



University
of Regina

RESEARCH THAT HAS IMPACT

Canada Research Chair Program
Equity, Diversity, and Inclusion Action Plan



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University of Regina Canada Research Chair Program Equity, Diversity, and Inclusion Action Plan

Introduction

The Canada Research Chairs (CRC) Program is committed to excellence in research and training and to achieving an equitable, diverse, and inclusive Canadian research enterprise. This CRC Diversity & Inclusion Action Plan (CRC Action Plan) reaffirms the University of Regina's (UofR) commitment to equity, diversity, and inclusion (EDI). This report includes an action plan and a description of current CRC processes. Together, they will allow the UofR to consistently meet or exceed our targets for the number of Canada Research Chair holders that identify as a member of one or more of the four designated groups (FDGs): Indigenous Peoples, Persons with Disabilities, Racialized Persons/Persons of Colour, and Women.

The University of Regina's Commitment to Equity, Diversity, and Inclusion

As reflected in our [Vision, Mission & Values](#), the University of Regina is committed to diversity and inclusion and believes that our workforce should reflect the diversity of our community. The UofR's 2015-2020 strategic plan, entitled *peyak aski kikawinaw: Together We Are Stronger*, commits to "Increase diversity among our campus communities with culturally responsive initiatives, activities, and services." Additional statements reflecting diversity are found in the research impact objective, with a supporting action to "Encourage and support awareness of Indigenous ways of knowing in research and graduate programs."

The UofR is home to a diverse research community of 493 faculty members (45.8% women, 2.7% Indigenous, 9.6% visible minority, and 0.9% with a declared disability) and 30 postdoctoral fellows. Research strengths include: Anxiety, Stress, and Pain; Digital Future; Integrated Human Health; Social Justice and Community Safety; Water, Environment, and Clean Energy; and Living Heritage. Indigenization and Sustainability are overarching areas of emphasis. The UofR has emerged as a centre of excellence in many research fronts, including leading Canadian comprehensive universities in research impact and international research collaboration. Our researchers have a strong track record of partnering with First Nations, communities, governments, NGOs, other academic and research institutions, and industry.

We have approximately 16,000 students, including 1,900 graduate students. The student body is composed of 60.4% women, 13% Indigenous, and 16% International, with 1,200 students registered with the Centre for Student Accessibility. Progression toward building a representative workforce reflective of both our student body diversity and the province's diverse population as defined by the Saskatchewan Human Rights Commission is a key institutional target.

All applicants seeking a career at the UofR see this reflected in the following commitment statement displayed on all postings:

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.

This statement is further evidenced through policy and new employee orientation. The University of Regina has an Employment Equity and Diversity Policy that requires search committees to give preference to self-declared Designated Group members in the screening and hiring process. In addition, the University provides an overview of our commitment to diversity in our New Employee Orientation where we cover diversity and inclusion, Indigenization, and the Respectful University Policy.

Mainstreaming Equity Diversity and Inclusion into our Everyday Work

The priorities of the University of Regina are to embrace our increasingly diverse demographic workforce and to advance multiple equalities. We will do this by recognizing numerous intersectionalities and developing policy and practices that transform organizational culture. We will adopt a diversity mainstreaming framework, in our CRC Action Plan and across the research enterprise that aligns the institution's commitment to policies, training, accountabilities, and assessment mechanisms to tackle institutional biases and organizational discrimination.

Mainstreaming is an evidence-based approach used to address multiple equalities and intersectionalities, and the intersection of various forms of social identities such as gender, race, sexual orientation, disability, age, and religion. While traditionally associated with gender equality, mainstreaming is increasingly being applied to diversity measures as well. It is a strategic approach that directs attention to all inequalities and aims to ensure that EDI considerations inform decision-making processes. Mainstreaming also plays a challenge function through the creation of multilevel accountabilities, extensive engagement and consultations, and ongoing assessments to undertake course corrections.

Research and scholarly work demand valuing diverse worldviews, experiences, and methods. The innovative and multifaceted work of our chairholders and researchers must be supported by integrating different perspectives, practices, and ways of knowing. We are committed to ensuring all chairholders have fair and equitable access to support and opportunities; to improving the governance, transparency, and monitoring of EDI within our CRC portfolio; and to strengthening the essential principles of EDI within our research enterprise.

Achievements and Milestones in Equity, Diversity, and Inclusion

The University of Regina's long and proud history of supporting equity, diversity, and inclusion has flourished under the leadership of Dr. Vianne Timmons, President and Vice-Chancellor, who received the 2019 Inspire Award for Education (formerly the National Aboriginal Achievement Award), which is the highest national honour the Indigenous community bestows upon its leaders and achievers.

The University of Regina was one of the first employers in the province to be designated as an approved Employment Equity employer (1989) under the Saskatchewan Human Rights Commission. This designation commits the University to work towards having a workforce that matches the provincial working-age demographics in the four groups that are underrepresented in the province:

- Indigenous Peoples;
- People who have declared a disability;
- People from visible minority groups; and
- Women in non-traditional occupations.

We were also an early signatory to an Aboriginal Partnership Agreement (1999) with Saskatchewan’s Department of First Nations and Métis Relations to prepare our workplace to accept and hire more Indigenous employees.

The UofR received the national Equity, Diversity, and Inclusion Recognition Award (2015) from the Tri-agency Institutional Programs Secretariat in recognition of our exemplary recruitment, nomination, and appointment practices that promote equity and diversity. In 2015, the University of Regina successfully represented two designated groups among our ten chairholders, as 40% were women and 20% were visible minorities. The UofR holds too few chairs to be able to set targets for persons with a disability and Indigenous peoples. We built on this success with a current complement of 75% of chairholders being women, including two of the four NSERC chairholders (see Table 1). This achievement is particularly notable as only 30% of current chairholders across Canada are women. Also remarkable is that 88% of our current chairholders self-identify with a designated group. Additionally, all CRC searches initiated since 2018 are targeted searches with for women and Indigenous scholars. We continue to adopt increasingly aggressive EDI objectives and practices moving forward, carefully allocating, selecting, and nominating available chair positions in order to exceed our targets significantly.

Designated Group	Target (percentage)	Target (actual #)	Occupancy	Gap
Women	33%	2	6 or 75%	no gap
Indigenous peoples	1%	-	withheld	withheld
Persons with disabilities	4%	-	withheld	withheld
Visible minorities	15%	1	withheld	withheld
# Active Chairs	8			
As of September 2019. Numbers lower than five are withheld in keeping with the Privacy Act				

Objectives, Supporting Actions, and Key Indicators

The University is strongly committed to fostering equity, diversity, and inclusion within the Canada Research Chair program, our broader research enterprise, and our entire community. The following five objectives ensure an equitable, diverse, and inclusive CRC recruitment, retention, and support system aligned with existing policies, practices, and collective agreements:

- To sustain or exceed the UofR’s CRC Equity Targets
- To develop strategies to enhance support for CRCs with a focus on the individual needs of each FDG chairholder
- To continue implementation of the 2018 University Employment Equity and Diversity Policy
- To create a culture of support for EDI by advancing EDI competencies across the research enterprise
- 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.

The following table is a summary of objectives and actions to be taken to ensure the UofR attracts and retains a diverse compliment of chairholders. These are informed by the Employment Systems Review, and the Comparative Review and Environmental Scan, the full details of which follow the table. The University is hiring an EDI Research Officer (EDI Officer) with support from the EDI Capacity-Building Program. The EDI Officer will engage faculty through an advisory group composed of researchers who identify with one or more of the FDGs. This position will play a key role in ensuring the University achieves the objectives described below.

Objective 1: To sustain or exceed the UofR’s CRC Equity Targets

Actions	Indicators	Responsibility
Ensure all CRC search committees’ members include more than one member of an FDG, exceeding the CRC minimum requirement	Numbers of FDG search committee members in each search committee	Faculty Dean, Human Resources
Train all CRC search committees members in unconscious bias, consideration of career interruptions, and recognition of all types of research (e.g., community-based)	Numbers of search committee members trained in understanding and applying unconscious bias principles and concepts	Faculty Dean, Human Resources
Faculties seeking to fill a CRC position will identify targeted recruitment where appropriate	Numbers of FDG members who apply for CRC vacancies	Faculty Dean, Human Resources
Review the Research Chairs policy to ensure considerations of equity and diversity are included, and that any accompanying procedures will incorporate best practices	Policy revised by December 31, 2021	EDI Officer, Research Office
Internal CRC allocation letters of intent will reflect EDI plans.	Number of compliant LOIs	Faculty Dean, Research Office
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	Number of compliant postings	Faculty Dean, Human Resources

Objective 2: To develop strategies to enhance support for CRCs with a focus on the individual needs of each FDG chairholder.

Actions	Indicators	Responsibility
CRC Chairs will be provided with an overview of personal development opportunities including information about the management development modules and to the more senior leadership development program and invited to participate should they determine either program syllabus to be helpful to their career trajectory.	Increase in numbers of designated groups enrolled in management and leadership development programs offered by the University Increase in numbers from designated groups	Faculty Deans, EDI Officer

	promoted to Senior and Executive Leadership positions in the University. Increase in numbers from designated groups applying for Tenure.	
Provide information sessions to Deans and Executives to ensure FDG CRCs are offered equitable and sufficient resources and support at the time of nomination, employment offer, and throughout their CRC terms	Number of information sessions held	EDI Officer, Human Resources
Work with FDGs to develop an onboarding service/program for CRCs to introduce them to potential mentors, and identify supports and resources within the University to help transition them	Onboarding program developed by Dec. 2021	EDI Officer
Create networking and mentoring opportunities for CRCs to meet their colleagues in a setting designed to foster fellowship and encourage the development of relationships as an essential part of the work-life balance	Networking program developed by Dec. 2021	EDI Officer

Objective 3: To continue implementation of the 2018 University Employment Equity and Diversity Policy

Actions	Indicators	Responsibility
Develop a campus-wide education plan and training programs on incorporating the policy and principles of equity, diversity, and inclusiveness into daily work	Education plan developed and delivered (including the number of training sessions delivered)	Human Resources, EDI Officer
Review the policy to assess opportunities to strengthen, expand, and improve the policy to ensure that it facilitates EDI principles into our mainstream day-to-day work life	Policy reviewed and changes approved by Dec. 2022.	EDI Officer, Human Resources
Review Faculty/academic units' search procedures to ensure alignment with the policy and inclusion of diversity best practices	Best practices implemented into Faculty/academic units' search procedures	Faculty Dean, Human Resources
Embed EDI goals in performance measurement for all members of the University Leadership Team to enable progression toward building a representative workforce reflective of the province's diverse population as defined by the Saskatchewan Human Right's Commission	EDI goals established and reported on annually. Progress towards goals considered in merit deliberations	Direct supervisors, Human Resources
Extend the information collected from the CRCs to the university population to better	Incorporate information into education plan	Human Resources, EDI Officer

understand the culture of the university and the work needed to successfully implement the policy.	developed and delivered (including the number of training sessions delivered). See above.	
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Objective 4: To create a culture of support for EDI by advancing EDI competencies across the research enterprise

