian university leaders, USask is working and collaborating with community organizations, business leaders and governments to reduce barriers to equity, diversity and inclusivity on campus and in society. As a member of Universities Canada, USask publicly committed to these inclusivity principles¹:

¹ <https://www.univcan.ca/media-room/media-releases/universities-canada-principles-equity-diversity-inclusion/>

1. We believe our universities are enriched by diversity and inclusion. As leaders of universities that aspire to be diverse, fair and open, we will make our personal commitment to diversity and inclusion evident.
2. We commit our institutions to developing and/or maintaining an equity, diversity and inclusion action plan in consultation with students, faculty, staff and administrators, and particularly with individuals from under-represented groups². We commit to demonstrating progress over time.
3. We commit to taking action to provide equity of access and opportunity. To do so, we will identify and address barriers to, and provide supports for, the recruitment and retention of senior university leaders, university Board and Senate members, faculty, staff and students, particularly from under-represented groups.
4. We will work with our faculty and staff, search firms, and our governing boards to ensure that candidates from all backgrounds are provided support in their career progress and success in senior leadership positions at our institutions.
5. We will seek ways to integrate inclusive excellence throughout our university's teaching, research, community engagement and governance. In doing so, we will engage with students, faculty, staff, our boards of governors, senates and alumni to raise awareness and encourage all efforts.
6. We will be guided in our efforts by evidence, including evidence of what works in addressing any barriers and obstacles that may discourage members of under-represented groups to advance. We commit to sharing evidence of practices that are working, in Canada and abroad, with higher education institutions.
7. Through our national membership organization, Universities Canada, we will work to generate greater awareness of the importance of diversity and inclusive excellence throughout Canadian higher education.

Equity, Diversity and Inclusion Objectives and Measurement Strategies

This *Action Plan* strives toward three goals:

1. To promote and implement employment practices advancing equity and access.
2. To ensure the principles of fairness and equity are incorporated into all aspects of employment, including recruitment and hiring, training and promotion, and retention and accommodation in the workforce.
3. To improve the participation and retention of members of designated groups in CRC positions where they are under-represented.

The university continues to make significant advances in achieving the objectives and actions outlined in this *Action Plan*. A number of milestones have been set for December 2019 or earlier to enable full implementation of ongoing best practices with regards to inclusion and diversity goals. Details of the university's practices and supports that contribute to the university meeting its December 2019 equity and diversity targets are provided in the sections that follow.

² Under-represented groups include those identified in the federal Employment Equity Act – women, visible minorities, Aboriginal peoples, and persons with disabilities – as well as, but not limited to, LGBTQ2 and non-binary people and men in female-dominated disciplines.

Objectives and Actions

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| <p>Leadership and Accountability</p> |
| <p>Objective 1: Meet or exceed our equity targets for the Canada Research Chair Program through oversight and management of Canada Research Chair allocations.</p> |
| <p>Corresponding actions:</p> <p>1.1 Ensure the university meets its equity targets by December 2019.</p> <p>1.2 All CRC postings include a statement about USask’s commitment to diversity, inclusion, and equity.</p> <p>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.</p> <p>1.4 Senior leaders will continue to facilitate, identify, and reduce barriers core to research, including collaboration and interdisciplinary approaches.</p> |
| <p>Indicator(s):</p> <p>Targets are met, gaps are eliminated.</p> |
| <p>Progress:</p> <p>1.1 Targets reviewed in November 2018, current ten recruitments are focused on addressing gaps.</p> <p>1.2 Beginning in November 2017, all CRC postings include a statement about USask’s commitment to diversity, inclusion, and equity.</p> <p>1.3 The Oversight Committee annually reviews progress toward the action plan and makes adjustments as needed. The committee also reviews searches and candidates to ensure that processes and procedures including equity considerations are being addressed.</p> <p>1.4 CRC Searches require formal engagement of the Dean and Associate Dean of Research, ensuring colleges are involved in identifying and reducing barriers.</p> |
| <p>Next steps:</p> <p>1.1 Continue targeted recruitment efforts – current and ongoing practice</p> <p>1.2 None, action fulfilled – current and ongoing practice</p> <p>1.3 None, processes in place – current and ongoing practice</p> <p>1.4 Led by senior leaders, ensure standards of performance for merit, promotion and tenure take into account diversity issues that impact career progression – current and ongoing practice.</p> |
| <p>Contextual information (e.g., course correction, obstacles, early wins, etc.):</p> <p>- The Vice Provost Indigenous Engagement and Vice Provost Faculty Relations are leading a review process to ensure community-engaged research is incorporated into tenure, promotion, and merit standards.</p> |
| <p>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.</p> |
| <p>Corresponding actions:</p> <p>2.1 Develop an institutional Diversity and Inclusion Action Plan in consultation with key stakeholders across campus, including members from the FDGs.</p> |

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| <p>2.2 Provide support to the development of diversity strategies in the 2018-2025 University Plan and College and Unit plans.</p> <p>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.</p> <p>2.4 Promote the benefits of diversity at the institution.</p> |
| <p>Indicator(s): Change in representation of FDGs in the faculty and graduate student complements and in leadership positions.</p> |
| <p>Progress:</p> <p>2.1 Working committee established to develop an institutional equity, diversity, and inclusion plan. Work plan in development.</p> <p>2.2 University Plan 2025 launched October 2018</p> <p>2.2 As an example, a Diversity and Inclusion Working Group has been established in the College of Medicine https://medicine.usask.ca/about-us/diversity-and-inclusion.php</p> <p>2.3 Actions to reduce identified barriers in employment systems review implemented.</p> <p>2.4 Equity, Diversity, and Inclusion awareness campaigns in 2018 included:</p> <ul style="list-style-type: none"> ○ Buffalo Circle ○ Institutional Working Group ○ University's 2025 Strategic Plan <p>2.4 EDI Recruitment Toolkit piloted with current CRC Search committees.</p> |
| <p>Next steps:</p> <p>2.1 Working group consultations beginning in spring of 2019</p> <p>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</p> <p>2.3 Next employment systems review in December 2019</p> <p>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.</p> |
| <p>Contextual information (e.g., course correction, obstacles, early wins, etc.):</p> <p>- Ongoing consultations have identified shortfalls in the university's onboarding processes. Institutional programs and supports will be developed over the next year to address.</p> |
| <p>Objective 3: Supplement existing data collection and reporting mechanisms to ensure collection of equity and diversity data.</p> |
| <p>Corresponding actions:</p> <p>3.1 Improve employment-related data gathering and reporting to inform institutional practices and strategies.</p> <p>3.2 Maintain and report a regularly updated calculation of the gap between current CRC demographic and target.</p> <p>3.3 Maintain data on supports provided to chairholders.</p> <p>3.4 Ensure chairholders are aware of complaints mechanism for identifying and reporting equity concerns at each annual CRC forum (November).</p> <p>3.5 Report annually to the CRC Oversight Committee on number and nature of complaints regarding diversity, inclusion, and equity and how they were addressed.</p> <p>3.6 Annual public reporting on our progress toward achieving these actions.</p> |



