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Submit and Exit Survey

Important Note

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

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

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

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

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

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

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

Contact information

Please complete the fields below.

Name of Institution:

University of Regina

Contact Name:

Sally Gray

Position Title:

Director, Research Office

Institutional Email:

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306-337-2478

The link for the EDI progress report and EDI Stipend report:

<https://ca1se.voxco.com/SE/?st=jeuW6suXm8k3Ct0XM1n9bz3j3Dx9FJ0r1dtixSuWr4g%3D>

Does your institution have an EDI Action Plan for the CRCP?

Yes

PART A: EDI Action Plan - Reporting on Key Objectives Analyses, Systemic Barriers, Objectives and Indicators

Date of most recent plan (e.g. latest revision of the public plan):

09/27/2019

Rating given action plan in most recent review process:

Satisfies

Name of vice-president level representative responsible for ensuring the implementation of the plan:

Dr. Kathleen McNutt

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

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

Key Objective 1

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

To sustain or exceed University of Regina's CRC equity targets

Systemic barriers -

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

Attracting Indigenous and Federally Designated Group job seekers is problematic due to a number of barriers including: - assumptions about who gets hired and for what roles - internal resistance - the existence of conscious and unconscious bias - the methods used to recruit do not reach candidates from diverse groups - the presence of unions and restrictions imposed on external recruitment and selection - hiring processes, such as the ghettoization of FDG's to student and temporary roles The barriers were identified via an Employment Systems Review, a comparative review of institutional support provided to chair holders and an Environmental Scan

Corresponding actions undertaken to address the barriers:

- Ensure all CRC search committees' members include more than one member of an FDG, exceeding CRC minimum requirement - Train all CRC search committees members in unconscious bias, consideration of career interruptions, and recognition of all types of research (e.g., community-based) - Faculties seeking to fill a CRC position will identify targeted recruitment where appropriate - Review the Research Chairs policy to ensure considerations of equity and diversity are included, and that any accompanying procedures will incorporate best practices - Internal CRC allocation letters of intent will reflect EDI plans - All CRC position postings will contain inclusive, unbiased language, statements on UofR's commitment to EDI, accommodation statement, and statements about consideration of career interruptions - Faculties promote the University as a preferred place to study and work to FDGs

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

- The number of FDG search committee members on each search committee - The number of search committee members training in understanding and applying unconscious bias principles and concepts - The number of FDG members who apply for CRC vacancies - Revised Research Chairs Policy - The number of compliant letters of intent - The number of compliant CRC position postings - The number of FDG hired

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

1) All CRC search committees receive Unconscious Bias, track training # of people to attend Progress: 2 sessions Outcomes: approximately 10 attendees 2) Faculty and staff have access to a variety of EDI micro training sessions including Equity, Diversity & Inclusion, Conscious/Unconscious Bias, Diversity and Conflict Related Differences, Mainstreaming EDI Progress: 4 sessions per month Outcomes: 720 attendees 3) CRC opportunities utilizing targeted recruitment approaches Progress: 2 of opportunities Outcome: 19 applicants who identified with FDGs applied 4) CRC allocation letters of intent will address EDI Progress: incorporated into form. Outcome: 2 letters of intent contained this information 5) CRC position postings will contain inclusive, unbiased language, etc. Progress: achieved. Outcome: 2 inclusive postings

Challenges encountered during the reporting period:

Recruiting was difficult during COVID-19.

Next Steps (indicate specific dates/timelines):

The University is currently holding an internal call for CRC positions, whereby faculties submit requests to be given the approval to launch a search process for a chairholder. After the internal review meeting is held, the University will review the process to ensure that EDI-related information provided by the faculties was sufficient. If not, guidelines will be revised to provide more information for this section of the requests. This will be done by December 31, 2021.

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

No

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

Do you have other key objectives to add?