Actions	Indicators	Responsibility
Train and engage decision-makers in EDI, including making this a standing item on University Leadership Team (ULT) agendas, a focus of ULT retreats. Provide unconscious bias training for all senior leaders, and within campus leadership and management training programs	Training sessions and participant lists, ULT agenda and minutes	President, Human Resources
Review executive and senior leaders' performance goals to ensure accountability for EDI competencies	Performance goals in annual plans related to EDI.	President, Provost, Vice-Presidents, Faculty Deans
Provide culturally responsive initiatives, activities, and services to all staff	Workshops, training sessions, and other services offered	Human Resources, Office of Indigenization
Consider opportunities to undertake and support academic research in intersectionality and related topics such as race, class, Indigeneity, disability, language, citizenship, religion, and age	Research publications and impacts on intersectionality and related topics. Applications for funding	Vice-President (Research)
Hire an EDI Officer to develop and deliver EDI initiatives to the research enterprise	EDI Officer hired. Annual work plan	Human Resources, Vice-President (Research)
Assess and deliver offerings available as new members in the Canadian Centre for Diversity and Inclusion, such as monthly EDI webinars	Number of webinars attended	Human Resources, EDI Officer
Educate researchers on EDI considerations in their research programs (e.g., team composition, highly qualified personnel training)	Number of workshops or one-on-one sessions held. Training provided for Research Office staff.	EDI Officer, Research Office
Sponsor events and conference opportunities promoting EDI (e.g., Inspiring Leadership Forum (featuring women and gender diversity), Women in STEM, Indigenous Research Showcase)	List of sponsored events and conference opportunities	President's Office, External Relations, Vice-President (Research) Associate Vice-President (Academic), Research Office
Develop communication strategies such as the inclusion of personal stories to promote the benefits of self-declaration and advance the	Increased completion of self-declaration forms	Human Resources

mainstreaming of EDI principles within the University		
Review faculties' promotion and tenure criteria documents to ensure there are no guidelines that disadvantage researchers from the FDGs	Faculties' promotion and tenure criteria documents reviewed and updated as appropriate	EDI Officer

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.

Action	Indicator	Responsibility
Communicate and seek input on the UofR CRC Action Plan and annual progress reports from the President's Indigenous Advisory Circle	Record of consultations appropriate to the activities being undertaken	EDI Officer
Implement the new policy on Engagement with Elders, Traditional Knowledge Keepers, and/or Old Ones (approved Dec. 2018), including cross-campus education to increase awareness of the policy	Record of Indigenous awareness activities related to the policy	Executive Lead (Indigenization)
Searches for chairs targeting Indigenization, reconciliation, Indigenous research approaches or related topics will follow the tenet of " <i>nothing about me, without me</i> " and demonstrate that Indigenous communities' voices, perspectives, and needs are reflected and respected, including consultation when developing the letter of intent for consideration of allocations and throughout the recruitment and selection process	Internal letters of intent for allocations, Statistics of Indigenous applicants to CRC searches, Statistics of Indigenous chairholders (CRC Target setting tool)	Faculty Dean, Vice-President (Research)
Identify searches that might be targeted to Indigenous peoples	Internal letters of intent for consideration of allocations. CRC job postings	Faculty Deans
Provide guidance and support to CRCs on protocols and employment relationships with the Elder, Traditional Knowledge Keeper, and/or Old Ones through the Office of Indigenization and HR	Record of Indigenous education/awareness activities	Office of Indigenization, Human Resources
Work with CRCs to identify and develop culturally appropriate research spaces and other resources	Record of consultations appropriate to the activities being undertaken	Faculty Deans, Vice-President (Research)
Do not overburden Indigenous CRCs with committee activities	Committee activities listed in CRC annual performance reviews	Faculty Deans

Continue to deliver and expand the comprehensive initiatives supporting Indigenization and cultural awareness	Record of consultations appropriate to the activities being undertaken	Office of Indigenization, EDI Officer
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Employment Systems Review

The University of Regina examined the composition of its workforce compared to that of the province’s working-age population at all levels and all occupations. This analysis highlighted that, while the UofR is making significant progress in fostering a culture and raising awareness of EDI, more could be done to demonstrate the University’s commitment in this regard and to increase EDI. In particular, further work in the areas of women in non-traditional occupations, Indigenous peoples in all occupations, persons with disabilities in all occupations, women in senior management, and visible minorities at the management and senior management levels is required.

The University of Regina conducted an Employment Systems Review to ensure that our employment processes are free from barriers and bias. The project was undertaken by an Employment Systems Review (ESR) Working Group, which consisted of managers and supervisors from various occupational groups, including members from the identified diversity groups. The full Employment Systems Review is available in Appendix 1.

The Working Group reviewed the University’s policies and also used employee experience, via a survey, to identify the policies and practices (written and unwritten) that needed evaluation. The survey asked employees to respond to questions relating to:

- Recruitment, Selection, and Hiring
- Training and Development
- Promotional Practices
- Retention
- Reasonable Accommodation

ESR Working Group meetings consisted of a review of each policy or practice, including hiring policies and practices, recruitment advertisements, training, tuition reimbursement, information dissemination on new job opportunities, orientation, promotions, and accommodation, to identify potential barriers. Numerous barriers were identified that could potentially contribute to the underrepresentation of designated group members and made recommendations to address those barriers. Many of the barriers identified impact our professional, technical, and support positions, and the corresponding recommendations will enhance the diversity within our overall workforce.

Review of Collective Agreements

The University has collective bargaining agreements in place covering the terms and conditions of employment for five employee bargaining units. A review of all agreements reveals that all employees represented by agreements with the University contain commitments as per the Saskatchewan Human Rights act to protect the rights of all employees including those employees from the designated groups.

Faculty Criteria Documents are developed within each Faculty and determine the activities and duties valued by the Faculty for tenure and promotion decisions. These documents vary but many of them show support for non-traditional research and research impact.

Policy Review

The University reviewed the following policies that support our commitment to supporting equity, diversity, and inclusion:

- [Workplace Accommodation for Employees with Medical Disabilities \(EMP-080-005\)](#)
- [Employment Equity and Diversity \(EMP-010-010\)](#) to recruit competent, highly engaged individuals while moving the UofR towards the achievement of a representative workforce that reflects the demographics of our community
- [Respectful University \(GOV-100-015\)](#) to support a respectful workplace through the prevention, and swift resolution, of harassment and discriminatory incidents
- [Respectful Engagement with Elders, Traditional Knowledge Keepers, and/or Old Ones \(GOV-040-025\)](#) to support inviting, engaging with, and working alongside Elders, Traditional Knowledge Keepers, and/or Old Ones
- [Smudging/Pipe Ceremonies \(GOV-040-020\)](#) to recognize and incorporate important Indigenous traditional ceremonies into campus life
- [Violence Prevention \(GOV-100-016\)](#) to minimize the risk of violence to members of the University community
- [Research Chairs \(RCH-010-010\)](#) to support strategic, coherent, and principled selection of candidates and research areas that advance the strategic priorities of the University
- [Research Institutes and Centres \(RCH-010-005\)](#) to provide for the creation, management, and disestablishment of University of Regina research institutes and centres

The reviews are detailed in Appendix 1 and describe the barriers, actions taken, actions in progress, next steps, and indicators.

Over the last several years, the University has experienced a low turnover of faculty vacancies due to the abolishment of mandatory retirement and a reduction of funding levels. However, we have been in a period of intense renewal in our CRC ranks since 2017. Our entire CRC complement was either renewed (3 chairholders) or newly nominated (4 chairholders) with four searches currently underway. The rejuvenation allowed for the potential to hire and renew CRCs from underrepresented groups. Due to several key initiatives the University has introduced, we expect an increase in job opportunities across campus, thereby increasing the potential to hire more underrepresented faculty and staff within the research enterprise.

Unique Challenges

Challenges in the recruitment and retention of faculty and chairholders from underrepresented groups include a number of different factors including:

- The lack of a spousal hiring policy (although one is currently under development)
- The geographical distance from larger metropolitan centres
- Relocation difficulties for those with families
- Reluctance by some members of underrepresented groups to self-declare believing their declaration would weaken others' perception of their ability to secure their position without some form of institutional support.

The overall compensation package the UofR can offer chairholders, including salary and research support, is significantly lower than other institutions can offer, making it challenging to attract and retain exceptional scholars, particularly those in designated groups that are highly sought after.

Management of Canada Research Chair Allocations

CRC positions are currently allocated, filled and renewed according to the University's Research Chairs Policy, the Employment Equity and Diversity Policy, and the UofR Faculty Association Collective Agreement. These practices are reviewed and administered by the VPR, Provost, as well as Deans, and supported by equity professionals in Human Resources and staff in the Research Office.

The Vice-President (Research) reports on the CRC program, including EDI progress, to the University's President and Executive Team.

Allocation

The allocation of CRCs is set out in the University's Research Chairs policy. The general research area of a vacant CRC, including any use of the corridor of flexibility, is determined by the VPR, Provost, Associate VP (Research), and relevant Dean(s). Faculties and academic units are then invited to submit letters of intent outlining the profile of the potential chairholder, the strategic impact of allocating a CRC in that research area to their unit, and how the Faculty or unit will address equity within the FDG.

A subcommittee reviews the letters of intent against established criteria, which includes how equity within the FDG is addressed, and provides a recommendation to the VPR and Provost who finalize the allocation to a Faculty/department and research area. See Appendix 2 – CRC Call for Letters of Intent which more fully outlines the allocation process, including subcommittee membership and review criteria.

These decisions and calls for letters of intent are discussed at Dean's Council and the Council Committee on Research to ensure transparency through broad consultation across campus.

Renewal

Annual reporting and a mid-term review are required of all CRCs. Chairholders that are renewable after a completed term also undergo an internal performance evaluation. The chairholder's Faculty will establish a committee at least 12 months before the external renewal application deadline to review the renewal package assembled by the chairholder. The Faculty committee recommendation will be submitted to the Vice President (Research) and Council Committee on Research at least six months in advance of the external renewal application deadline. The renewal package will include annual reports, outcomes of the mid-term evaluation, and any other additional and applicable evidence to support renewal. Following a favorable recommendation, the chairholder may proceed with the development of CRC renewal nomination. Following a negative recommendation, the Vice President (Research) confers with the Provost and Vice President (Academic) and the chairholder's Dean or Director to confirm the committee's recommendation and either reallocate the chair or mandate a second review of the chair's performance evaluation.

The University uses its allocation of CRCs primarily to recruit new researchers and will endeavour to create or access opportunities for other Research Chairs to recognize researchers who currently hold faculty appointments at the University.