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| <p>Indicator(s): Consistent data definitions in place, increase in self-identification of USask employees</p> |
| <p>Progress:</p> <p>3.1 Established processes and procedures to ensure robust data related to EDI including a review of data definitions, launching a campaign for Self-ID, and formalizing reporting.</p> <p>3.2 Search committees report on FDG self-identifications at each stage of search to CRC Oversight Committee, which approves short-list of candidates. Overall update provided annually in November.</p> <p>3.2 All current CRC Chairholders have participated in our self-ID equity survey.</p> <p>3.2 Any gap between current demographic and targets is reported to the Oversight and Advisory Committees annually in November.</p> <p>3.3 Data on supports provided to chairholders maintained.</p> <p>3.4 A complaints mechanism is available to all employees on the Human Resources website.</p> <ul style="list-style-type: none"> ○ Mechanism includes anonymous complaints option ○ This information was shared with current chairholders and will be made available to new chairholders. <p>3.5 The number and nature of complaints for all employees are reported annually to the Associate Vice-President, People and Resources.</p> <p>3.5 The number and nature of complaints for CRC chairholders are reported annually to the Oversight Committee since 2017.</p> <p>3.6 The progress report is the first of our annual public reporting.</p> |
| <p>Next steps:</p> <p>3.1 The university's next Employee Engagement Survey is scheduled for March 2019</p> <p>3.1 The university is undertaking an awareness campaign related to data definitions and value of self-identification – current and ongoing practice</p> <p>3.2 None, action completed – current and ongoing practice</p> <p>3.3 None, action completed – current and ongoing practice</p> <p>3.4 Continue current practice of informing chairholders of the complaints mechanism for identifying and reporting equity concerns at each annual CRC forum (November).</p> <p>3.5 Annual reporting process in place – current and ongoing practice</p> <p>3.6 Continue annual public reporting – current and ongoing practice</p> |
| <p>Contextual information (e.g., course correction, obstacles, early wins, etc.): In 2018, we had our first comprehensive self-ID equity survey of CRCs. All active chairholders participated in the survey.</p> |

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| <p>Recruitment, Retention & Inclusivity</p> |
| <p>Objective 4: Promote diversity, inclusion, and equity at each stage of planning for, recruiting, hiring, and retaining diverse faculty in the CRC positions.</p> |
| <p>Corresponding actions:</p> <p>4.1 Ensure decision-making processes are open, transparent, and free of barriers for individuals in the FDGs.</p> <p>4.2 Provide support and training for decision-makers in their commitment to diversity, inclusion, and equity.</p> |



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| <p>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.</p> <p>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.</p> <p>4.5 CRC postings will encourage applications from diverse candidates, and present no barriers.</p> <p>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.</p> <p>4.7 CRC candidate searches are widely advertised including professional societies and associations of designated groups.</p> <p>4.8 CRC candidates are screened on a pre-determined ranking of selection criteria in a process that is open and accessible.</p> |
| <p>Indicator(s): Increased number of applicants from the FDGs who are then short-listed, interviewed, and hired, ensuring our targets are met.</p> |
| <p>Progress:</p> <p>4.1 CRC Oversight Committee continuously assesses processes to ensure they are free of barriers.</p> <p>4.2 University monitors and ensures that all search committee members take unconscious bias training.</p> <p>4.3 Each Search committee exceeds the CRC goals of one member of a FDG.</p> <p>4.4 Institutional minimums have been established for stipends, research, protected time for research, and HQP support.</p> <p>4.4 Oversight Committee reviews final CRC nomination package</p> <p>4.5 All postings include standard statements on the university's commitment to diversity, inclusion, and equity.</p> <p>4.5 All CRC postings are reviewed by a Recruitment Specialist (equity advisor) to ensure inclusive, unbiased, and ungendered language.</p> <p>4.5 All CRC postings include an accommodation statement.</p> <p>4.6 CRC Tier 2 postings include a statement about career gaps in the qualifications section. Information and guidance is provided to support search committee members' sensitivity toward career interruptions.</p> <p>4.7 Intentional efforts are made to contact prospective candidates from the FDGs. Search committee members under the guidance of the Recruitment Specialist (Equity Advisor) are encouraged to use personal networks to share opportunities with members of the FDGs.</p> <p>4.8 Establish the use of a screening matrix as a best practice in 2018.</p> <p>4.8 The CRC Oversight Committee reviews hiring decisions to ensure they are free of barriers, and value scholarship and research that is both traditional and non-traditional.</p> <p>4.8 All nominations are reviewed by and recommended for submission by the CRC Advisory Committee, ensuring that nominations are free of gendered language.</p> |
| <p>Next steps:</p> <p>4.1 Fully implemented – current and ongoing practice</p> <p>4.2 Fully implemented – current and ongoing practice</p> <p>4.3 Each Search committee exceeds the CRC goals of one member of a FDG – current and ongoing practice</p> |