Yes

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

To develop strategies to enhance support for CRCs with a focus on the individual needs of each FDG

Systemic barriers -

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

- Awareness of development opportunities available - Support and resources for CRCs throughout their terms - Absence of an effective onboarding program - Opportunities to network and participate in mentoring opportunities

Corresponding actions undertaken to address the barriers:

- Enhanced CRC engagement program including tactics to address the identified barriers - The program is inclusive of o How to access the leadership development programs o How to support FDG CRCs o Onboarding FDGs o How to establish networking and mentoring opportunities for FDG CRCs

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

No data gathered at this time.

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

Progress: Feedback on the CRC engagement program is pending review Outcome: anticipating feedback June 30, 2021

Challenges encountered during the reporting period:

The challenges of COVID-19 greatly affected available time that the CRCs might have to engage.

Next Steps (indicate specific dates/timelines):

By September 30, 2021, conduct meetings with CRCs to analyze what is needed.

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

No

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

Key Objective 3

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

To continue implementation of the 2018 University Employment Equity and Diversity Policy

Systemic barriers -

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

- Lack of Awareness of the importance of self-declaration, or reluctance to self-identify, identified through Diversity Meter and individual conversations.

Corresponding actions undertaken to address the barriers:

- EDI training for faculty and staff - Review EDI policy - Defined the Federally Designated groups, including LGBTQ2S+ for the e-Recruit self-identification form - Measure faculty and staff perceptions of the institutions cultural climate using a survey and focus groups - Update self-declaration form to include LGBTQ2S+ as a FDG - Embed EDI goals in performance measurement for members of the leadership team

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

The Diversity Meter & Cultural Survey is complete - A comprehensive report on the demographic and cultural climate of the University of Regina - 2116 employees surveyed, 631 responded for a 29.8% response rate - 146 written responses were also provided, exceeding the vendor benchmarks

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

The third party Diversity Meter (demographic & cultural survey) was deployed October 2020. The EDI Policy has been revised. The self-declaration form was updated but needs small revisions to address LGBTQ2+S being identified as a federally designated group EDI goals/accomplishments are part of the performance review form for out-of-scope employees.

Challenges encountered during the reporting period:

The timing of the Diversity Meter & Cultural Survey was fairly close to an initiative to have everyone complete their self-declaration form in the HR system. It is possible that people mistook one for the other, and so some people missed completing the Diversity Meter.

Next Steps (indicate specific dates/timelines):

- Create an action plan to address the Diversity Meter "Opportunities for Development" o Establish an accountability framework within the plan o Create a communication strategy to share the outcomes and next steps with the University faculty and staff o Complete the plan by October 31, 2021 - Edit the EDI Policy to include LGBTQ2S+

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

No

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

Key Objective 4

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

To create a culture of support for EDI by advancing EDI competencies across the research enterprise

Systemic barriers -

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

The support for EDI within the research enterprise is weak. The level of support is linked to limited knowledge of EDI and the barriers experienced by individuals belonging to the federally designated groups.

Corresponding actions undertaken to address the barriers:

Actions to address the barriers include: - Provide training - Review leadership performance goals - Provide culturally responsive initiatives - Seek opportunities to undertake and support academic research in intersectionality - Assess and deliver EDI offerings available from external vendors - Educate researcher enterprise on EDI considerations - Sponsor events and conferences - Develop communication strategies to promote the benefit of self-declaration - Review tenure criteria documents to ensure they are barrier free

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

Number of training sessions held, number of culturally responsive initiatives, number of attendees

