



INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION ACTION PLAN: PROGRESS REPORT

Institution: University of Regina

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Instructions

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

Equity, Diversity and Inclusion Recognition

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

Yes: _____ No: _____

PART A: Equity and Diversity Targets and Gaps

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

Designated group	Target (percentage)	Target (actual number)	Representation (actual number)	Gap(actual number)
Women	33%	3	7	no gap
Indigenous peoples	1%	-	withheld	withheld
Persons with disabilities	4%	-	withheld	withheld
Visible minorities	15%	1	withheld	withheld

Number of currently active chairs: _____ 9 _____

Number of empty chairs: _____ 2 _____

Number of chairs currently under peer review: _____ 0 _____



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

One CRC's term will be ending Dec 31, 2018. A search is underway to fill the upcoming vacancy with a submission to CRC expected April 2019. This position was advertised as only being open to self-declared Indigenous scholars.

The process has been initiated to allocate 3 vacant chairs to academic units. Submissions to CRC are expected October 2019.

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

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

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

The University of Regina has undertaken an employment systems review in the past utilizing a group of volunteers. Membership was solicited by way of a university-wide email. The working group consisted of twenty employees, including employees from various occupational groups, members from each of the four designated groups, and representatives from each of the unions on campus. This group provided input into the University's employment equity plan and a review of the University's policies and procedures. One result of this review is the development of the University's Employment Equity and Diversity Policy which was approved in March, 2018, with the goal of increasing our equity representation.

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

The key findings of the comparative review confirmed that the University is significantly under-represented, in a Saskatchewan context, by the designated groups Indigenous People and Persons with Disabilities. The University is taking specific actions to try to address this under-representation.

One of the results of this was the development and implementation of the Employment Equity and Diversity Policy by the Board of Governors to try to increase representation of all diversity groups. This policy requires search committees to provide preference to candidates that self-declare that they are a member of an under-represented group.



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

Some of the key findings from the environmental scan are:

Over the past several years the University has faced either reductions in our funding from the Provincial Government or budget freezes. This has forced the University to have fewer recruitments of tenure-track and tenured faculty members. This resulting reduction in recruitment has made it more difficult to hire diversity group members into faculty positions.

The University has minimal turnover of staff, especially in the permanent/continuing appointments (ex. in many occupations less than 4% annual turnover) which adds challenges in recruiting diversity group members into our positions.

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

The University of Regina has a long-standing Employment Equity Consultative Committee that is defined in our collective agreements. This twelve member committee has broad representation from all of the diversity groups and also utilizes experts in the areas of diversity and inclusion from organizations such as the Saskatchewan Human Rights Commission as well as our own faculty that specialize in diversity and inclusion. The University regularly consults with a variety of experts from the community to ensure that we are relevant to our target audiences. These groups include organizations such as the Regina Open Door Society (Newcomers to Canada), Regina Work Preparation Centre, Autism Regina, etc.

In addition, the University keeps close contact with other professionals in the areas of diversity and inclusion in the Regina market to keep on top of best practices.

PART C: Objectives, Indicators and Actions

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

Key Objective 1:

A diverse and inclusive CRC community of scholars at the University of Regina.

Corresponding actions:

The University of Regina will continue to prioritize EDI recruitment practices and provide appropriate supports to existing CRCs. This will include the new Indigenization policy that provides support for



culturally appropriate resources, space, and elder/knowledge keeper engagement. Further we will be hosting a campus-wide Women in Stem event in March to celebrate the accomplishments of several of our CRCs.
Indicator(s):
<ol style="list-style-type: none"> 1) CRC targets exceeded. 2) Current CRC's experiences high level of job satisfaction. 3) An increase in the number of graduate students from designated equity groups studying with CRCs.
Progress:
The University of Regina's Strategic Plan explicitly states one of our key priorities is to "Increase diversity among our campus communities with culturally responsive initiatives, activities and services". The University has meet, and even exceeded, our CRC EDI targets with 78 per cent of current chairs being women, 22 per cent Indigenous scholars, and 22 per cent visible minorities.
Next steps:
The University will continue to advance EDI goals in its recruitment and support of our CRCs, ensuring each Chair has the supports they need to support their research programs.
Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):
Under the leadership of the University of Regina President, Vianne Timmons, the institution has advanced inclusion, diversity, acceptance and participation in all aspects of university life. After a decade of championing EDI from the most senior levels of administration the University of Regina has made significant stride towards creating a culture that embraces diversity, Indigenization, and a <i>Campus for All</i> (an inclusive post-secondary education initiative for adults experiencing intellectual disability).