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| <p>4.4 Job Posting Templates address 4.4, 4.5 – current and ongoing practice</p> <p>4.6 Statement about sensitivity toward career gaps is included in the job posting template, and search committees have support and advice from the Recruitment Specialist (Equity Advisor) – current and ongoing practice</p> <p>4.7 Fully implemented – current and ongoing practice</p> <p>4.8 Development of a screening matrix is being undertaken with all current active searches, with a view to establishing a best practice in all future searches – current and ongoing practice.</p> |
| <p>Contextual information (e.g., course correction, obstacles, early wins, etc.):</p> <p>The ten searches launched since December 2017 have incorporated the practices above.</p> |
| <p><u>Objective 5: Support retention and inclusion for members of the four designated groups.</u></p> |
| <p>Corresponding actions:</p> <p>5.1 Make prominent our commitment to diversity, inclusion, and equity by building it into the university’s CRC website.</p> <p>5.2 Promotion and tenure processes are reviewed by groups responsible for equity and oversight at the university.</p> <p>5.3 Created targeted mentorship opportunities for CRC chairholders.</p> <p>5.4 Support faculty mentorship activities.</p> <p>5.5 Acknowledge the value of mentorship of faculty by including space to capture this work in the CV Form.</p> <p>5.6 Convene meetings of the CRC chairholders regularly to facilitate opportunities for feedback, networking support, and information sharing.</p> <p>5.8 Consider and promote opportunities for CRC chairholders to support diversity, inclusion, and equity.</p> <p>5.9 Recognize and reward CRCs completing their term with alternative chair appointments, when appropriate and available.</p> |
| <p>Indicator(s):</p> <p>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).</p> |
| <p>Progress:</p> <p>5.1 University’s CRC website updated to include information about our commitment to and practices as they relate to diversity, inclusion, and equity.</p> <p>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.</p> <p>5.3 Academic units create mentorship teams to support CRC applicants through application process, through retention and promotion.</p> <p>5.4 Vice President Research and Provost provide support for effective existing mentorship practices.</p> <p>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.</p> <p>5.6 Implemented regular meetings of CRCs with Provost and Vice President Research.</p> <p>5.8 CRC participation in the Buffalo Circle which promotes and supports allies of the indigenous community.</p> |



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| <p>5.9 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.</p> |
| <p>Next steps:</p> <p>5.1 Fully implemented</p> <p>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</p> <p>5.3 and 5.4 Effectiveness of current mentorship program being reviewed – current and ongoing practice</p> <p>5.5 Fully implemented – current and ongoing practice</p> <p>5.6 Regularizing twice per year meetings between CRCs, Provost, and Vice President Research – CRC Forums being planned for Spring and Fall 2019</p> <p>5.8 Institutional Plan will provide evidence-based understanding of current gaps and institutional working committee will develop an action plan – current and ongoing practice</p> <p>5.9 Centennial Enhancement Chair program implemented with a focus on retention - ongoing</p> |
| <p>Contextual information (e.g., course correction, obstacles, early wins, etc.):</p> <p>n/a</p> |

Comparative Review of CRC Chairholder Supports

The university is committed to providing chairholders with the time, resources and infrastructure to support excellence in research and training. Institutional minimums have been established for stipends, research, protected time for research, and HQP support. Chairholders are guaranteed teaching and administrative release, provided support for HQP training, and recognition of research leadership. In addition, infrastructure and other supports are provided to the researchers dependent on individual CRC needs.

Management of Canada Research Chair Allocations

USask management of the CRC program is designed to promote research excellence, alignment with institutional strategic directions, and achievement of institutional goals for equity, diversity and inclusion. Decision-making across most aspects of the chair program (theme/chair allocations, recruitment, nominations, renewals, and advancement) are managed through a dual committee structure designed to ensure engagement of both senior leadership (academic and research) and the broader collegium.

Since 2007, the USask CRC management structure has consisted of the:

- CRC Advisory Committee – co-chaired by an Associate Vice-President Research and the Vice-Provost Faculty Relations, this committee includes 3 faculty members representing each of the Tri-Agencies (SSHRC, CIHR and NSERC). The Committee reviews and makes recommendations to the CRC Oversight Committee for: the selection of theme areas for chair allocations, nominations, advancement and renewal of chairs.
- CRC Oversight Committee - composed of the Vice-President Research and the Provost and Vice-President Academic, this committee is the final decision-making body for decisions related to management of all aspects of the chairs program.

The work of both committees is supported by the Strategic Research Initiatives Unit of the Vice-President Research which ensures alignment with established university, and Secretariat, chair guidelines and practices:

- Allocation of chairs – vacancies in the university chair program are subject to an open call to all colleges and departments. Academic units submit *letters of intent (LOI)* describing the proposed theme area, the fit with the USask and college strategic plans, and the potential for an innovative research, scholarly or artistic work program. Effective May 2017, the LOI also includes a description of the potential to attract a diverse slate of candidates. LOI calls may be either restricted to the Tri-Agency associated with the vacant chair or, as exercised more recently, open to all Tri-Agency areas. The Advisory Committee recommendations are made based on the quality of the LOI (excellence, fit with strategic and college directions, etc.); the Oversight Committee holds responsibility for maximizing the *corridor of flexibility*. Please see Appendix A - *Call for Theme Areas*.
- Renewals and advancement of chairs – In June 2016, the university established a new transparent renewal (and advancement) process by which the chairholder and college submit a formal request for renewal or advancement to the Advisory Committee. Following their recommendation, a final decision is made by the Oversight Committee. Please see Appendix B: *Renewal Application*.
- Nominations - CRC Advisory Committee provides formative feedback in the development of a CRC nomination, and is responsible for providing a recommendation to the Oversight Committee regarding the suitability of the candidate and the nomination to proceed to submission.

Cases in which chairs are lost in the bi-annual re-allocation processes are handled slightly different than other aspects of the program. In these cases, the Oversight Committee acts on the advice of the co-chairs of the Advisory Committee to identify which chairs to surrender. In the event that there are no vacant chairs, decision-making considers the following criteria: approaching end dates for second term chairholders (tier 1 or 2), and on-going alignment with strategic directions. Chairholders losing their chairs are considered for University Enhancement or other chair positions.