Discontinuation

The VPR makes decisions to determine which chairholder(s) will be phased-out in cases where there are changes to the CRC allocation. The first consideration is to give back unoccupied Chairs. If the termination of an existing CRC position occurs before the completion of a full term, the VPR will consider: the time remaining in the current terms of all CRCs; research performance and funding status of all CRCs; and the potential for converting CRCs into other existing or emerging Chair positions. In the event of discontinuation, the chairholder will be granted an extension of all teaching load provisions and faculty research support, at the discretion of the relevant Dean or Director. At that time, the institutional stipend will be terminated. Chairholders will retain their titles until the end of their current terms.

Institutional Support

The level of support provided for chairholders is at the discretion of the Deans and Directors of the home academic unit. That support (including protected time for research, additional research funds, graduate student funding, lab space, and equipment) is outlined in the letter of intent and is one of the criteria assessed by the subcommittee when allocating the chair. Primarily, institutional support is determined before the search begins and the candidate identified, protecting against potential variances should the incumbent be an individual from the FDGs. The faculties routinely provide other support (office space, mentoring) to all new researchers on campus, including chairholders. Central support for additional research funds is available through application to VPR Discretionary Fund, which is considered by the VPR's Senior Research Team based on clearly established guidelines and criteria (full details at www.uregina.ca/research/for-faculty-staff/find-funding/internal-grants/vpr-discretionary-funds.html).

Salary and benefit levels for chairholders are stipulated in section 14.6 Research Chairs of the URFA Academic Collective Agreement. Research chairs are appointed at a category, rank, and salary appropriate to their qualifications and experience in teaching and research. In addition to the regular salary, chairholders receive a stipend determined by the nature of the appointment and the scholar's record, reputation, and degree of international recognition. Measures are in place to ensure equity in faculty appointments, including CRCs. The Dean of the Faculty hosting the CRC reviews the qualifications of the individual being appointed to ensure that the salary being offered is relative to the salary of other candidates that have been appointed over the last few years and makes a conditional offer subject to the approval of the President. After the candidate has accepted the conditional offer, it goes to the President's Advisory Group on Faculty Appointment which again reviews the offer to ensure it is equitable to offers made to other candidates in that discipline over the last few years. Finally, the University has an Anomalous Salary Adjustment Policy where any faculty member can have their salary reviewed against similar appointments in that discipline that were appointed within two years of their appointment. This request goes to the Associate Vice-President of Human Resources, who makes a recommendation to the Provost for approval.

All postings include a statement recognizing the legitimate impact that career gaps (e.g., parental or health-related leaves or leaves for the care and nurturing of family members) can have on a candidate's record of research achievement and that these leaves will be taken into careful consideration during the assessment process.

Further safeguards to ensure that members of the FDGs are not at risk for disadvantage include the diversity of hiring committees. We have worked hard to expand the representation on our CRC hiring

committees, exceeding the minimum requirement to include one member of one of the FDG averaged 70% (31 members in the past 5 CRC searches).

Additionally, searches for chairs targeting Indigenization, reconciliation, Indigenous research approaches, or related topics, must follow the tenet of “nothing about me, without me” and demonstrate that Indigenous communities’ voices, perspectives, and needs are reflected and respected. This includes consultation when developing the letter of intent and in the recruitment and selection process.

Comprehensive training initiatives related to unconscious bias, EDI, and respectful workplace are underway and received by all senior leaders, administrators, and faculty involved in the CRC recruitment process and beyond. The University has a long history of educating search committee chairs and members on unconscious bias and equity issues, consideration of career breaks, and recognition of all types of research (e.g., community-based) at the start of the recruitment process. The University Leadership Team (composed of senior executives and their direct reports – about 40 people including Deans and AVPs) all completed unconscious bias and EDI training in August 2017 and will participate in an updated version at the 2019 annual retreat. This training is also a component of the University’s leadership and management development programs (UR Leading and UR Managing) and the interactive eLearning UR Respect program. Senior executives, including the VPR, attend academic conferences relevant to equity, diversity, and cultural issues such as the 2017 Gender Summit and 2016 Pathways to Reconciliation.

Collection of Equity and Diversity Data

Gathering data on the recruitment process as well as on current chairholders is critical to gauging representation of the FDG and developing indicators for maintaining and improving EDI outcomes. The University’s Employment Equity and Diversity Policy requires search committees to consider self-declaration in a diversity group during the hiring process and use this self-declaration as a factor in the hiring decision.

After the hiring decision, all faculty and staff are encouraged to continue to self-declare as a member of one or more of the equity groups and to update this information regularly. The demographic data that is collected from applicants through HR’s e-recruit system during the hiring process; through self-service after the hiring; or from the CRC nominations forms, is stored on secure servers with restricted access. Examples of the UofR’s self-declaration forms are provided as Appendix 5.

Equity data is continually updated and reviewed so the University can accurately know where we are at any point in time. The President frequently provides information to all employees, outlining the importance of diversity and inclusion to the University and encouraging them to complete and update the self-declaration. A privacy statement is included in the survey. The UofR encourages individuals to self-identify membership within FDGs as we aspire to foster a climate of inclusivity.

Recent Challenges and New Opportunities

The University of Regina has made significant strides in introducing many EDI initiatives but acknowledges that more effort and increased resources are required to increase the number of faculty and staff recruited and retained within the FDGs.

Lack of resources and capacity in both financial and human resources has been somewhat of a concern and a challenge in advancing the urgency to improve and strengthen our EDI employment programs and services.

The University has been awarded a \$384,000 Equity, Diversity and Inclusion Institutional Capacity-Building Grant as one of 15 institutions selected to receive funding from among 94 applicants. The grant from the Natural Sciences and Engineering Research Council of Canada will support the University's work to implement *Mainstreaming Equity, Diversity, and Inclusion: A Strategy for the University of Regina*. Mainstreaming is a strategic approach that directs attention to all inequalities and creates multi-level accountabilities along with extensive engagement and consultation.

To date our EDI metrics focused on the recruitment of FDGs and the number of self-declarations as indicators of progress. This recent influx of new resources will in part, create capacity for the University to construct reliable process and outcome measurements to create benchmarks and milestones to progress.

The following information about the grant award introduces the concept of Mainstreaming Equity, Diversity and Inclusion and outlines our corresponding actions resulting from the opportunity of increased financial and human resources and expertise.

Funding directed towards mainstreaming Equity, Diversity and Inclusion will require the development of a new EDI Strategic Plan for the University.

Accountability for Strategy Development and Implementation Plan

A senior management committee will be responsible for the strategic governance of the University's EDI commitments and implementation of the mainstream strategic approach. Chaired by the Vice-President (Research), its membership consists of the Executive Lead of Indigenization, the EDI Officer, the Associate Vice-President (HR), and several Deans.

The committee mandate is to provide strategic leadership to remove all systemic barriers that obstruct inclusion. The committee will be responsible for undertaking a policy renewal project to ensure EDI principles are practiced across the institution. The committee will provide a biannual report to the University Of Regina Board Of Governors, which will be made public for accountability and transparency.

Implementation of the new EDI Strategy

The EDI Officer will take the operational lead on a pilot program: working with stakeholders; chairing senior management and advisory committees; leading the self-assessment team; evaluating and adapting diversity initiatives for implementation in research endeavours; and developing and implementing a strategic EDI action plan. They will also lead the development of EDI metrics, produce programming to support underrepresented researcher groups, and serve on hiring committees for all senior administrators, Deans, and CRCs. The EDI Officer will engage faculty through a special advisory group comprised of researchers who identify with one or more of the designed equity groups. This tactical group will be key to identifying barriers and co-designing solutions. Working in close collaboration, the EDI Officer and the HR Director of Organizational Development and People

Programs will co-lead the implementation of the EDI mainstreaming strategy and associated policies and programs.

Over the next two years, the University plans to invest over \$500,000 (which does not include in-kind support of staff time) in EDI training, senior leadership development, data collection and assessment, and a sustainable EDI strategy.

The University's increase in funding will enable the University to expand the implementation of much needed additional processes to strengthen our Equity, Diversity and Inclusion actions. An important target of our enhanced resources will be to increase the data we collect and to improve the data collection processes. We plan to establish the collection, measurement, and analysis of the following EDI data:

- LBGTQ2+—collecting self-identification data.
- Retention—comparing average years of service for researchers from designated groups to average years of service from non-diversity employees.
- Selection—track appointments of researchers from designated groups with appointments from non-diversity members.
- Promotion—track how quickly diversity researchers apply for and are granted promotion compared to non-diversity researchers.

The University has partnered with the **Canadian Centre for Diversity and Inclusion** to help us advance our EDI efforts. CCDI will help the University to:

- Complete a gap analysis of our existing data and practices;
- Provide executive and faculty coaching;
- Conduct focus groups with women, Indigenous Peoples, persons with disabilities, members of visible minority or racialized groups, members of LBGTQ2S+ communities; people with varied religious affiliations, and others;
- Launch a cultural survey of the campus community to measure perceptions and attitudes of faculty and staff with respect to EDI.
- Provide awareness and training sessions in inclusion management practices, especially for senior leaders
- Establish the diversity meter; and
- Develop information technology to secure and manage this data.

Diversity Focus

The University considers the diversity meter a particularly important aspect of our new EDI data collection initiative. Our collaborative work will help us identify dimensions of diversity along 12 different dimensions, beyond those identified in the Saskatchewan Human Rights Act, including sexual orientation, age, education, employment, family structure, marital status, language, nationality, religion, income, and geographic location.

Recognizing that the UofR does not have sufficient data to assess the current UofR's research ecosystem concerning EDI, and to monitor our progress toward meeting objectives, quantitative and qualitative data will be collected through surveys and focus groups. We will undertake two online surveys primarily focused on researchers at the UofR. The first survey will be an intersectional workforce survey to provide a baseline and serve as a diagnostic tool for our current EDI practices and

culture. The second survey will measure the effect of our EDI initiatives and highlight areas in need of improvement. The goal would be to survey the overall culture of diversity and inclusion in the organization and to measure the current state (awareness and desire) of researchers and senior leaders to accept EDI initiatives. The survey will also assess engagement scores from diversity researchers compared to non-diversity researchers to identify gaps and to analyze the perspectives of staff who support researchers.

The output and analysis from these surveys will help the University determine whether different groups of employees have different perceptions of the inclusiveness and equity among all post-secondary community members, and to update the SMART goals and specific action plans to address any inequities and inconsistencies discovered during this process.

Qualitative measurement and analytics of University workforce will include Diverse Identities: Virtual Focus Groups—six 90-minute group sessions of 15-20 employees to gather their perceptions of the issues faced by their group and potential solutions to the challenges. Each session will include a cross-section of hierarchical, geographical and demographic representation (e.g., Women, LGBTQ2S+, Persons with Disabilities, Racialized Persons, Straight White Able-Bodied Men, Indigenous Persons, New Canadians, Francophones, age, religious affiliation).