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

Established a schedule for the third party LGBTQ2S+ Positive Space training. Outcome: The vendor provided 11 3-hour sessions between August and December 2020 approximately 275 faculty and staff members attended the training. The vendor also delivered LGBTQ2S+ training in French. Progress: Developed and delivered 4 EDI micro sessions on: - Intro to Equity & Diversity - Intro to Inclusion - Diversity and Conflict-related Difference - Bias/Unconscious Bias - Mainstreaming Outcome: The sessions were delivered each month from September 2020 thru April 2021. Approximately 28 sessions delivered, a total of 700 faculty and staff have attended sessions. 9 culturally responsive events held (Recurring EDI Town Halls that came into existence following the global Black Lives Matter protests town hall. The topics presented were reflective of cultural and social climate within Saskatchewan, Canada and globally), with approximately 850 attendees in total. In addition, the EDI Officer for research spoke on numerous occasions to staff and faculty within their departments about EDI basics, bias/unconscious bias, etc. The incumbent also took part in three EDI workshops as part of a series of Community Engagement sessions offered by the UofR Community Engagement & Research Center. This demonstrates the UofR's support and commitment to sharing expert EDI knowledge and tools with community based organizations.

Challenges encountered during the reporting period:

Zoom fatigue was a big challenge for continuation of the town halls.

Next Steps (indicate specific dates/timelines):

Develop a schedule for 2021-22 by September 30, 2021

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

Yes

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

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

10000

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

The EDI stipend was spent on salary for the Indigenous Research Lead, who organized the Town Halls with Indigenous focus and worked alongside the EDI Officer for research to develop the EDI series. This is an approximation of the amount of salary dedicated to this activity.

EDI Stipend Impact Rating

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

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

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

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

	Amount \$	Source / Type (cash or in-kind)
1	12489	UofR/In-kind salary
2	2283	UofR/In-kind admin support

Key Objective 5

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

To create a supportive environment for mainstreaming Indigenization, including the recruitment and retention of Indigenous CRCs, so that we continue to exceed the target for Indigenous CRCs .

Systemic barriers -

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

See more detailed information in the EDI stipend section, where this objective is broken out into separate sections.

Corresponding actions undertaken to address the barriers:

See more detailed information in the EDI stipend section

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

See more detailed information in the EDI stipend section

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

See more detailed information in the EDI stipend section

Challenges encountered during the reporting period:

See more detailed information in the EDI stipend section

Next Steps (indicate specific dates/timelines):

See more detailed information in the EDI stipend section

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

Yes

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

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

40000

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

See EDI stipend section for complete breakdown of activities.

EDI Stipend Impact Rating

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

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

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

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

	Amount \$	Source / Type (cash or in-kind)
1	49955	UofR/in-kind salary
2	9131	UofR/in-kind admin support

Key Objective 6

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

Challenges and Opportunities

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

The University recognizes that the impact of COVID-19 on researcher productivity needs to be understood, to ensure that it is taken into account appropriately when assessing research activity and productivity. Initial investigation shows that individuals from the FDGs are being disproportionately affected. The Vice-President (Research) commissioned a taskforce to study research productivity of UofR researchers with care-giving responsibilities to learn more about the challenges faced. Next steps will be to work with the faculty deans on how they will consider the impacts in promotion and tenure reviews.

Reporting on EDI Stipend objectives not accounted for in Part A

Instructions:

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

Objectives associated with your institution's EDI Stipend application

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

EDI Stipend Objective 1

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

Specific: The Indigenous Research Lead will develop and facilitate campus-wide training on Indigenous research practices (methods, methodologies, and ethics) to contribute to an academic and research environment that is knowledgeable, supportive, and encouraging of Indigenous research practices. Measurable: Please see performance indicators below. Aligned with the wanted outcome: This initiative will meet the wanted outcome of increased capacity to recruit and retain Indigenous CRCs as outlined by creating an environment that appropriately understands and can adequately support Indigenous research programs. Realistic: The U of R is actively Indigenous campus. Although the University of Regina holds too few chairs to be able to set targets for Indigenous peoples, the institution is committed to increasing efforts and building capacity to effectively attract, recruit and retain Indigenous scholars (University of Regina 2019, Canada Research Chair Program Equity, Diversity, and Inclusion Action Plan). Timely: While the U of R continues to expand advocacy services specific to the advancement of Indigenous research and Indigenous research training, this is a timely initiative given the contract of the Indigenous Research Lead.