Recruitment and Nomination of New Chairs

The university follows the CRCP's [guidelines](#) for ensuring a fair and transparent recruitment and nomination process. For each recruitment process, the senior university official leading the search certifies that the recruitment process was transparent, open and equitable. The Vice-Provost Faculty Relations and the Associate Vice-President Research participate in all searches and all short-listed candidates are approved in advance by the Oversight Committee

The university is also subject to policies, regulations and other requirements that are taken into consideration in the recruitment and nomination of CRC chairholders:

- [Saskatchewan Human Rights Code](#) (human rights laws)

- [Saskatchewan Human Rights Commission](#) (agency that enforces the *Code* to responsibly protect and promote human rights and to discourage discrimination)
- University of Saskatchewan [Employment Equity Policy](#), and other policies that are currently in development and will be implemented regarding equity, diversity, and inclusivity
- University of Saskatchewan Faculty Association [Collective Agreement](#)

CRCP Utilization Spreadsheet

Appendix C describes a total allocation of 32 chairs of which 17 are filled; three new nominations and one renewal are currently under review. Recruitment has been authorized for six tier 1 chairs and four tier 2 chairs. The spreadsheet attached also outlines the chair allocations, how many are filled and by which chairholders (with their term end and start dates), type of flex moves used, and which allocations are available.

Current Canada Research Chair Equity Targets and Gaps

Among the university's allocated chairs, there are gaps for two of the FDGs, namely women and visible minorities. No gaps exist for Indigenous persons or persons with a disability.

Source of targets: http://www.chairs-chaieres.qc.ca/about_us-a_notre_sujet/statistics-statistiques-eng.aspx

The university is committed to eliminating these gaps by December 2019 through current vacancies, and future allocations.

Collection of Equity and Diversity Data

Data Collection Methods

All CRC postings are posted on the careers.usask.ca website, and CRC applicants are asked to apply through the university's Applicant Tracking System (ATS). At the time of application, applicants are asked and encouraged to complete an Employment Equity Survey, and self-identify as one of the FDGs (women, members of a visible minority/racialized group, Indigenous persons, and persons with disabilities). The Recruitment Specialist (equity advisor) will monitor the self-identification of applicants to ensure a diverse pool of candidates from the FDGs are being considered by the search committee. If there is a lack of diversity amongst the applicants, the Recruitment Specialist (equity advisor) can inform the Chair and search committee and further outreach and sourcing will take place.

Active CRC chairholders are encouraged to self-identify through the Employment Equity Survey provided by Human Resources. In addition, a special campaign focused on chairholders self-identification was undertaken in November 2017 and 2018, with 100% completing the survey.

Data collected through these methods is retained by Human Resources, with access restricted to a limited number of specific users, under confidentiality agreements. Information collected is shared in aggregate form only.

Retention & Inclusivity

Research Mentorship Program

The university's Academic Mentorship Program pairs new faculty with a personalized research mentorship team in the new faculty member's area of interest. The mentorship team supports understanding of departmental, college, and university research culture, as well as development of a research vision/plan and its implementation and sustainability. The program also provides workshops in areas of interest.

Buffalo Circle Campaign

The Buffalo Circle is a grassroots initiative focused on increasing the visibility of allies for reconciliation, encouraging ally networking, and building stronger capacity and action for reconciliation on campus. The idea for the campaign was developed by a couple of Indigenous educators who worked with Indigenous and non-Indigenous faculty, staff and Elders to create this initiative. Indigenous faculty and staff noticed the growth in the number of people who have stepped up and provided invaluable support in different ways over the last few years. This group wanted to reciprocate that support and created a Buffalo Circle for allies.

In 2018, inaugural members were welcomed into the Buffalo Circle at a non-Indigenous Welcoming Ceremony which explored the role of power and privilege, and the complexities of the experience of being an ally. The ceremony included Buffalo Teachings from Elders championing the spirit, nurturance, and guidance from the once powerful Buffalo Nation and gifted them the Buffalo Circle regalia (an Indigenous and non-Indigenous term that sounded better and more important than a badge).

The group is working to increase the visibility of the Buffalo Circle, and helping members become more confident and capable as allies, with the goal of supporting a significant increase in attitudinal support for transformative institutional change. As the group notes, "people generally believe what they see, so seeing more allies will make transformative change more real for many people".

Employment Systems Review

An employment systems review was initiated in January 2017 with Human Resource directors and members of their teams (e.g., managers, specialists, consultants), to complete an evaluation of the university's Human Resources policies, processes, and practices using an equity and diversity lens. The purpose of the employment systems review was to:

- identify and/or eliminate policies, processes and/or practices that create a barrier to the FDGs
- ensure consistent, fair and equitable policies, processes and practices

The policies, processes, and practices were reviewed in the following areas: recruitment, selection, and hiring; Indigenous employment and engagement; training and development; people planning and faculty complement planning; data stewardship; employee engagement; benefits; employee wellness programming; reasonable accommodation; emergency management/protective services; workplace safety and management; safety resources; time

away from work/leaves, employee and labour relations; compensation; promotion/transfers; separations; and other relevant policies.

The employment systems review resulted in a list of identified barriers or potential barriers in each policy, process and practice, along with recommendations to remove the barriers and make our policies, processes and practices more inclusive.

Key findings from the review include:

- Provide opportunities for people leaders, faculty, and staff to experience diversity and participate in training and educational workshops focused on the importance of equity, diversity and inclusion in the workplace
- Support people leaders in applying sound practices/policies in a way that does not reflect biases
- Educate people leaders on unconscious bias, discrimination and harassment, and how to have difficult conversations
- Support people leaders in understanding their roles and they can support employees, especially those from the FDGs
- Educate people leaders and employees on the university's duty to accommodate and medical accommodation guidelines
- Create a campus-wide recruitment strategy that includes realistic target goals for increasing representation of the FDGs among people leaders, faculty, and staff
- Create more inclusive merit/awards processes for faculty and staff, to ensure that all individuals, especially those from the FDGs, are evaluated fairly and equitably and are recognized for their contributions, traditional and non-traditional, to their college/department/unit, the university, and/or the external community (e.g. Indigenous community)
- Create standard guidelines and templates for recruitment, onboarding, career engagement, and other processes to ensure consistency campus-wide of fair and equitable practices

A number of actions within this plan work towards addressing identified barriers, while others will be addressed more broadly through the institutional Diversity and Inclusion Action Plan.

Current Workforce Health at the University of Saskatchewan

The university conducted an Employee Engagement Survey in January 2017 to examine the engagement and enablement levels of USask employees, which provided the ability to compare the results across all FDGs (Indigenous people, visible minorities, persons with disabilities, and women) with overall results. The participation among equity members was based on self-identification status. Overall, the participation among equity group members was representative to the overall population. It is a goal of the university to continue to increase the number of those who self-identify, and likewise, see an increase in participation in the survey.