Qualitative data from each focus group will help capture the experience of the different identity groups and include both multiple choice and open-ended questions. Additionally, a Diversity Census and Inclusion Survey will collect data on the University's workforce demographics along 12 different dimensions, well beyond the four designated groups traditionally recognized, along with the workforce's sentiments on inclusion. Survey analysis will determine whether different groups of employees have different perceptions of organizational inclusiveness.

Data will be put through triangulated analysis to identify key themes, issues, challenges, mitigation strategies, and solutions, along with any unique issues and barriers as they relate to EDI at the University of Regina to inform recommendations to address areas of improvement and the associated communication strategy.

Retention and Inclusivity

The University of Regina provides a supportive and inclusive workplace for all chairholders that is enabled in part by its small size and by the small number of CRCs. The VPR makes herself available to hear any individual concerns and facilitates conversations between the chairholders and their Deans to address any issues that might arise. She ensures that the support of staff from the Research Office is available to all chairholders and encourages chairholders to participate in programming offered by the office.

Only two CRCs have terminated their CRC position before the end of its term in the past five years. One of those left for personal reasons, the other was offered an opportunity unavailable at the UofR. The recent turnover in Chairs has resulted from chairholders reaching the end of their second term. As noted above, most of the consultations we are doing with CRCs is to determine how better to support them as they start as chairholder and also as they transition to a regular faculty position.

Comparative Review and Environmental Scan

The U of R is interested in ensuring that we increase the number of self-declared applicants we have from the four designated groups in its Canada Research Chair Program, that we offer an inclusive and open recruitment process, and that we have a welcoming environment for our new Chairs.

Approach

Current University of Regina CRCs were invited to participate in a focus group facilitated by Human Resources personnel. Of the eight CRCs, 6 participated in person, one provided a written submission, and one was unable, due to other commitments, to attend. This group of CRCs is representative of all four designated groups. The Vice President (Research) opened the focus group process and participated in the discussion.

Additionally, the VPR invited three faculty members who had previously held CRC positions to attend. One person, a visible minority representative, contributed a written submission.

Prior to participating in the focus group, all participants were sent a series of questions that were addressed during the focus group process. These questions are attached in the Appendix 3.

The Focus Group's responses both from the face to face process and written submissions are captured below.

Recruitment Practices

The group identified a range of methods that led to their awareness and encouragement to apply for their CRC position; these included, online job ads at the University of Regina; internal departmental or Faculty communication and encouragement from both their internal U of R or external institutional colleagues.

Suggestions for encouraging applications from qualified diversity applicants primarily focused on ensuring that the startup packages offered to CRCs are able to compete with packages offered by other universities.

The varied start up packages offered by U of R faculties was seen as an issue. It was suggested that there needs to be a more coordinated, internal, inter-decanal approach to address these discrepancies. In addition, the offering of a position at the UofR contingent of the success of the CRC nomination was seen as a barrier. "I disagree with the CRC positions being dependent on the success of the chair application. This puts applicants in a really bad situation. They are required to write the CRC proposal in conjunction with the U of R while still holding a full time job elsewhere. If they don't get the award, then they need to "settle" for their home institution. Presumably staff at the home institution know that the person was seeking a CRC elsewhere, and this can change inter-personal dynamics. Ultimately I think it is bad faith and poor recruitment to go this route."

Interview Process

The interview process for the majority of respondents was primarily a formalized process, consisting of 1-2 days. The interview with search committee was formal and was "as expected." The content of

the interview process consisted of research presentations and conversation with faculty. Some candidates completed public talks as well as having a focused discussion with students. In one case the individual expressed appreciation for being able to request meetings with individuals who weren't on the agenda, i.e. faculty from other departments who might be envisioned as part of future research collaborations.

In one situation a search committee member challenged the FDG identity of a candidate. The candidate found this level of scrutiny uncomfortable and confrontational.

Lunches and dinners with the search committees were standard. Other dinners and lunches were convened with departmental faculty, grad students, respective Deans and the VPR. Not all the focus group members experienced this variety of social meetings.

Diversity on the Search Committee and discussion around diversity

There were varied responses to observing a diversity on the search committees; from search committees being composed of many visible minorities and women, to no women or Indigenous groups being represented on the committee.

There was no discussion of diversity in any of the CRC interviews.

Self-Identification

Some CRC did self-disclose but others didn't. The reason for not self-identifying included wanted to be seen as exceling on their merits not their race or minority group.

The dilemmas they identified with self-disclosure included

- discomfort experienced by the candidate, i.e. being seen as a member of a designated group and not being seen for their expertise and qualifications;
- getting the position or being seen as getting their position through their "representativeness";
- uncertainty regarding the value to self-disclosure, as disclosure speaks only to the "numbers" and not to having inclusive processes;
- self-disclosure may be viewed as a stigma by candidates.

Suggestions for dealing with dilemmas of self- disclose included:

- Provide support to the search committees during the recruitment and interview processes so that they understand the confidential nature of and reason for self-disclosure, for example, if accommodation needs to be considered for people with a disability.
- During the early screening of candidates can a yes/no be the response to self-declaration?
- Because some CRCs believe it is important to self-declare, they recommend the UofR provide information on what self-declaration is, what it means for the candidate, why the institution is asking or this information and what will be done with the information.

Supports to CRCs

The administrative support received from the Research Office to prepare and submit their nomination package was described as "fantastic". Some received help form senior faculty who mentored them through the writing process and made many useful comments to their draft proposals.

Comments were made to note the difference between supports required for Tier 1 and Tier 2 applicants, i.e. based on more academic experience, Tier 1 would require fewer supports.

In addition to standard research funds and equipment from the VPR, respondents commented about receiving ample lab space; mentorship within their department; cash support funds to hire staff and students; and funding from the Province of Saskatchewan¹. This support was seen as critical to the success of their research program.

Mention was made that salaries for CRCs are not competitive with other universities, and the example of higher start up packages from the University of Saskatchewan was provided.

When asked about mentoring received during the first term of their CRC, chairholders indicated that mentorship varied from Faculty to Faculty.

Suggestions for improving mentoring included:

- having more formalized mentoring, particularly from senior researcher who could assist in negotiating start up packages and provide guidance on career paths and what research projects could be pursued;
- formalizing and incentivizing mentoring programs like those provided by other institutions; and,
- offering career planning sessions, an opportunity to speak with a person re: career decisions, for junior colleagues, as well as for various career stages.

Participants also suggested that Faculties consider how their direction and research focus could be bolstered in collaboration with a CRC.

Orientation to Department/Faculty

Orientation and integration into the Faculty or department ranged from intentional orientation which included mentorship, welcome basket, computer, BBQ , lunch/coffee with faculty and Dean to no orientation with the CRC being left to their own devices to introduce themselves to faculty, grad students and staff.

CRC Renewal Process

Respondents who completed the renewal process commented that it was “a piece of cake” based on the supports received from the Research Office as well as faculty support and the promise of research funding. The only ‘bump’ was a lack of IT support as this resource has been reduced in the Faculty offices.

The experience was “nebulous, i.e. no specific guidance and individual was unsure as to whether they could reapply until close to the deadline. More lead time would have been appreciated.

The following suggestions for how the U of R could approach the renewal process were made:

¹ This is an old program which has been discontinued. The Province of Saskatchewan no longer provides research funds to new CRCs.

- Since there's a possibility of a nomination for renewal being rejected, there should be a fallback plan to address the potential impact on the CRC's research program and current students.
- Provide information regarding renewal early to the chairholders, who should be encouraged to start to think about supports required to renew, apply, be mentored;
- have a clear understating of requirements at the onset of initial appointment and have support from the Research Office

Comparative Review of Support Provided to Chairholders

The Office of the Vice-President (Research) (VPR) and the Research Office undertook a comparative review of institutional support provided to chairholders. An analysis of levels of support of current and recent CRCs was undertaken by confidentially compiling information extracted from CRC applications, annual reports, and appointment letters. This data was supplemented with interviews and focus groups with all chairholders, including those from designated groups. A comparison of protected research time, salary, research support and equipment, office space, and administrative support found no inequities among designated groups when considering fields of research and career stage. The comparative review was challenging due to qualitative differences in research areas and the number of chairholders. UofR chairholders (n=8) span eight disciplines, and the small sample size prevents a formal comparison of individual supports cross-sectioned by designated groups, but apparent differences do not exist. Policies and procedures already in place at the UofR protect against inequities (see *Management of Canada Research Chairs* section).

The analysis shows that in practice, there are consistent elements of support in:

- Protected time for research: All chairholders receive a 50% reduction in teaching load.
- Administrative support: All chairholders received a standard valuation of administrative costs of 25% of their award, based on the UofR's Indirect Costs of Research Policy
- Relocation expenses: All chairholders receive one month's salary, based on the Moving Expenses Policy
- Office space: All chairholders are provided comparable office space and receive computer equipment.
- Access to UofR facilities.

The analysis did find variable levels of research support across the institution; however, there were no inequities between individuals from FDG and those not from a designated group:

- Salary and benefits vary based on the chairholders' qualifications and experience, with the supplemental salary stipend determined by their record, reputation, and degree of international recognition. The analysis found no inequities among individuals from FDG. Negotiations include a rigorous process outlined in the *Management of Canada Research Chair Allocations* section and an Anomalous Salary Adjustment Policy available to chairholders from FDG.
- Start-up and ongoing research funds, student support, and travel funds are provided to all chairholders by their Faculty or academic unit and vary based on their research area and the needs of their research program.
- The University calculates standardized Canada Foundation for Innovation allocations based on chairholder's research area, individual needs, and tier.
- Further internal support for CRC's research activities is available through University grants provided by the President's Office, VPR, research centres, and their home faculties or academic units. These are awarded based on merit, need, and established review criteria.

Given the systemic and socially constructed challenges for those in FDGs in academia, dedicated institutional-level support for chairholders includes networking and mentorship activities sponsored by the VPR. Since an emphasis on the context and lived experiences of the FDG does not address multiple equalities and intersectionalities, nor does it capture the diverse reality of the workforce, this support is highly individualized, multifaceted, and dynamic. A relatively small CRC cohort (8-11 chairholders) allows for responsive consultations and interventions to identify emerging barriers or inequities from the highest level of administration.

The VPR and the Research Office consult with the current cohort of CRCs continually, meeting both individually and as a group to align any identified needs to potential resources and supports. The University has also begun discussions with the CRCs on how it might provide improved transitions in and out of the research chair positions. The current cohort has identified the importance of support during two critical times: at the beginning of their CRC appointment, and at its conclusion. Supports for research programs, community connections, and students (through the Faculty of Graduate Studies and Research) are those most needed and are under consideration.

Advancing EDI

Engagement and the building of trust will be critical to the design and implementation of the EDI strategy and will require participation from senior administration, Deans and Associate Deans, CRCs, and researchers to produce a shared understanding of inclusion. For some, managing for diversity suggests that diversity and inclusion are codependent, while others postulate that diversity is focused on “organizational demography” while inclusion focuses on the “removal of obstacles to the full participation and contribution of employees.”² The UofR takes the latter position. Understanding exclusion across our campus will require extensive engagement to understand the multi-dimensional diversities, attitudes, and behaviours across the research enterprise.