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

The performance indicators used to monitor success of initiative: - number of sessions delivered - number of senior administration (senior leaders, deans, directors), CRC selection committee members, LOI committee members, HR personnel, faculty, and graduate students to attend the sessions - number of consultative interactions with the Indigenous Research Lead

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

Throughout the course of the year, the Indigenous Research Lead was involved in 15 public events (not including the EDI Town Halls, which is a series of public talks co-run by the Indigenous Research Lead. This data, however, is accounted for elsewhere) that drew audiences of over 872 people. • The Lead facilitated 5 workshops regarding decolonial and Indigenous research for 484 attendees. • The Lead hosted 4 workshops on community-based research (in alignment with the University of Regina's Strategic Plan) for 206 participants. • The Lead gave another 7 public talks/keynotes for 182 audience members. • The Lead consulted with 17 people on various projects, curriculum, and student graduate work. Additionally, related to training, the Indigenous Research Lead created the curriculum and the online course development for a Decolonial Research Micro-credit. This micro-credit is an introductory, in-depth training program for decolonial and Indigenous research practices (including methods, methodologies, ethics, and assessment). This work was carefully developed over the months of June 2020 to April 2021 with guidance of the Indigenous Advisory Circle (University of Regina), Indigenous Peoples' Health Research Centre (Johnson Shoyama Graduate School of Public Policy, University of Regina), and First Nations University of Canada.

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective:	25000
Institutional commitment (if applicable):	16625
Total funds spent:	

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

	Amount \$	Source / Type (cash or in-kind)
1	3122313	UofR/In-Kind Salary
2	5707	UofR/In-Kind Admin support

Table C2. EDI Stipend Impact Rating

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

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

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

The stipend was used to cover the salary of the Indigenous Research Lead. This is an approximation of her time spent on these activities.

Do you have other objectives to add?

Yes

Additional Objectives (if applicable)

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

EDI Stipend Objective 2

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

Specific: The Indigenous Research Lead will develop and implement a formal review of the Research Ethics Board (REB) to ensure the ethics processes (application, review, and approval) are knowledgeable, supportive, and encouraging of Indigenous research practices. Measurable: Please see performance indicators below. Aligned with the wanted outcome: This initiative will increase the U of R's capacity to recruit and retain Indigenous CRCs by developing an REB that has the capacity to understand, support, and encourage Indigenous research ethics. REB capacity includes ensuring that research does not get held up by the REB processes due to lack of knowledge and understanding of appropriate research standards. REB capacity includes ethics that protect Indigenous communities from harm and risk that might arise from research. REB capacity includes the ability to make informed and appropriate responses to Indigenous-centred research ethics applicants. realistic: The U of R's REB board membership has included influential Indigenous researchers, which has contributed to capacity-building regarding Indigenous research within the structure of the REB. There is a need to continue to build on this capacity. Timely: While the U of R's REB has built some capacity around assessing and guiding the research ethics of Indigenous research, the timely nature of the Indigenous Research Lead's contract will provide the redevelopment required for more adequate and appropriate research ethics direction, assessment, and expertise.

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

The performance indicators used to monitor success of initiative: - set of best practices for the ethical review of Indigenous research - develop a framework for ethical review of Indigenous research - review all Research Ethics Board policies - submit revised Research Ethics Board formal review process for Board approval - facilitate interviews for the Research Ethics Board formal review process - final report on the REB with recommendations - revision of any applicable Research Board policies

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

The review of the Research Ethics Board changed direction. Institutionally, it became clear that there was a need to facilitate a review of the entire Research Ethics Board (REB). Therefore, the intended work around Indigenous research ethics was collapsed into this much larger review process that was led by the Dean of the Faculty of Graduate Studies and two external review committee members. Within this much broader REB review, the Indigenous Research Lead led a panel for Indigenous researchers, faculty, and graduate students. It was held on April 22 from 1-3 p.m. and attended by over 30 such researchers. All Indigenous researchers, faculty, and graduate students were invited and also informed that they could submit written feedback to the processes of research ethics. The final report with recommendations is ongoing.