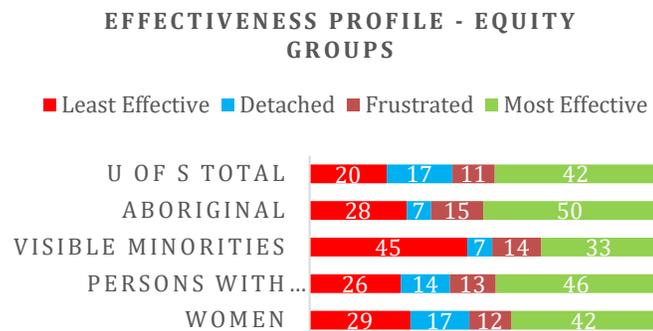
The engagement score is defined in the survey by five questions around commitment and discretionary effort. The university's engagement score was 65%. That score was below Hay Group's Canadian Public Sector benchmark of 68%, which includes Universities and post-



secondary institutions. Among the FDGs, the engagement scores varied as well. Indigenous employees produced the highest engagement score among through groups at 72%. Persons with disabilities was the next highest score at 69%, followed by women at 66%, which was the largest response group, and visible minorities at 61%.

The enablement score is defined in the survey by four questions focused on optimized roles and supportive environment. The university enablement score was 67% which was below the public sector benchmark of 68%. Like the engagement score, visible minorities generated the lowest enablement score among equity groups at 56%, while Indigenous people and persons with disabilities were at 68% and women were at the overall university score of 67%.

The model used by Hay Group is also able to present the results in the form of the effectiveness profile. This profile uses a four box matrix that places individuals in a quadrant based on the individual engagement and enablement levels. One of the goals is to improve the number of people in the “Most Effective” quadrant, while reducing the number in the “Least Effective” quadrant. Three of the FDGs had a greater proportion in the most effective quadrant than the overall university. However, all of the FDGs had a greater proportion of respondents in the least effective quadrant as well.



A stated goal for 2019 is to increase the number of faculty and staff who self-identify, and likewise, increase participation in the survey. A number of strategies to achieve this goal are currently being considered including, but not limited to:

- Self-identification campaign to increase the number of those who self-identify
- Marketing campaign related to the Employee Engagement Survey itself to increase participation in the survey

A stated goal for 2019 is to increase engagement and enablement scores across all FDGs. Strategies to achieve this goal include, but are not limited to:

- More visible executive sponsorship to increase the profile of the survey
- Intentional debriefs with academic and administrative leaders to discuss the results of the Employee Engagement Survey specifically in relation to EDI objectives and measures

The next Employee Engagement Survey will be conducted in 2019.

Unique Challenges of Location

Current chairholders have noted the unique challenges created by the geographic distance between USask and other universities. Many applicants to CRC positions are also looking for opportunities for a spouse, and many are co-academic couples. The Vice Provost, Faculty

Relations leads the university's spousal hire program, ensuring spousal hires are a priority to support the best recruitment of chairs. Geographic locations with a dense population of universities provide increased opportunities for spouses, and can positively impact recruitment success.

Commitment to Diversity Statement in CRC postings

All CRC postings include the following statement:

All qualified candidates, Canadian and other nationalities are encouraged to apply. The University of Saskatchewan is committed to diversity, inclusion and equity in the workplace and encourages applications from members of the four designated equity groups (women, members of a visible minority/racialized group, Indigenous persons, and persons with disabilities). Recruitment will be guided by the Canada Research Chairs [Equity, Diversity and Inclusion Practices \(www.chairs-chaieres.gc.ca/program-programme/equity-equite/index-eng.aspx\)](http://www.chairs-chaieres.gc.ca/program-programme/equity-equite/index-eng.aspx) and by the strong commitment of the University of Saskatchewan, [College/Department] to diversity, inclusion, and equity.

In addition, since the university is an approved employment equity partner with the Saskatchewan Human Rights Commission, the university may make special arrangements to accommodate the FDGs, such as designating positions for designated group applicants. Normally, the special treatment afforded to designated groups would infringe the "equal treatment" of traditional human rights legislation, but [Section 48](#) of the *Saskatchewan Human Rights Code* addresses reasonable and justifiable measures granting exceptions under the Code for targeted hiring that has the purpose to assist and balance historical disadvantages with respect to designated groups.

Career Interruptions

The university follows the CRCP's [guidelines](#) on career interruptions and personal circumstances.

The following language will be included in the qualifications section of all Tier 1 and Tier 2 CRC postings:

The impact of leaves (e.g., parental leave, extended leave due to illness, etc.) will be carefully considered when reviewing the candidate's record of research achievement. Therefore, candidates are encouraged to explain in their application how career interruptions may have impacted them.

The following language will be included in the qualifications section of all Tier 2 CRC postings:

Tier 2 Chairs are intended for exceptional emerging scholars (i.e., candidates must have less than 10 years of experience as an active researcher in their field at the time of nomination). Applicants who are more than 10 years from having earned their highest degree (and where career breaks exist, such as maternity, parental or extended sick leave, clinical training, etc.) may have their eligibility for a Tier 2 Chair assessed through the program's Tier 2 justification process. Please consult the CRC website for eligibility details or contact the Strategic Research Initiatives (SRI) unit for more information (sri.support@usask.ca).

The Chair of the search committee and the Recruitment Specialist (equity advisor) will ensure that members of the search committee are sensitized and instructed to carefully consider career interruptions on potential candidate's record, limiting the potential negative impact of unconscious bias in the decision-making process regarding a candidate's eligibility for a chairholder position. As an additional safeguard and investment in oversight on these matters, the Vice-Provost Faculty Relations or Associate Vice-President Research are on search committees.

Commitment to Accommodation

Effective fall of 2018, all CRC postings include the following accommodation statement:

The University of Saskatchewan is committed to supporting employees in need of accommodation in an employment context. For more information on the University of Saskatchewan's accommodation policy, please contact Carine.Paley@usask.ca (306-966-6278).