There are multiple avenues for concerns and complaints related to equity as it pertains to the CRC program to be raised. The UofR’s Vice-President (Research), Dr. Kathleen McNutt, oversees the Canada Research Chair Program and is responsible for monitoring and responding to equity concerns from chairholders. Questions or concerns related to equity and diversity during the staffing process can be directed to Neil Brotheridge, Director of Organizational Development & People Programs in Human Resources, who provides a summary report of issues to the University Executive Team every quarter. The University of Regina has a [Respectful University Policy](#) that addresses harassment, personal harassment or bullying, discrimination, and systemic discrimination. The policy framework lays out specific procedures that provide a complaint and investigation process, as well as several alternative dispute mechanism ([Respectful University Policy Procedures](#)). The Coordinator, Respectful University Services, undertakes investigations and provides recommendations on appropriate disciplinary actions when necessary. All violations of the policy are reported annually to the University Executive Team and the Board of Governors. In addition, issues specifically regarding equity within staffing actions can be reported to Human Resources, and these will be investigated.

Over the next several years, the University of Regina will continue to strengthen its EDI commitment to remove discrimination, exclusion, and multiple inequalities from the research ecosystem. President Timmons endorsed the Dimensions: Equity, Diversity, and Inclusion Canada and the University of

² Roberson, Q.M., 2006. Disentangling the meanings of diversity and inclusion in organizations. *Group & Organization Management*, 31(2), pp.212-236.

Regina is applying to participate in the Dimensions pilot program. The University will commit to the eight principles of the Charter and will work to establish members of LGBTQ2+ as a fifth equity group. The University has recently become a member of the Canadian Centre for Diversity and Inclusion and intends to work with the centre on further advancing the EDI strategy, including data collection, assessment, and advanced training.

Together we are stronger.

Appendix 1: Employment Systems Review

The University of Regina conducted an Employment Systems Review to ensure that our employment processes are free from barriers and bias. The project was undertaken by an Employment Systems Review (ESR) Working Group, which consisted of managers and supervisors from various occupational groups, including members from the identified diversity groups.

The Working Group reviewed the University's policies and also used employee experience, via a survey, to identify the policies and practices (written and unwritten) that needed evaluation. The survey asked employees to respond to questions relating to:

- Recruitment, Selection, and Hiring
- Training and Development
- Promotional Practices
- Retention
- Reasonable Accommodation

ESR Working Group meetings consisted of a review of each policy or practice, including hiring policies and practices, recruitment advertisements, training, tuition reimbursement, information dissemination on new job opportunities, orientation, promotions, and accommodation, to identify potential barriers. Numerous barriers were identified that could potentially contribute to the underrepresentation of designated group members and made recommendations to address those barriers. Many of the barriers identified impact our professional, technical, and support positions, and the corresponding recommendations will enhance the diversity within our overall workforce.

Review of University of Regina Equity, Diversity and Inclusion Initiatives previously implemented:

- **1989:** Achieved approved Employment Equity employer status under the Saskatchewan Human rights commission which committed the University to work towards mirroring the provincial workforce in working age demographics in the four groups underrepresented (in the workforce) in Saskatchewan:
 - People of Aboriginal ancestry
 - People who have declared a disability
 - People from visible minority groups
 - Women in non-traditional occupations
- **1999:** The Saskatchewan Department of First Nations and Metis Relations and the University of Regina signed an Aboriginal Partnership Agreement aimed at increasing the numbers of Aboriginal employees recruited to the University.
- **2010:** Human Resources developed, modified and updated several processes for collecting and reporting on self-declared members of the designated groups. In June 2010, an electronic recruitment system was introduced increasing rates of data.
- **2015:** The University of Regina was recognized by the Canada Research Chair (CRC) Secretariat for achieving equity in our Chairs complement, particularly in the Women and Visible Minorities categories with 40% and 20% respectively, out of 10 Chairs at the time.

- **2019:** University of Regina President and Vice-Chancellor Vianne Timmons received the 2019 Inspire Award for Education. The awards, formally known as the National Aboriginal Achievement Awards, celebrate and encourage excellence throughout Canada’s Indigenous communities and represent the highest national honour the Indigenous community bestows upon its leaders and achievers.
- **2019:** Bradyn Parisian became the inaugural Rawlinson Executive in Residence in Indigenous Entrepreneurship.

University of Regina Policies and Agreements relevant to Employment Systems

Review of Collective Agreements

Summary of Commonalities evidenced in all five agreements

The University has collective bargaining agreements in place covering the terms and conditions of employment for five employee bargaining units. A review of all agreements reveals that all employees represented by agreements with the University contain commitments as per the Saskatchewan Human Rights act to protect the rights of all employees including those employees from the designated groups.

University of Regina Faculty Association Collective Agreement

Criteria documents for each Faculty guide promotion and tenure decisions at the University of Regina, and are reflective of the disciplines represented within the Faculty and inclusive of non-traditional research.

An example from the Faculty of Arts states: “Because it is committed to the principles of academic freedom, the Faculty further affirms that disciplinary boundaries shall not be used to discriminate against those who pursue scholarly work outside the traditional fields of research in their Departments or programs.”³

The Faculty of Science criteria document specifically recognizes that women scholars may have been disadvantaged throughout their careers.

*Leadership in professional societies and invitations to present papers, chair conference sessions, participate in symposia, or referee papers and research grant applications provide supporting evidence of scholarly recognition. However, it is important to understand that invitations to present papers, to act as keynote speakers, or to chair sessions may not be apparent in a female colleague’s scholarly record as a result of gender bias.*⁴

The Faculty of Education also recognizes the valuing of diverse research.

This faculty recognizes that research activities take many valuable forms including, but not limited to, writing, publishing, creative activities, the scholarship of teaching, and collaborative projects across specializations and disciplines. Faculty members engagement in interdisciplinary and international work, while not required, are recognized and valued when they occur.

³ Faculty of Arts, University of Regina. Appendix A. Criteria for Performance Review. December, 2001 (revised March 2017).

⁴ Faculty of Science, University of Regina. *Criteria Document for Faculty Members and Instructors. Terms of Reference for Assignment of Duties, Performance Review, Career Progress, and Sabbaticals (Revised draft version August 2017).*

The Faculty value all varieties of research methods (e.g., scientific, historical, humanistic, interpretive, positivistic, critical, artistic, analytic), provided the work is rigorous, ethical, and of high quality.⁵

The Council Committee on Research (CCR) established by the University in 2014, has written two reports on research impact. The 2016 report contains an analysis of the various criteria documents and noted the breadth of criteria used to value contributions. According to the Report:

The use of peer-evaluated mediums to assess research impact is stated in all documents; these mediums include: refereed journal articles, monographs, edited books, book chapters, working papers in established series, maps, refereed conference presentations, papers published in conference proceedings, bibliographic studies, translations, invited research presentations, peer-evaluated art installations, public performances, exhibitions, videos, films, published and performed plays, music compositions, sound recordings, concerts, recitals, curatorial work and dramaturgy which integrate scholarly and creative work, creative writing and drama scripts, and software programs.

It should be noted that when peer evaluation is not feasible or common in a particular area of creative or performance- or community-based scholarship, the relevant professional community's reception or public acknowledgement of the scholarly work is considered an indication of research impact.

In the case of some forms of "non-traditional" scholarship, the definition of who counts as a peer is often expanded to include community participants in the research process, community organizations, professional associations, government agencies, and international organizations.

The types of scholarship or research output that do not go through the conventional academic peer-review process but usually receive or elicit response from individuals, groups, or organizations which possess relevant expertise or knowledge include: technical, or policy reports to government agencies, professional associations, community organizations, international organizations and other relevant constituencies; publications in practitioner journals, magazines, newspaper articles; op-eds; and media interviews.⁶

The 2019 Research Impact Subcommittee made recommendations on how to identify and report on research impact from three different types of research: Indigenous, community-engaged, and artistic research. While this report was more concerned with the way the University of Regina measures and reports on research impact across the University, the kinds of research and metrics discussed will be relevant to the recently appointed EDI Coordinator's work on valuing research across all disciplines.

Review of Respectful Workplace Policy

The purpose of this policy is to support a respectful workplace and learning environment through the prevention and swift resolution of harassment and discriminatory incidents. The intent of this policy is to demonstrate the University's formal commitment to ensuring that we value diversity, inclusion, dignity, courteous conduct, mutual respect, fairness, equality, and that we promote positive communication and collaborative working relationships.

⁵ Faculty of Education, University of Regina. *Criteria Document*. Updated to reflect the URFA Collective Agreement 2014-2017.

⁶ Council Committee of Research, University of Regina. *Report of the CCR subcommittee on Research Impact*. June 2016. P. 3.

This policy focuses upon the rights and obligations set out in *The Saskatchewan Human Rights Act*. It also covers certain anti-harassment obligations set out in *The Saskatchewan Employment Act, 2013*. Managers, employees and students of the University of Regina are expected to take all complaints of harassment seriously. The University will implement, maintain, promote and further develop this policy to promote a productive and respectful workplace and to prevent and stop harassment.

This policy is the framework for detailed procedures (See [Respectful University Policy Procedures](#)) designed to provide University employees or students with multiple options for resolving concerns or complaints of harassment and discrimination, including a complaint and investigation process, as well as an array of alternate resolution options.

Reporting mechanisms for EDI concerns/issues:

The University has multiple avenues for reporting concerns and complaints related to EDI. Issues requiring immediate attention are reported to the VPR who will take the issue to the University Executive Team (UET), comprised of the President, Provost, VPR, VP (Administration), University Secretary, Government Relations, and the Associate VP University Advancement and Communication. The UET will take action on the issue and require a follow-up report four weeks after the complaint. Additionally, the Respectful Workplace Policy addresses harassment, personal harassment or bullying, discrimination, and systemic discrimination. The policy framework lays out specific procedures that provide a complaint and investigation process, as well as several alternative dispute mechanisms.

Respectful Workplace Programming Next Steps:

The Respectful Workplace Coordinator will continue to develop topics of value to the university and plans to provide more visibility to the university community around education and support in the following year. The Respect Group initiative is intended to raise awareness to these supports substantially. This policy provides for all employees and students to have confidential consultations, advice and information regarding concerns of harassment and discrimination.

New Program: Mental Health and Wellbeing

Mental health and wellbeing is an important topic that has a significant impact on our overall university community. Within post-secondary institutions, the mental wellbeing of students, faculty and staff has been increasingly acknowledged as an area that requires support and focus. In particular, there is a need for preventative mental health programs and services that foster resilience and coping skills. The University of Regina understands that the mental wellness of all students, faculty and staff is deeply important in achieving our academic mission, creating student success, and supports our commitment to our communities. To support the implementation of mental wellness programs and initiatives, the University has hired a Mental Health and Wellbeing Coordinator. Working with relevant and key stakeholders of the University community, the Coordinator will be accountable for the delivery of the following programs and services:

Actions to be taken:

- Establish a campus mental health advisory committee, with key stakeholders and senior leadership members.
- Develop a U of R Wellness Website that focuses on holistic and preventative approaches to mental well being
- Identify and implement evidence based mental health literacy programs for students, faculty and staff.