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective:	5000
Institutional commitment (if applicable):	3325
Total funds spent:	

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

	Amount \$	Source / Type (cash or in-kind)
1	6244	UofR/in-kind salary
2	1141	UofR/in-kind admin support

Table C2. EDI Stipend Impact Rating

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

Minor impact (the EDI Stipend had minimal impact on achieving progress)

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

due to the reduced scope of this work, it took up a minimal amount of time for the Indigenous Research Lead to invite Indigenous researchers, faculty, and graduate students to a facilitated panel. This work likely could have occurred without the EDI Stipend.

EDI Stipend Objective 3

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

Specific: The Indigenous Research Lead will develop an evaluation and assessment framework to inform faculty promotion and tenure procedures relating to Indigenous research practices. Measurable: Please see performance indicators below. Aligned with the wanted outcome: This initiative will increase the U of R's capacity to recruit and retain Indigenous CRCs by developing an assessment framework (and subsequent supportive administrative frameworks such as policy) that can adequately and appropriately assess the complexities of Indigenous researchers. This assessment will ensure that Indigenous CRCs—including their scholarship and research endeavours—are better supported within the U of R's promotion and tenure procedures. realistic: The University's departments undergo regular appraisals of performance reviews, which are often redeveloped to achieve more effective and efficient procedural outcomes. Indigenous research regularly takes more time in each aspect of the project life cycle: building and maintaining relationships; developing the appropriate ethics, methods, and methodologies that appropriately reflect specific cultural value systems and Indigenous knowledge sources; developing and instilling a community-led research cycle; and, disseminating research findings in ways that ensure the Indigenous community's comfort and continued control over results. Often, university evaluation standards for the promotion and tenure of faculty do not factor in the complexity and time/travel requirements of Indigenous research practices, which can limit the advancement, promotion, and recognition of the hard work Indigenous CRCs undertake, hence limiting career recognition and advancement. In many ways, this proposed Indigenous research assessment framework is an extension of this routine and the institution's on-going commitment to recognizing and rewarding the efforts of and value delivered by faculty members. Timely: While the U of R 's has a clear commitment to Indigenousization and the advancement of Indigenous scholarship, the timely nature of the Indigenous Research Lead's contract will ensure completion.

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

The performance indicators used to monitor success of initiative: - Completion of the consultation process with Indigenous faculty, the Indigenous Peoples' Health Research Centre (IPHRC), Deans, Associate Deans of Research, Vice-President of Research, Associate Vice-President of Research, and the Research Office - Develop an assessment/evaluation framework that appropriately captures the complexities of Indigenous research practices - Make the assessment framework a standard practice across the U of R's Faculties - Uptake on training on the evaluation framework - The development and implementation of a communication/promotion strategy - policy development

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

The performance indicators used to monitor success of initiative: The Indigenous Research Lead did complete a consultative process with Indigenous faculty, the Indigenous Peoples' Health Research Centre (IPHRC), Deans, Associate Deans of Research, Vice-President of Research, Associate Vice-President of Research, and the Research Office from June to August. The scope of this work, however, changed drastically due to this engagement. During this time, it became evident that there was a more pressing issue on campus: the newly released Strategic Plan 2020-2025 and the work to develop and implement Action Plans to align with the plan. The Indigenous Research Lead developed an eight (8) page action plan for the Office of the Vice-President to implement the University's Strategic Plan as it relates to Indigenous and decolonial research. The Indigenous Research Lead undertook the development of the plan, based on the extensive engagement sessions, from August to November. In November, the draft research action plan was presented to the Indigenous Advisory Circle (IAC). This is a volunteer committee who advises the President of the University of Regina. The IAC made several suggestions which were incorporated into a new draft and presented for discussion in February. Work continues with the IAC on completing this document.