Unconscious Bias Training

All individuals involved in a CRC recruitment and nomination process will participate in mandatory unconscious bias training. Deans, department chairs, research grants officers, and search and hiring committee members (as applicable) receive training on the importance of diversity, inclusion, and equity within the university and the CRCP, and on the potential negative impact of unconscious bias on the career paths of individuals from the FDGs. Unconscious bias training is available both on campus in an in-person session provided by an Inclusion and Diversity Consultant, and through the online unconscious bias training module available on the Canada Research Chairs website. The Recruitment Specialist (equity advisor) ensures all individuals involved in the recruitment and nomination process have this training by cross-referencing those individuals with the list of participants who have completed the on campus training and by requesting the certificate of completion for the online [training module](#).

The on-campus unconscious bias training includes discussion on how to recognize and combat unconscious, implicit, overt, prejudicial, and any other kinds of bias. The outcomes of the training will also include: recognizing one's own cultural biases, stereotypes and prejudices and how they play out in the workplace, such as during recruitment, selection, and hiring; growing one's own self-awareness and what actions can lead to inclusion; and understanding the principles behind equity and equality. Committee members who take the on-campus training are also encouraged by the Chair and Recruitment Specialist (equity advisor) to complete the online training module.

In addition to the unconscious bias training, the Chair of the search committee and the Recruitment Specialist (equity advisor) will reiterate the commitment to and importance of diversity, inclusion, and equity in the CRC recruitment and nomination process. The Chair and Recruitment Specialist (equity advisor) will ensure that committee members are well informed of the CRCP's commitment and the university's commitment to excellence and ensuring equal access to opportunities for all qualified candidates. The Chair and Recruitment Specialist (equity advisor) will also address any equity and diversity concerns raised during discussions, and will identify any potential bias, stereotypes and micro-aggressions revealed during discussions, and support the committee members as they work through them.



Advertisements for Chairs

All CRC postings for external recruitment which are open to all potential internal and external candidates are available at:

<https://usask.csod.com/ats/careersite/search.aspx?site=14&c=usask>

Canada Research Chairs Diversity, Inclusion, and Equity Website

The program's diversity, inclusion, and equity practices page is available at: <http://www.chairs-chaieres.gc.ca/program-programme/equity-equite/index-eng.aspx>

Management of Diversity, Inclusion, and Equity Concerns

Diversity, inclusion, and equity concerns are treated as an alleged discrimination or harassment complaint. These complaints are brought forward to the Discrimination and Harassment Prevention Services (DHPS) office through multiple platforms, including optional confidential or anonymous means. As described in the DHPS Full Policy document, university officials have a legal responsibility to take prompt, effective action to address incidents of discrimination and harassment. These actions include seeking advice from DHPS, Human Resources and escalating the complaint to an appropriate senior administrator who will decide if a formal investigation is warranted and oversee the investigation. The DHPS office maintains an audit trail of all discrimination and harassment concerns and reports all serious matters to the Director, Integrated Human Resources Services and Associate Vice-President, People and Resources. DHPS is available at: <https://wellness.usask.ca/safety/discrimination-harassment.php>

Contact Information

Questions or concerns related to equity, diversity, and options for support may be directed to:

Kelly McInnes, Director, People and Resources

E140-105 Administration Place

Saskatoon, SK S7N 5A2

Phone: (306) 966-7939

diversity@usask.ca

Appendices

Appendix A – *Call for Theme Areas*

Appendix B – *Renewal Application*

Appendix C – *CRCP Utilization Spreadsheet*



*Canada Research Chairs
Advisory Committee*

MEMORANDUM

TO: Deans, Directors of Schools, Associate Deans (Research) and Department Heads

FROM: J. Germida, K. Schneider
Co-chairs, CRC Advisory Committee

DATE: June 22, 2018

SUBJECT: Call for Theme Area(s) for Canada Research Chair Nominations

The University of Saskatchewan's Canada Research Chairs Advisory Committee is inviting colleges and schools to submit proposals for CRC theme areas. Up to 3 Tier 1 or 7 Tier 2 or a mix of Tier 1 and Tier 2 chairs are available. Theme areas may fit within any of the three federal research granting agencies – CIHR, NSERC, or SSHRC.

The number of chairs available presents an exciting opportunity for the U of S to develop and enhance areas of strategic importance. The U of S is committed to using its CRC positions to recruit exceptional new scholars, especially from the four designated groups, to the university. Colleges and schools are encouraged to initiate a consultative process within their departments/units and with other colleges and schools in order to identify theme area recommendations. Please see attached the Call for CRC Theme Areas.

Proposals may be submitted to Strategic Research Initiatives unit (sri.support@usask.ca) by **Wednesday, September 26, 2018**. Proposals will only be accepted from the College's/School's Dean/Executive Director or Associate Dean Research. Colleges and Schools submitting multiple proposals are asked to rank their proposals.

Following submission, theme areas will be reviewed by the CRC Advisory Committee. A recommendation will be provided to the CRC Oversight Committee for final selection and approval.

Please do not hesitate to consult with us or Laura Zink (laura.zink@usask.ca; phone: 306-966-1778) if you require further information or have any questions on this process.



Jim Germida



Kevin Schneider

/SRI
cc: CRC Advisory Committee
Laura Zink, Director, Strategic Research Initiatives

CALL FOR CRC THEME AREAS

Proposals for theme areas should be brief – 3 pages maximum (use 12-point font) addressing the following topics:

1. **Title and brief description of proposed theme area** (*1 page*).
 - Theme area proposal should be innovative and compelling and either:
 - addresses one or more of energy, health and Indigenous theme areas; or
 - focuses on area of strategic importance to one or more units.
 - Your proposal should describe how the theme area is at the cutting edge of research and will address the following key CRC goals:
 - improve our depth of knowledge and quality of life;
 - strengthen Canada's international competitiveness; and
 - help train the next generation of highly skilled people.
2. **Description of how a CRC in this area would enhance and accelerate college/school performance through collaborative and synergistic activity** (*3/4 page*).
 - Please consider how this theme area relates to college/school research, scholarly or artistic work priorities.
 - What existing infrastructure, faculty, and/or research groups will this chairholder work with (please be specific)?
 - What will be the value add of this chairholder to the college/school?
3. **Description of how a CRC in this area would nurture cross-unit research or scholarly activity** (*3/4 page*).
 - Which other colleges and their researchers will benefit from this CRC?
 - Please indicate the college's/school's external partners that this chairholder may work with.
 - What will be the value add of this chairholder in building cross-unit collaboration?
 - Please briefly outline who has been included in consultations about this theme area.
4. **Potential to recruit an excellent candidate from the four designated groups (FDGs) – Women, Visible Minorities, Persons with Disabilities, and Indigenous Peoples** (*1/2 page*)
 - Please indicate the strategy (i.e., conferences, professional organizations, networks, etc.) that you will utilize to achieve a diverse pool of candidates.
 - If you are aware of potential candidates from the FDGs, please indicate.