- Work with Counseling Services and Student Success on implementing a Stepped Care model for student counseling services.
- Join with organizations and/or charters that align with the U of R strategic plan in regards to mental health.
- Develop and implement measures for various programs and initiatives related to the mental health strategy, to support continual evaluation.

Review of Employment and Equity Diversity Policy

In 2018 Human Resources conducted a review of the effectiveness of the Employment Equity and Diversity Policy developed in 2013. The original policy was developed in part from feedback provided by an Equity, Diversity and Inclusion Committee comprised of representation of relevant union and EDI representatives. A review of the policy was conducted because of the University's lack of progress in increasing the recruitment numbers of the designated groups against the recruitment targets. The review showed that the University must improve our efforts to promote our workplace brand as a preferred place to work for designated groups.

- **Aboriginal People** make up 4.49% of the University of Regina's workforce, which is significantly less than the provincial working age population of 13.79%. Aboriginal People are under-represented in all occupations.
- **Women** are underrepresented in the following occupations: some tenure and tenure-track teaching faculty positions maintenance/trade/custodial positions, and out-of-scope faculty-related positions (Deans and Associate Deans, University Librarian and Associate University Librarian)
- **Members of a Visible Minority** make up 2.85% of the University of Regina's workforce, which is less than the Regina working age population of 16.8%.
- **Persons with Disabilities** make up 2.85% of the University of Regina's workforce, which is significantly lower than the provincial working age population of 22.2%. Persons with Disabilities are underrepresented in all of the occupational groups.

2018 Employment Equity and Diversity Policy revisions

Changes to the policy resulted in the development and implementation of recommended specific recruitment and selection expectations be developed and communicated about employment equity and diversity hiring. Further, the revision to the policy included accountabilities and requirements assigned to hiring committees to provide a formal reporting of equity and diversity hiring actions and or issues to be submitted to the Director, Organizational Development and People Programs.

The University will:

- Communicate this policy, and related procedures, to the University community including all faculty and staff who have responsibility for the hiring process.
- Expect appointment or search advisory committees to hold a familiarization session with Human Resources to review recruitment guidelines, best practices, and expectations with respect to employment equity and diversity hiring.
- Continue to develop/enhance and implement a process where candidates for employment have the opportunity to self-identify as a member of a designated employment equity group.

The Faculty/Department will:

- Ensure that appropriate search procedures are established and provide these search procedures to the search committee.
- Establish and empower the search advisory committee to recommend/hire appropriate candidates. Wherever possible, search committees will include diversity representation on the committee.

The Search Advisory Committees will:

- Develop a comprehensive list of duties/criteria for the position and use this information for the development of a position advertisement. For staff positions, these duties/criteria must be based on the approved job description. For academic positions, the duties/criteria identified must not systematically discriminate against members of any designated groups. The criteria should also value non-traditional components (e.g. community-focused research), as well as traditional components and consider career breaks for family and medical leaves.
- Use search procedures that actively solicit applications from all qualified individuals, with special emphasis on individuals within the categories of women, persons with disabilities, members of Visible Minorities/racialized groups, Aboriginal People, individuals of diverse gender and sexual orientation and all groups protected by the Human Rights Code.
- When two or more candidates are demonstrably equal as defined by the criteria identified by the search advisory committee, recommend/offer the position to a candidate who self identifies as a member of one or more of the groups designated by the Saskatchewan Human Rights Commission (at this point in time: Aboriginal people, people with disabilities, visible minorities/racialized groups, and women), while adhering to the terms of our collective bargaining agreements.

Issues, Reports and Accountability

- If issues arise regarding the application of this policy, candidates are asked to first contact the Chair of the Search Committee. If the issue is not resolved, candidates and/or Search Advisory Committee Chairs should contact the Director, Organizational Development and People Programs, Human Resources.
- Chairs of the Search Advisory Committees will provide a summary of any issues that arise to the Director, Organizational Development and People Programs prior to an offer being made.
- The Director, Organizational Development and People Programs will provide a summary report of issues to the University Executive Team on a quarterly basis.

In response to the Employment Systems Review, the University of Regina provides this submission relative to our review of Employment Systems with particular emphasis on 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 in the following areas:

- Recruitment, Selection and hiring
- Training and development
- Promotion
- Retention and termination
- Reasonable accommodation

Recruitment Selection and Hiring

Barriers:

- Geographically situated beside the First Nations University of Canada presents many beneficial opportunities for collaboration, however, many Indigenous job seekers preference is to work with the First Nations University before applying to the University of Regina.
- Members of one or more of the designated groups: Indigenous Peoples, Persons with Disabilities, Racialized Persons/Persons of Colour, and Women are not aware of job opportunities available to them at the University of Regina. Many potential job applicants, in addition to these members from designated groups, believe that the University only employs academic or faculty applicants.
- Our job advertisements are not reaching applicants representing the FDGs.
- For women in non-traditional jobs, there is a belief in selected units that women and people with disabilities cannot meet the requirements of the job.
- The University has made several attempts to strengthen our EDI policy without a corresponding increase in FDG hires resulting from policy revisions
- Some hiring managers resist hiring candidates requiring a medical accommodation.
- Hiring Managers who have not as yet participated in Unconscious Bias Training are unaware of their own biases becoming a barrier in the recruitment and selection of FDG candidates.
- The University has relied upon advertising career opportunities. We recognize that a relationship based method of outreach with Saskatchewan Tribal Councils and other Indigenous based schools and associations is necessary to encourage Indigenous job applicants to apply for University opportunities.
- Seniority provisions within two of the unions encompassing most of the University administrative positions require vacant positions to be staffed internally. This restricts our ability to hire designated group candidates external to the University.
- Seniority is not a factor in hiring students and Sessional Lecturers making these positions ideal to target for FDG applicants. However, a review of completed self-declaration shows these two groups as being non-compliant in self-declaration. This has affected our diversity statistics because this group encompasses almost 25% of our employees. We are looking at different ways to try to address both the self-declaration and increasing diversity.

Actions Taken:

- **Creation of an Indigenous Advisory Circle** to regularly advise the President and Vice-Chancellor on measures that must be taken to ensure that the campus remains **dedicated to and focused on meeting** the needs of **Indigenous students, faculty and staff**. The Indigenous Advisory Circle (IAC) is committed to ensuring that faculty and staff are provided with the supports necessary to engage with Indigenous knowledges, communities and Elders as they work to further Indigenize teaching and research
- The Indigenous Advisory Circle receives funding from the Office of the President to help students faculty and staff host activities in support of Indigenization.
- Several Faculties have made notable strides in Indigenization. They have done so by integrating Indigenous content and scholarship into courses, hiring Indigenous faculty, and engaging in research with Indigenous communities.
- **In 2011** an apprenticeship program was developed to hire diversity group members into the trades which resulted in the recruitment of women (in non-traditional jobs) and employees with a disability and Indigenous employees.
- Representative Workforce Agreements to actively display our commitment;

- Participation in career fairs targeted towards diversity group members and various community events to actively recruit qualified diversity candidates;
- Distribution of our advertisements and postings to various community based organizations to actively recruit qualified diversity candidates;
- All vacant faculty positions are sent to a listserv of Aboriginal Student Centres across Canada. In addition, all of our job advertisements are automatically delivered to approximately 13 organizations that provide services to diversity individuals.
- Human Resources staff meet on an ongoing basis with potential job candidates at various Community organizations to provide advice in preparing resumes and to facilitate mock interviews to increase participant job application and interviewing skills.
- Implementation of a Self-Declaration Process to measure our success in moving toward a Representative Workforce.
- Originally called the Women in Leadership forum and now renamed as the Inspiring Leadership Forum, 2019 marked the 10th anniversary of President Vianne Timmons signature event devoted to showcasing women in all forms of societal and organizational leadership position. This event is consistently sold out and annually attracts over 900 participants.
- Launching of the [Indigenous Research Showcase](#). The University and its three federated colleges (First Nations University of Canada, Champion College, and Luther College) host this annual celebration of diversity and innovation in a move towards Indigenization on campus. The week-long event is well attended by faculty, students, staff, community members, and Indigenous partners.
- The creation of a special event to promote Women in STEM Showcase. In celebration of International Women's Day, women university STEM researchers discuss their areas of research with the goal of advancing gender quality and empowering women and girls. The event is well attended by faculty, students, community members, and government.

Actions in progress:

- Unconscious Bias training is currently provided to all CRC search committees. The University will expand and mandate Unconscious Bias Training sessions to include all Faculty Search Committees and all Administrative and Management Hiring Managers.
- The University recently created a position for an Equity Diversity and Inclusion Officer. Interviews of candidates are currently underway. This role will design and implement an equity framework that will be used to guide decisions, practices and policies. The successful candidate will actively engage faculty, post-doctoral fellows, researchers and graduate students to further behaviors, policies and practices that result in increasing the representation and diversity of positions funded by key agencies.
- University Executive and Senior Leadership August 2019 Retreat agenda is a forum for discussion and strategy on mainstreaming equity and diversity.

Next Steps

- In addition to the current provision of Unconscious Bias Training, the EDI Coordinator will develop presentations and training sessions to effectively influence multiple stakeholders including all hiring managers to identify diversity and inclusion challenges and implement innovative solutions.
- Provide a definition of each diversity group (Women, Aboriginal Peoples, Persons with Disabilities, Visible minorities) on E-Recruit Self-Identification form.
- Add a statement about our accommodation policy on the University's electronic career page with a contact person and number capable of addressing requests for accommodations.

- Develop an EDI recruitment video for the U of R Career website page.
- Work with Faculty to develop a plan to promote the University as a preferred place to work to undergraduate and graduate Aboriginal students. Collaborate with the Research Enterprise to reach out to Aboriginal graduate students to encourage the application to research assistant and teaching assistant positions as workforce entry positions. (There are 1,666 registered Aboriginal students (1,562 at UG level; 104 at GR level) comprising 11.6 per cent of the total student population. This is an increase of 5.8 per cent over last year. Over the last 5 years (2010 to 2015), there has been a 63 per cent increase in Aboriginal enrolment.)
- Collaborate with Communications to create positive messaging for FDG staff and faculty to self-declare.
- A cultural survey of the campus community to measure perceptions and attitudes of faculty and staff with respect to EDI.
- Conduct focus groups of the designated groups, faculty, Deans and senior administrators.
- Mandate training in inclusion management practices, especially for senior leaders.
- Self – Declaration definitions and self-definition forms available on the e-recruitment page and on the Human Resources website will be updated to include the LGBTQ2+ as a designated group

Indicators of Success:^{*7}

- Increased numbers of staff and faculty attending Unconscious Bias training.
- Increased numbers of designated group applications for University vacancies.
- Increased numbers of designated group applications short-listed for vacancies.
- Increase numbers of designated group applicants hired.