Key Objective 2:
The finalization and implementation of the University of Regina's Employment Equity and Diversity Policy.
Corresponding actions:
The University of Regina is currently in the early implementation process and undertaking increasing awareness of the new policy and building faculty competencies. This includes providing cross-campus education around the new policy including unconscious bias training.
Indicator(s):
<ol style="list-style-type: none"> 1) Increased satisfaction related to diversity and culturally responsive needs being met. 2) Sustained employee engagement results and retention rates. 3) Progressed toward building a representative workforce reflective of the province's diverse population.
Progress:



The University of Regina has a number of initiatives already focused on welcoming and actively recruiting members of groups that are under-represented in our workforce. These initiatives include:

- Respectful University Policy to support a respectful workplace through the prevention and swift resolution of harassment and discriminatory incidents
- Representative Workforce Agreements to actively display our commitment to diversity and inclusion
- Participation in career fairs and various community events to actively recruit qualified diversity group candidates
- Representative Workforce Commitment Statement which is included in all advertisements and postings
- Distribution of our advertisements and postings to various community based organizations that represent diversity groups, to actively recruit qualified candidates
- Employment Equity Consultative Committee to assist in the development of plans to allow the University of Regina to move to a Representative Workforce
- Enhancing a Self-Declaration Process to measure our success in moving toward a Representative Workforce
- Utilizing existing partnerships in the community to help achieve a Representative Workforce

Next steps:

Campus consultation on the effectiveness of the policy will be on-going with a formative evaluation planned for 2019.

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

The University of Regina’s Employment Equity and Diversity Policy was approved by the Board of Governors at the March 2018 Board Meeting with the goal of increasing our equity representation at the University of Regina. The indicator supplied for this objective are taken directly from the UofR’s strategic plan and will be the criteria used across the institution including our EDI plans for CRCs.

Key Objective 3:

Provide supports and resources for Chairs to succeed and foster engagement with both communities and graduate students.

Corresponding actions:

The Associate-Vice President (Research) and the Research Office meets and consults with the existing cohort of CRCs on a continual basis. We meet both individually and as a group to align any identified needs to potential resources and supports. The University has also begun a discussion with the CRCs on how we might provide improved transitions in and out of the research chair positions. The current cohort has identified the importance of support when the CRC begin in the development of their research programs and community connections, and alternatively supports in continuing existing research programs and community relationships once the chair concludes. Finally, the Faculty of Graduate Studies is engaging the UofR’s community of CRCs to determine how graduate student supports are best used to create HQP opportunities.

Indicator(s):



<ol style="list-style-type: none"> 1) The development and design of new research programs 2) An increase in the number of community partnerships established 3) An increase in the number of grants and contracts awarded 4) Graduate student recruitment, retention, and success
<p>Progress:</p> <p>CRCs in FDG were awarded grants from the U of R cohort program, CFI JELF, Saskatchewan Health Research Foundation, NSERC Discovery and Research Tools and Instruments, and secured industry funding.</p>
<p>Next steps:</p> <p>Develop further support and funding mechanisms to connect CRCs to various types of community partners and to successfully apply for funding that supports their individual research programmes.</p>
<p>Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):</p> <p>The Government of Saskatchewan has removed previous funding opportunities for CRCs and pulled support for CFIs. This has decreased the ability of the University of Regina to effectively compete in some national competitions.</p>

<p>Key Objective 4:</p> <p>Continue to advance a culture of inclusion at the University of Regina.</p>
<p>Corresponding actions:</p> <p>The University of Regina is going through continuous policy renewal to “continuing to build a friendly, respectful, diverse, safe and welcoming university for all.” This includes but is not limited to the Employment Equity and Diversity policy, Respective Workplace policy, Respectful Engagement with Elders, Traditional Knowledge Keepers, and/or Old Ones, and self-declaration policy.</p>
<p>Indicator(s):</p> <ol style="list-style-type: none"> 1) Maintain the current high response rate of self-declaration forms, which currently exceeds 94% of our employees 2) Decrease incidents of discrimination, harassment, bullying, and incivility 3) Increase diversity among our campus communities with culturally responsive initiatives, activities and services. 4) Increase our understanding and respect for different ways of being and knowing.
<p>Progress:</p> <p>The University has put on a suite of programmes and educational initiatives to advance a culture of inclusion across the institution.</p>
<p>Next steps:</p> <p>Continue to advance the core principle of EDI through supporting policy, programmes and special initiatives.</p>



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

The University of Regina is committed to diversity and inclusion and this is embedded in our 2015-2020 strategic plan entitled *peyak aski kikawinaw*– Cree for “We are one with Mother Earth”. Our commitment is reflected in the statement that we use for all of our employment advertisements where we state: “The University of Regina is committed to an inclusive workplace that reflects the richness of the community that we serve. The University welcomes applications from all qualified individuals, including individuals within the University’s employment equity categories of women, persons with disabilities, members of visible minorities/racialized groups, aboriginal persons, individuals of diverse gender and sexual orientation and all groups protected by the Human Rights Code.”