Guidelines for the Renewal of University of Saskatchewan Canada Research Chairs

Principles and Process

The University of Saskatchewan is allocated a limited number of Canada Research Chairs (CRCs). These CRCs are used to advance the university's strategic research priorities, which may change from time to time. Consequently, there is no automatic renewal of any CRC. All requests to renew a CRC undergo an internal peer review during which the renewal candidate must demonstrate both excellence in their field and outstanding leadership within the University. (Please see attached *Template: Internal Canada Research Chair Renewal Request*.)

The UofS' internal CRC review process is consistent with the overall CRC program renewal process managed by the CRC Secretariat in Ottawa. Key to this process is the CRC Advisory Committee, consisting of senior faculty members (one representing each of the three Tri-Agencies) and co-chaired by the Associate Vice-President Research and Vice-Provost, which provides advice to the CRC Oversight Committee on chair renewals. The Oversight Committee, consisting of the Provost and Vice-President Academic and Vice-President Research, is responsible for authorizing submission of renewal nominations to the CRC Secretariat.

The UofS CRC renewal process has three major components:

- **Step 1** – submission of the electronic copy of the completed *Internal CRC Renewal Request* (please see attached) to Doreen Canillas (Programs Specialist, Strategic Research Initiatives; ph: 2452; email: doreen.canillas@usask.ca). The CRC Advisory Committee reviews submissions and makes a recommendation to the CRC Oversight Committee as to whether the renewal should proceed to the next stage.
- **Step 2** - If approved to go forward, submission of the near-to-final CRC renewal package which will be reviewed by the CRC Advisory Committee and two other experts in chairholder's field.
- **Step 3** – submission of the *CRC Renewal Application* to the CRC Secretariat subject to approval by the CRC Oversight Committee.

The UofS decision to support an application is based on renewal criteria established by the CRC Secretariat.

The UofS must be able to demonstrate, through the *CRC Renewal Nomination*, that chairholders:

- are providing institutional leadership in their role as a CRC;
- continue to distinguish themselves as an outstanding, world-class researcher;
- have successfully attracted, developed and retained - and continue to attract, develop and retain - excellent trainees and students;
- are proposing an original and innovative research program of the highest quality; and
- are carrying out a research program that is producing leading-edge results that are making a significant impact at the international level.

Components of the Internal Renewal Request

As detailed in the *Internal CRC Renewal Request* template, the internal renewal includes the following parts:

- I. CRC Accomplishments** - Demonstrate that the Chairholder has achieved the objectives set out in the original nomination, has upheld the standards of excellence of the program, and has, through their leadership, provided value added to the UofS.
- II. Contributions to the Research Environment** - The College/School must provide a strong rationale as to why the CRC Oversight Committee should approve the renewal of the CRC. There must be compelling evidence that the Chairholder has met the expectations for the Chair during their most recent term, and will continue to make extra-ordinary contributions to the university, national and international research environment.

Template: Internal Canada Research Chair (CRC) Renewal Request

Principles and Process of Renewal

The University of Saskatchewan is allocated a limited number of Canada Research Chairs (CRCs). These CRCs are used to advance the university's strategic research priorities, which may change from time to time. Consequently there is no automatic renewal of any CRC. All requests to renew a CRC undergo an internal peer review before a recommendation to renew or not renew is made to the CRC Oversight Committee. That committee makes the final decision on the status of a CRC.

The internal review of a CRC request for renewal assesses each application using a set of criteria established by the secretariat and the university. **Applicants must provide compelling evidence that their research program has: *significantly advanced the university strategic research priorities; successfully trained a number of HQP*; and *attracted significant external research funding*.** Most important is the ***applicant's demonstrated leadership in advancing University of Saskatchewan research priorities***.

Presentation Instructions:

- Standard, single-column on an 8.5" x 11" page with a margin of no less than 2 cm around the page.
- 12-point, black-coloured font, single line spacing (six lines per inch) with no condensed type or spacing.
- Ensure that the information you provide is described in clear, non-specialist language to allow informed assessment by the CRC Renewal Committee. Please Avoid jargon, acronyms and highly technical terms, where possible.

Part 1. CRC Accomplishments: **To be completed by the Chairholder**

The university only supports renewal of applications which demonstrate that the Chairholder has achieved the objectives set out in the original nomination, has upheld the standards of excellence of the program, and has provided value added to the institution from holding a CRC position. In order for the university's CRC Renewal Committee to evaluate your eligibility for a renewal term, and to make a recommendation to the CRC Oversight Committee, please complete sections 1 – 6, creating a compelling and justifiable case for your renewal.

1. **Leadership** (max. 1 page): *demonstrate evidence of national and international leadership, particularly insofar as your CRC is seen as providing leadership at the UofS. Candidates must demonstrate that their leadership contributions within the University exceed that of regular faculty colleagues of similar rank and years of service. In developing your leadership case, please consider your contributions to development of new initiatives and collaborative teams, explain how your engagement of collaborators contributed to greater research intensity and excellence among university peers and fostered excellence in student programming and training.*
2. **Quality of the Chair** (max. 1 page): *demonstrate how you continue to distinguish yourself as an outstanding, world-class researcher (Tier 1), or are developing into an outstanding, original and creative researcher of world-class calibre and are poised to become a leader in your field (Tier 2).*
3. **Research Progress** (max. 1 page): *demonstrate how you met the objectives outlined in your current CRC term (or explain any deviations) to show that your program of research is producing leading-edge results which are making a significant impact at the international level (Tier 1), or is producing important results that are making a significant impact in the field (Tier 2).*
4. **Proposed Research Program for renewal term** (max 1. page): *provide a research project summary, list your objectives, and briefly explain how the research program is different than in your previous CRC term. There should be evidence that you are proposing an original and innovative research program of the highest quality.*

Template: Internal Canada Research Chair (CRC) Renewal Request

5. **Research Productivity:** provide a PDF file of your updated CRC CV - <https://portal-portail.chairs-chaire.gc.ca/ssocrc/signIn.iface>
6. **HQP training record (max. 1 page):** in addition to the list of HQP in your CRC CV, provide an overview of your HQP training strategy and current whereabouts of previous trainees. Illustrate that you have successfully attracted, developed and retained - and continue to attract, develop and retain - excellent trainees, students and future researchers.