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective:	15000
Institutional commitment (if applicable):	9975
Total funds spent:	

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

	Amount \$	Source / Type (cash or in-kind)
1	18733	UofR/In-kind salary
2	3424	UofR/In-kind admin support

Table C2. EDI Stipend Impact Rating

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

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

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

The work around an Action Plan for the Office of the Vice-President concerning Indigenous and decolonial research would not have been possible without the EDI Stipend. The EDI stipend was used to support the salary of the Indigenous Research Lead for the work of engagement and action plan development.

EDI Stipend Objective 4

EDI Stipend Objective 5

EDI Stipend Objective 6

Part D: Engagement with individuals from underrepresented groups

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

Feedback gathered on chair holders suggests the approach taken by the University of Regina to actively recruit and select diverse chairs has merit. The research environment is committed to embedding EDI principles throughout the process which spans beyond recruiting diverse chairs to clearly defining the nature of research, the involvement and impact to communities under represented. Through review of the process is ongoing as are recommendations for improvement. The EDI Officer held focus groups with each of the five federally designated groups. The feedback is recorded and has guided the development of the EDI strategy. Note, the feedback presented during the focus groups mirrors that contained within the Diversity Meter – Cultural Survey report. The new strategy will address the gaps and identify long term actions. There are several groups representative of the some of the FDGs at the University of Regina. There is a formal group, the Indigenous Advisory Circle. This group provides guidance and feedback to the institutions senior leadership team with respect to hiring, promotions and retention. The group is called upon periodically. However, recommendations for improvement that originate within the group are acted upon and often times, endorsed by senior leadership. The University also has a group called URQI that represents LGBTQ2S+ faculty and staff. The group has been active addressing barriers to inclusion, education and awareness and championing LGBTQ2S+ inclusion on campus. Black Faculty members have come together seeking institutional support to establish a network. A part of the strategic plan is to establish networks representative of people of colour and people with disabilities. The value such networks provide to the establishment of a culture open to diversity is known and appreciated. Intersectionality is firmly rooted within EDI approaches. It is built into the terms that govern the networks. It is addressed by consistently during training, workshops, meetings with an EDI agenda item. Members of the under-represented groups will continue to remain engaged if the structures required to support EDI are solidly in place and sustainable. The creation and utilization of affinity groups is essential to mainstreaming EDI. Acknowledging and acting upon the guidance of those who experience barriers will create the momentum necessary for long term cultural change.

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

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

All training is offered to all faculty and staff. There is a research EDI page on the university's intranet that lists all training and has links for registration. The town halls, which greatly contributed to awareness of EDI issues, were open to all faculty and staff. The EDI Officer for Research has worked with various departments, regardless of whether they have a current CRC, on presentations regarding EDI essentials, bias/unconscious bias, and other topics as requested by the departments. The University of Regina has created the position of Associate Vice-President, Indigenous Engagement, a role that is seen as being important to foster the integration of Indigenous ways of knowing within the University, including teaching and research. The individual selected by the search committee starts on June 1 - <https://www.uregina.ca/external/communications/feature-stories/current/2021/03-151.html>. A recent story on our home page highlights "advancing BIPOC students and others into arts leadership positions" - <https://www.uregina.ca/external/communications/feature-stories/current/2021/05-25.html>. It is just one example of a research story that features diversity. The team that meets quarterly to discuss the contents of the next issue of Discourse (our research magazine) checks to make sure that stories cover a diverse range of people and research topics. <https://www.discoursemagazine.ca/> has the latest issues. Other new initiatives are an EDI student policy working group to create an EDI policy specifically related to students, and a diversity calendar that recognizes the diverse graduate student body at the UofR. These dates will be recognized in the Faculty of Graduate Studies and Research newsletter and on its web site. The University of Regina's Strategic Plan (<https://www.uregina.ca/strategic-plan/>) "All Our Relations: kahkiyaw kiwâhkômâkaninawak" has commitments to Truth and Reconciliation as well as equity, diversity, and inclusion.

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