Key Objective 5:

The University of Regina is deeply committed to Indigenization in all that it does including the recruitment and retention of Indigenous CRCs. We will continue to recruit Indigenous CRCs beyond the expected targets.

Corresponding actions:

The University of Regina has established a permanent position of Executive Lead, Indigenization, reporting directly to the President, who advocates on behalf of all Indigenous scholars including our Indigenous CRCs. We are also in the process of implementing a new policy on Respectful Engagement with Elders, Traditional Knowledge Keepers, and/or Old Ones that has been developed and is now undergoing formal approval process.

Indicator(s):

- 1) Representative number of Indigenous CRCs based on Saskatchewan-based representative model.
- 2) Increased internal and external CRC funding specific to Indigenous research.
- 3) Increased supports for Indigenous CRCs to practise Indigenous-based research.
- 4) Increased number of publications and presentations of Indigenous-based CRCs
- 5) Increased number of Indigenous students studying with CRCs

Progress:

The University of Regina has implemented a number of measures to support this goals. These initiatives include:

- Indigenous Awareness Training to ensure the University of Regina is able to welcome Indigenous employees
- Indigenous Advisory Circle to regularly advise the President and Vice-Chancellor on measures to meet the needs of Aboriginal faculty and staff
- Smudging/Pipe Ceremony Policy to recognize and incorporate important Aboriginal traditional ceremonies into campus life

Next steps:

Indigenization is one of overarching areas of emphasis that thread throughout the 2015-2020 strategic plan, with a key objective being to “Increase research partnerships and projects with First



Nations and Métis people, communities and organizations, including the First Nations University of Canada.” We will continue to support the development of CRC’s networks and provide opportunities for engagement with First Nations University of Canada, the Gabriel Dumont Institute, and other Indigenous scholarly networks provincially, nationally, and globally.

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

A CRC recruitment for an Indigenous scholar in Media, Arts, and Performance is currently underway to fill one of our two empty CRCs. This position was advertised as only being open to self-declared Indigenous scholars.

Key Objective 6:

Preparing the next generation of scholars to embrace the principles of EDI.

Corresponding actions:

The goal of the University of Regina is to ultimately weave the core principles of EDI into the culture of the institution on a sustained basis. The diversity of our CRCs community and their HQP training plans is a critical component of this larger goal.

Indicator(s):

- 1) Increased training opportunities for all members of the University of Regina on the principles of EDI.
- 2) Develop training opportunities for graduate students and post-doctoral fellows so they embrace the principle of EDI early in the academic careers.
- 3) Provide institutional supports for CRCs to develop HQP training plans based on the principles of EDI.

Progress:

Through the support of the Research Office, CRC’s research plans and tri-agency grant applications address EDI in HQP training. In addition, the Faculty of Graduate Studies provides scholarship support for students from designated equity groups.

Next steps:

The University of Regina has been participating in the creation of the Athena SWAN Made-in-Canada program and attended the stage one consultation. We are very supportive of the program and will continue to actively engage. The Research Office is also formalizing grant writing support materials that addresses consideration of EDI in HQP training.

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

The University of Regina has, and will continue to participate in any local and/or national initiatives, that advance EDI. We are committed to implementing best practices and supporting our CRCs’ success and ensuring an inclusive work environment for all students, faculty and employees.

PART D: Challenges and Opportunities



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

The University of Regina's EDI representative workforce objectives are aligned with the Saskatchewan Human Rights Commission and the composition of the Saskatchewan workforce population, which does not mirror the numeric target set out by the Federal Government. Therefore, our targets for EDI differ as does our local pool of potential candidates will be different. For example Saskatchewan has a higher population of Indigenous residents than visible minorities.

As mentioned previously, the declining provincial funding has also made it difficult to recruit, support and retain CRC. For example the province used to provide \$200K to incoming CRCs but this program was cancelled. Similarly, the Province is no longer always willing or able to match CFI requests, which is has historically done.

We are also finding that individuals from FDG are stretched thin. Marginalized groups are asked to undertake extra work of EDI consultation and committee participation and in most cases do far more service work than other groups.