Part 2. Contributions to the Research Environment: To be completed by the Dean (Maximum 1 page)

The Dean (working with the Associate/Vice Dean Research and Department Head as appropriate) must provide a strong rationale as to why the CRC Oversight Committee should approve the renewal of the CRC. There must be compelling evidence the Chairholder has met the expectations for the Chair during their most recent term, and will continue to make extra-ordinary contributions to the university, national, and international research environment. Alignment of the Chairholder's research program with institutional research priorities is essential. Please consider the following questions in your response:

7. **Potential of Candidate:** *Why should the university support an additional CRC term for this Chairholder rather than recruitment of a new nominee? Consider research impact, external recognition, HQP mentorship, ability to attract and leverage resources, and leadership within and beyond the university.*
8. **Strategic Importance:** *What strategic advantage is there for the university in another CRC term for this individual in this research area?*
9. **Resources Commitment:** *What resources will the department and college provide to support the success of the CRC?*

Appendix C - CRCP Utilization Spreadsheet

University of Saskatchewan CRC Allocation and Utilization (January 2019)

| | | | | | # Active | Allocation Utilization | | General Comments | |
|------------------------------------|----------------------|--|----------------------|-----------|-----------------|------------------------|--------|--|----|
| | | | | | 17 | Total: | 32 | | 20 |
| Chair # | Allocation by Agency | Name of Chairholder | Confirmed Start Date | End Date | Active (Yes/No) | Tier 1 | Tier 2 | | |
| 513 | CIHR | Griebel, Philip J. | 1-Jul-16 | 30-Jun-23 | yes | 1 | 1 | Flexibility permitted: 7 Chairs Flexibility used: 4 1) 1287 & 1288 combined into 1 NSERC T-1 2) 518 & 519 combined to 1 Tier 1 (lost at calc 2012) 3) 1271 NSERC to CIHR (lost at calc 2014) 4) 1280 NSERC to CIHR (lost at calc 2014) 5) 1274 Split into 2 T-2 (N) 6) 7) 2018 NEW CHAIRS Gain of 4 chairs 1 CIHR T-2 2 NSERC T-2 1 SSHRC T-2 U of Saskatchewan has 32 chairs (48 T-2 equivalence) | |
| 514 | CIHR | Cyglar, Mirosław (Mirek) | 1-Jan-19 | 31-Dec-25 | yes | 1 | 1 | | |
| 516 | CIHR | Cooper, David | 1-Jul-15 | 30-Jun-20 | yes | 2 | 2 | | |
| 517 | CIHR | Popescu, Bogdan Florin | 1-Jan-17 | 31-Dec-21 | yes | 2 | 2 | | |
| 600 | CIHR | Trask, Catherine | 1-Oct-17 | 30-Sep-24 | yes | 2 | 2 | | |
| 1790 | SSHRC | Under Review | | | | 2 | 2 | | |
| 1272 | NSERC | Pomeroy, John | 1-Aug-17 | 31-Jul-24 | yes | 1 | 1 | | |
| 1273 | NSERC | George, Graham | 1-Jul-17 | 30-Jun-24 | yes | 1 | 1 | | |
| 1274-A | NSERC | Under Review | | | | 1 | 2 | | |
| 1274-B | NSERC | Under Review | | | | | 2 | | |
| 1278 | NSERC | Giesy, John | 1-May-13 | 30-Apr-20 | yes | 1 | 1 | | |
| 664 | NSERC | Dalai, Ajay | 1-Jul-16 | 30-Jun-23 | yes | 1 | 1 | | |
| 1321 | NSERC | Coates, Ken S; Under Review | 1-Apr-12 | 31-Mar-19 | yes | 1 | 1 | | |
| 1372 | NSERC | Moewes, Alexander | 1-Jan-19 | 31-Dec-25 | yes | 1 | 1 | | |
| 1282 | NSERC | Hecker, Markus | 1-May-16 | 30-Apr-21 | yes | 2 | 2 | | |
| 1283 | NSERC | Price, Eric | 1-Jul-16 | 30-Jun-21 | yes | 2 | 2 | | |
| 1285 | NSERC | Kelly, Timothy | 1-Jan-17 | 31-Dec-21 | yes | 2 | 2 | | |
| 1287 | NSERC | Pickering, Ingrid | 1-Jul-13 | 30-Jun-20 | yes | 2 | 1 | | |
| 1787 | SSHRC | | | | | 1 | | | |
| 1789 | SSHRC | Newman, Dwight | 1-May-18 | 30-Apr-23 | yes | 2 | 2 | | |
| 1320-B | SSHRC | Dyck, Erika | 1-Jun-14 | 31-May-19 | yes | 2 | 2 | | |
| 2018-0223 | SSHRC | | | | | 2 | | | |
| Ongoing Tier 1 Recruitments | | | | | | | | | |
| 512 | CIHR | Plant-based Foods for Nutrition and Health | | | | 1 | | | |
| 515 | CIHR | Cancer Genomics and Systems Biology | | | | 1 | | | |
| 1275 | NSERC | Space Environment Physics | | | | 1 | | | |
| 1276 | NSERC | Imaging and Artificial Intelligence | | | | 1 | | | |
| 1277 | NSERC | Interactive Technologies | | | | 1 | | | |
| 1785 | SSHRC | Health and Social Justice | | | | 1 | | | |
| Ongoing Tier 2 Recruitments | | | | | | | | | |
| 1788 | SSHRC | Indigenous Storytelling | | | | 2 | | | |
| 2018-0222 | CIHR | Developmental Origins of Health and Disease in Indigenous People | | | | 2 | | | |
| 2018-0220 | NSERC | Energy Security | | | | 2 | | | |
| 2018-0221 | NSERC | Social and Cultural Decision Making in Engineering Design | | | | 2 | | | |