Training and Development

Barriers:

The University considered the possibility of mandating any training related to EDI but believed a more positive approach would be to “attract” interested participants who would participate in training and development because of a desire to increase awareness of EDI recruitment and retention challenges. It is difficult to assess whether providing a choice to participate is a hidden barrier to our slow progress in hiring and retaining EDI applicants. Considerations are being made to mandate future training.

Actions Taken:

- The introduction of [UR Respect](#), an interactive eLearning tool to prevent bullying, abuse, harassment, and discrimination.
- The development of the [4 Seasons of Reconciliation certificate program](#), to provide foundational knowledge on Truth and Reconciliation and facilitate direct learning relationships between non-Indigenous and Indigenous Peoples, Nations, and organizations.
- Senior executives, including the Vice-President (Research) and Associate Vice-President (Academic and Research), attended and promoted to University researchers several conferences relevant to equity, diversity and cultural issues such as the 2017 Gender Summit and 2016 Pathways to Reconciliation.

** Note: Data collected for designated Indicators of Success for each Employment System will serve as baselines for the new EDI Strategic Plan to determine appropriate annual targets.*

- The University introduced and delivered Aboriginal Cultural Awareness Training to about 1,200 faculty and staff to increase understanding and empathy for the historic experience of Canada's Indigenous peoples and to promote the hiring of Indigenous staff and faculty.
- Implementation of the *Neekaneewak* ("they are leading") Leadership Initiative (NLI) an Elder based leadership program that enhances cultural awareness and develop leadership skills in student participants through traditional and current 'ways of knowing.'
- In recognition of the importance of embracing Reconciliation and making it foundational to our relationships amongst Indigenous and non-Indigenous students, staff, and faculty and with our community, the University established the Truth and Reconciliation Working Group, which has lead the institutional response to the TRC and the creation of "[A Guide to Implementing the Truth and Reconciliation Commission of Canada's Calls to Action at the University of Regina.](#)" in 2018. After issuing the Guide, the TRC Working Group was transformed to create the Reconciliation Action Committee and work under four guiding principles (Truth must come before Reconciliation; Actions must accompany words and symbols; Structural change; and Accountability).
- The Committee will continue to lead the University in advancing Reconciliation as outlined in the [University's Statement of Commitment in Response to the Truth and Reconciliation Commission.](#)
- The University has made a concerted effort to **highlight and facilitate Indigenous research** in a wide variety of ways, including on the University's website, in social media and conventional media, in paid advertisements, in University publications, and in the recruitment of Canada Research Chair positions.
- Unconscious Bias Training has been delivered to **members of the University Leadership Team.** Unconscious bias training has been added to our Leadership Development Program (UR Leading) and is included in our new management development program (UR Managing)
- Unconscious Bias Training has and will continue to be provided to all CRC Search Committee members

Promotion

Barriers:

- Collective bargaining agreements can provide succession planning barriers to promoting high performing equity and diversity employees when seniority is a key criteria for advancement. Further, FDG applicants to faculty positions often incur breaks in research activity or alternatively, have conducted community based research.

Actions Taken:

- Despite this challenge common to most public institutions, the University has designed and implemented two educational and developmental management and leadership programs open to all staff and faculty demonstrating an interest in assuming more senior responsibilities. These development and training programs reinforce the values of diversity, indigenization, equity and Inclusion as part of managers' and leaders' accountabilities.

Next Steps:

- CRC Chairs will be provided with an overview of personal development opportunities including information about the management development modules and to the more senior

leadership development program and invited to participate should they determine either program syllabus to be helpful to their career trajectory.

Indicators of Success:

- Increase in numbers of designated groups enrolled in management and leadership development programs offered by the University.
- Increase in numbers from designated groups promoted to Senior and Executive Leadership positions in the University.
- Increase in numbers from designated groups applying for Tenure.
- Increase in numbers from designated groups applying for CRC positions.

Retention and Termination

Barriers:

- The University of Regina does not yet have a collection of data to determine if the retention of FDG staff and faculty is more challenging than the retention of all other staff and faculty. Despite this absence of data, the University has implemented many services, policies and processes designed to create a positive, welcoming and inclusive working environment.

Actions Taken:

- **Religious and Cultural services**
 - The University completed renovations to create new space for a Muslim Prayer Room and provide one of the gymnasiums for Friday Prayers (both locations offer Wudu foot washing stations. Full time chaplains provide services through Campion and Luther; the Aboriginal Student Centre connects faculty, staff and students to Indigenous spiritual support.
- **Additional renovations created an expansion of the original Aboriginal Student Centre** to provide a culturally appropriate studying and gathering place.
- **The Centre for Student Accessibility** was created to enable students with disabilities to approach their studies in an equal and effective manner.
- A **city by-law** was legislated to allow a non-profit 2SLGBTQIAP+ service provider to be housed at the University of Regina. UR Pride provides services and programming for the entire community of Regina, not just for the University and is available to provide certain services to others communities in the Southern Saskatchewan region on request.
- **The Launch of the anti-discrimination campaign**, “You Belong Here. Racism Doesn’t” in March 2019 to amplify the message that the University is a welcoming institution and that harassment and discrimination are not tolerated.
- The University has made a concerted effort to **highlight and facilitate Indigenous research** in a wide variety of ways, including on the University’s website, in social media and conventional media, in paid advertisements, in University publications, and in the recruitment of Canada Research Chair positions.
- A new **[Indigenous Scholars web page](#)** was created as part of the University’s commitment to Indigenization. The page features Indigenous scholars and includes information about their backgrounds and research interests. Located on the Office of the President website as part of the Indigenization section, the Indigenous Scholars page provides media as well as other internal and external stakeholders with an easy-to-find page specifically highlighting our University’s Indigenous scholars.

- **Discourse, the University's new research publication, provided the opportunity to promote Indigenous-related** and other research. The issue featured Justice Studies professor Dr. Michelle Stewart's work on Fetal Alcohol Spectrum Disorder (FASD) – an issue that was identified as a priority in the Truth and Reconciliation Commission's *Calls to Action*.
- In 2017, the Office of Indigenization hosted an **Indigenous Research Ethics Workshop**.
- The development of the **Smudging/Pipe Ceremony Policy** recognizing that “smudging, and the use of tobacco and other medicines are a part of the Indigenous traditional way of life and are, therefore, permitted on campus in appropriate spaces.”
- The University has recently created and filled a position for an Equity Diversity and Inclusion Coordinator.
- As of January 2019, letters to all new external staff and faculty from the President emphasizing the importance of Equity Diversity and Inclusion to the University are sent out upon candidates receiving a letter of offer from the University. (see Appendix 4)

Next Steps:

- **The new EDI Officer** reports to both the Research Enterprise and Human Resources. Working together, Human Resources and The Research Office will consult with the EDI Officer to design an onboarding program for all hiring managers to implement with new equity and diversity staff or faculty. The onboarding program will provide equity employees with introductions to a volunteer equity and diversity University of Regina mentors to help increase the comfort and provide a welcoming work environment.
- Make EDI an integral component of the Orientation program for new employees. The Orientation program is offered on a quarterly basis for all staff and faculty new to the University in a calendar year.
- Human Resources working with the EDI Coordinator will develop a training/information session to promote the business value of a diversified workforce to hiring managers.

Indicators of Success:

- Numbers of employees from designated groups remaining with the University 5 + years.
- Amount of Research dollars for faculty from designated groups.
- Numbers of fully engaged employees from designated groups as per Engagement Surveys and Focus Groups.
- Numbers of employees from designated groups committed in mentoring new hires from designated groups.

Reasonable Accommodation

University of Regina Workplace Accommodation for Employees with Medical Disabilities Policy

This Policy was developed in 2009 and reviewed in 2013. Number: EMP-080-005. The policy directs the University to work to achieve a reasonable accommodation for [employees](#), subject to bona fide occupational requirements and to the point where it causes [undue hardship](#) for the University.

Employees requesting accommodation will be involved in the development of accommodation measures and have the responsibility to communicate any known accommodation needs and to cooperate in the accommodation process. The relevant stakeholders will work collectively to identify

an appropriate accommodation which meets the needs of the Employee in an equitable and financially responsible manner.

The fundamental principles of this Policy include: shared responsibility among relevant stakeholders involved, including the Employee, the relevant [Administrator](#), the Human Resources Department and the [Union](#). All parties must work together to facilitate accommodation; accommodation is provided based on necessary detailed medical documentation and current circumstances; consultation involving relevant stakeholders in the development of the individualized Accommodation Plan and appropriate [health care practitioners](#) as necessary; the plan specifies Employee involvement in the process and design of the Accommodation Plan; confidentiality and employee privacy is maintained by sharing information on a need-to-know basis. Particulars of requests for accommodation, including supporting documents shall not be disclosed to other persons without the consent of the Employee except and to the extent that such disclosure is reasonably necessary for the effective implementation of the Accommodation Plan or where disclosure is required by law;

Special provision for employees requiring accommodation is also a protected right of all University employees. Opportunities for employees who perceive they have been discriminated against is made available through the collective bargaining grievance procedures. There was no evidence in the review that the principles of equality and diversity were not being upheld either in the agreement or in day to day interpretation of agreements.

Barriers:

There is a general lack of understanding surrounding Human Rights legislation, duty to accommodate, return-to-work, and foreign worker programs.

Not all hiring managers across the University embrace the concept of hiring someone requiring a medical accommodation.

Some employees are reluctant to declare a disability because they are concerned that a request from the University to provide accommodation will negatively impact their career at the University.

Next Steps:

- Develop modules for both the middle manager and leadership development programs that address EDI issues with the duty to reasonably accommodate a qualified candidate as part of management training.
- Develop on line FAQs aimed at employees reluctant to declare a disability. Design the presentation to reinforce the University's belief in the benefits of a diversified workplace.

Indicators of Success:

- Numbers of satisfactory performance reviews for employees requiring recommendation compared to collected baseline data.
- Numbers of positive relationships between supervisors and employees requiring accommodations determined by Healthy Workplace Advisor.

Current Data Collection and Application practises:

Currently, the University collects quantitative data about four categories of underrepresented groups. They are as follows:

- Women,
- Indigenous Peoples,
- Persons with disabilities, and
- Members of visible minorities or racialized groups.

The University utilizes an electronic recruitment system that requires applicants to either complete a self-declaration form as a member of one or more of the designated groups, self-declare as not being a member of one of the designated groups, or formally chose not to self-declare. Since the University of Regina has a policy that offers preference to self-declared candidates during the hiring process, this information is available to all search committee.

Many FDGs are reluctant to self-declare at the point of hiring because they incorrectly believe it may negatively impact their ability to secure a job with the University. Therefore the University has developed a second opportunity to self-declare subsequent to a successful hire. Following hiring, individuals are encouraged to complete the self-declaration form in an online self-service portal. The portal is used for many purposes such as pay stubs, tax information, leave summaries, etc.