We are also finding it is challenging to compete with recruitment packages offered by larger institutions. Particularly when attracting candidates in high demand, such as Indigenous scholars and women in STEM disciplines.

Finally data collection, analysis, benchmarking and evidence-based reporting poses a significant challenge due to limited resources, confidentiality and reluctance to self-identify



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

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

It is important to note that institutions can only address their gaps once chair positions become available (i.e., when their current chairholders' terms end). However, it is expected that institutions will manage their chair allocations carefully in order to meet their equity and diversity targets, which includes choosing not to renew Tier 2 or Tier 1 chairholders as necessary. Institutions must have action plans posted on their websites as of December 15, 2017. They must also email a copy of their action plan by email to the program at edi-edi@chairs-chaieres.gc.ca. If an institution fails to meet these requirements by the deadlines stipulated, **the program will withhold peer review and payments for nominations submitted to the fall 2017 intake cycle, and to future cycles as necessary, until the requirements are fulfilled.**

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

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

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

1) Equity, Diversity and Inclusion Objectives and Measurement Strategies

- impactful equity, diversity and inclusion objectives, indicators, and actions that will enable swift progress towards:
 - addressing disadvantages currently experienced by individuals of the FDGs; and
 - meeting the institution's equity targets and goals by December 2019—aggressive objectives must be set using this timeline based on the number of chair allocations that are (or will become) available in the institution within the next 18 to 24 months (the 18 months starts as of December 15, 2017, when the action plan is implemented).
- objectives should be S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely), and include a measurement strategy for monitoring, reporting on progress, and course correcting if necessary, based on:
 - an employment systems review to identify the extent to which the institution's current recruitment practices are open and transparent; barriers or practices that could be having an adverse effect on the employment of individuals from the FDGs; and corrective measures that will be taken to address systematic inequities (an example of corrective measures that could be taken by institutions in Ontario is provided on the [Ontario Human Rights Commission website](#));



- a comparative review—by gender, designated group, and field of research—of the level of institutional support (e.g., protected time for research, salary and benefits, additional research funds, office space, mentoring, administrative support, equipment, etc.) provided to all current chairholders, including measures to address systemic inequities;
- an environmental scan to gauge the health of the institution's current workplace environment and the impact that this may be having (either positive or negative) on the institution's ability to meet its equity, diversity, and inclusion objectives, and measures that will be taken to address any issues raised; and
- the institution's unique challenges based on its characteristics (e.g., size, language requirements, geographic location, etc.) in meeting its equity targets, and how these will be managed and mitigated.
- institutions will be required to report to the program and publicly on the progress made in meeting their objectives on a yearly basis.

2) Management of Canada Research Chair Allocations

Provide a description of:

- the institution's policies and processes for recruiting Canada Research chairholders, and all safeguards that are in place to ensure that these practices are open and transparent;
- how the institution manages its allocation of chairs and who is involved in these decisions (e.g., committee(s), vice-president level administrators, deans / department heads);
- the institution's decision-making process for determining in which faculty, department, research area to allocate its chair positions, and who approves these decisions;
- the decision-making process for how the institution chooses to use the [corridor of flexibility](#) in managing its allocation of chairs, and who approves these decisions;
- the decision-making process and criteria for determining whether Tier 2 and Tier 1 chairholders will be submitted for renewal and who is involved in these decisions;
- the process and criteria for deciding whether to advance individuals from a Tier 2 chair to a Tier 1 chair, and who is involved in these decisions;
- the process and criteria for deciding which chairholder(s) will be phased-out in the case where the institution loses a chair due to the [re-allocation process](#), and who is involved in these decisions;
- the decision-making process for determining what level of support is provided to chairholders (e.g., protected time for research, salary and benefits, additional research funds, office space, mentoring, administrative support, equipment, etc.), and who within the institution is involved in these decisions;
- safeguards taken to ensure that individuals from the FDGs are not disadvantaged in negotiations related to the level of institutional support provided to them (e.g., protected time for research, salary and benefits, additional research funds, office space, mentoring, administrative support, equipment, etc.);
- measures to ensure that individuals from the FDGs are not disadvantaged when applying to a chair position in cases where they have career gaps due to parental or health related leaves or for the care and nurturing of family members; and
- training and development activities related to unconscious bias, equity, diversity and inclusion for administrators and faculty involved in the recruitment and nomination processes for chair positions (acknowledging that research has shown unconscious bias



can have adverse, unintended and negative impacts on the overall success/career of individuals, especially those from the FDGs).

3) Collection of Equity and Diversity Data

Provide a description of:

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

4) Retention and Inclusivity

Provide a description of:

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