Faculty and staff receive reminders regarding the self-declaration form every time they log into the self-service portal for any reason until they inform us electronically that they choose not to self-declare. This information can be updated at any time. To further outline the importance of self-declaration, annual reminders for all faculty and staff to complete/update the form are sent out under President Timmons signature. See Appendix 5 for forms and reminder.

Our current self-declaration response rate is in excess of 95%, not including people who declare they choose not to self-declare. All demographic data collected from faculty and staff are stored on secure servers with restricted access.

Current use of data:

The University analyzes and uses demographic data to inform progress in diversity and inclusion in a variety of ways:

- The President provides a summary of our demographic information in her Board report to each Board of Governors meeting;
- On an annual basis, Human Resources provides this information to the management teams of faculties and departments in order to facilitate a discussion regarding diversity and inclusion within that Faculty/department;
- As a designated employer under the Saskatchewan Human Rights Commission, the University has the ability to target positions to underrepresented groups. The review of the collected data has resulted in targeted hiring for positions where there was significant underrepresentation in specific faculties or departments;

Appendix 2: University of Regina Canada Research Chair program: Call for Letters of Intent (LOI) sample

As defined in the 2015-2020 Strategic Plan, *peyak aski kikawinaw*, research “encompasses creative endeavours and other scholarly activities that foster new knowledge”.

On behalf of their Faculty or Academic unit and in support of existing or emerging research excellence, Deans and Directors may submit up to one LOI per available Chair (or up to 3 in total). If a Faculty elects to submit more than one LOI, a ranking of the submissions shall accompany the submissions.

The sub-committee to review the LOIs shall include, at a minimum, the AVP (Research), Chair of Council Committee on Research, a representative of current (preferably outgoing) CRCs, and a representative of the Associate Deans (Research). Further, the CCR shall be queried to determine whether or not up to two additional members should be nominated to the sub-committee to provide discipline-specific expertise to deliberations. In this call, there are three CRC allocations available based on a soon-to-be vacated Tier 1 NSERC Research Chair and two new Tier 2 allocations at the University of Regina:

Tier 1 Chair in an NSERC area of research, tenable for seven years and renewable once, are for outstanding researchers acknowledged by their peers as world leaders in their fields. For each Tier 1 Chair, the university receives \$200,000 annually for seven years.

Tier 2 Chair in a CIHR area of research, tenable for five years and renewable once, are for exceptional emerging researchers, acknowledged by their peers as having the potential to lead in their field. For each Tier 2 Chair, the university receives \$100,000 annually for five years.

Tier 2 Chair in any area of research, tenable for five years and renewable once, are for exceptional emerging researchers, acknowledged by their peers as having the potential to lead in their field. For each Tier 2 Chair, the university receives \$100,000 annually for five years. The University has a “corridor of flexibility” that allows this Chair to be directed to the most strategic field of study.

Proposals which are not successful for the Tier 1 NSERC or Tier 2 CIHR areas of research will be considered for the Tier 2 Chair in any area of research.

In preparing an LOI and identifying a key strategic focus for internal allocation of this CRC opportunity at the University of Regina, all LOIs will directly reference:

- a. [Strategic Plan](#) – including connections to Sustainability and/or Indigenization
- b. [Strategic Research Plan](#)
- c. [Research Clusters](#)

CRC allocations present an opportunity for an incremental or transformational advance and impact in subject areas in which demonstrable research expertise, capacity, and impact exist. LOIs should address connections to existing expertise and impact within the Faculty or unit and with other Chairs, as well as the anticipated transformational and incremental impacts that a CRC allocation will leverage (e.g., potential for increased external funding, encouragement, leverage or support of others’ research and motivation for external proposals).

All LOIs that include Indigenization, reconciliation, Indigenous research approaches or related topics, must follow the tenet of “*nothing about me, without me*” and, therefore, must demonstrate that Indigenous communities’ voices, perspectives, and needs are reflected and respected within the proposed CRC theme.

Research data at the unit level (e.g., grant applications, externally funded research (\$), number of funded researchers, citation information) will be available to support LOI development and demonstrate current and potential impact of a CRC allocation.

As defined in the Research Chairs policy, LOIs are expected to identify a strategic area for establishing a Research Chair and the profile of a potential Chairholder. The following criteria should be addressed:

- (1) Rationale for the Research Chair allocation
 - a. research strengths in the proposed field
 - b. potential of attracting a high-caliber candidate
- (2) Potential impact of CRC allocation
 - a. expanding, growing, and increasing research activity and impact
 - b. expected ability to leverage additional resources, including enhancing or leveraging government and private industry funding opportunities and increasing rates of external funding success
 - c. contribution to the creation and mobilization of knowledge outreach activities and interdisciplinary collaboration, and
 - d. increasing ability to recruit and train highly qualified student researchers
- (3) Description of the research environment
 - a. existing critical mass of research or, if an emerging area, the potential for building critical mass, including closing a knowledge or skills gap in an existing high-impact research group
 - b. research environment within the academic/research unit complements the proposed CRC
- (4) Strategic Research Plan
 - a. expected impact on the research profile of the academic/research unit and the University, including substantially improving national and international reputation
 - b. demonstration of fit with the University's Strategic Research Plan, including recognition of or alignment with signature research clusters of the University. The Strategic Research Plan 2016-2021 available under Quick Links at www.uregina.ca/president/executive-team/vp-research/index.html
 - c. positioning of the University with respect to the Research Chair in the Saskatchewan / Canada context
- (5) Plan for faculty line and resources
 - a. how will the Faculty or unit address equity with the four designated groups: women, persons with a disability, Aboriginal Peoples, and visible minorities (required per CRC Secretariat)
 - b. how will the Faculty or unit assume the Chairholder's position and budgeted faculty line at the conclusion of the CRC term
 - c. what resources will the Faculty or unit commit to support the CRC's research program (e.g. lab space, graduate student allocations, start-up or research funding, travel, materials and supplies, equipment, reduced course load).

CRCs at the University of Regina are intended to target primarily external recruits. Therefore, candidates for CRC nominations are not expected to be identified and presented at the LOI stage.

The recruitment of new faculty members will be conducted in accordance with the Collective Agreement and HR policies and processes, and CRC guidelines (http://www.chairs-chaire.gc.ca/programme/nomination-mise_en_candidature-eng.aspx).

The LOI will not exceed 3 pages.

Submission & Review Process

- This call for LOIs will be posted on the [Research Chairs](#) webpage and an email notification sent to Deans and Directors as well as to all of campus through the [research] listserv
- Electronic submissions must be submitted to the Research Office via Michelle Beitel (Michelle.Beitel@uregina.ca) prior to 12 noon on 15 January 2019 (updated from 09 January 2019)

- Acknowledgement of receipt of submissions will be provided
- Submissions that do not appear to address all basic eligibility requirements will be returned to the respective dean within 24 hours for clarification and modification (as relevant); deans shall have one business day to respond
- A sub-committee including, at a minimum, the AVP (Research), Chair of Council Committee on Research, a representative of current (preferably outgoing) CRCs, and a representative of the Associate Deans (Research) will be formed to review LOIs against institutional criteria and policy
 - The CCR shall determine whether or not up to two additional members should be nominated to the sub-committee to provide discipline-specific expertise to deliberations
 - The Research Office will serve as resource to the sub-committee
 - A chair shall be selected collegially within the sub-committee membership
 - The chair will share the sub-committee's recommendations for discussion at a subsequent meeting of Deans' Council
 - Written feedback on submissions will be provided by the sub-committee to Deans' Council
- Recommendations for allocation will be presented to the VP (Research) and Provost and Vice-President (Academic) in February 2019
- The VP (Research) and Provost and Vice-President (Academic) finalize the CRC allocation(s) based on the recommendations and comments from the sub-committee by end of February 2019
- The Provost and VP (Academic) advises all Faculties/units of allocation in mid-March 2019
- A Search Advisory Committee for the CRC is established to initiate the recruitment process such that a nomination is submitted to the CRC Secretariat prior to the October 2019 deadline
- The CRC has an anticipated decision date in April 2020
- The CRC nominee begins her/his appointment at University of Regina following successful decision from the CRC Secretariat no earlier than July 2020

[sample LOI template]

Proposed Chair Title

Letter of Intent for Canada Research Chair Tier XX

Submitted by Faculty of XXXX

January xx, 2019

(1) Rationale for the Research Chair allocation

- a. research strengths in the proposed field
- b. potential of attracting a high-caliber candidate

(2) Potential impact of CRC allocation

- a. expanding, growing, and increasing research activity and impact
- b. expected ability to leverage additional resources, including enhancing or leveraging government and private industry funding opportunities and increasing rates of external funding success
- c. contribution to the creation and mobilization of knowledge outreach activities and interdisciplinary collaboration, and
- d. increasing ability to recruit and train highly qualified student researchers

(3) Description of the research environment

- a. existing critical mass of research or, if an emerging area, the potential for building critical mass, including closing a knowledge or skills gap in an existing high-impact research group
- b. research environment within the academic/research unit complements the proposed CRC

(4) Strategic Research Plan

- a. expected impact on the research profile of the academic/research unit and the University, including substantially improving national and international reputation
- b. demonstration of fit with the University's Strategic Research Plan, including recognition of or alignment with signature research clusters of the University. The Strategic Research Plan 2016-2021 available under Quick Links at www.uregina.ca/president/executive-team/vp-research/index.html
- c. positioning of the University with respect to the Research Chair in the Saskatchewan / Canada context"

(5) Plan for faculty line and resources

- a. how will the Faculty or unit address equity with the four designated groups: women, persons with a disability, Aboriginal Peoples, and visible minorities (required per CRC Secretariat)
- b. how will the Faculty or unit assume the Chairholder's position and budgeted faculty line at the conclusion of the CRC term
- c. what resources will the Faculty or unit commit to support the CRC's research program (e.g. lab space, graduate student allocations, start-up or research funding, travel, materials and supplies, equipment, reduced course load).

Appendix 3: Canada Research Chair Focus Group Guide

September 13/19, 2019 (60 – 90 minutes per group)

Introduction

U of R is interested in ensuring that we increase the number of self-declared applicants we have from the four designated groups (FDG), (women, visible minority, indigenous Persons, persons with disability) in its Canada Research Chair Program; that we offer an inclusive and open recruitment process; and that we have a welcoming environment for our new Chairs.

Recruitment Practices

- a. How did you hear about the CRC you currently hold? Did anyone from the university discuss the position with you to encourage you to apply?
- b. Do you have suggestions about how CRC Job Ads could be better worded to encourage applications from qualified candidates? From Diversity groups? Other suggestions about wider recruitment practices?

Interview Process

- a. What was your interview process like for the CRC? What did the content of the interview consist of? , i.e. Research presentation? Sample class lecture?
- b. Lunch and with who? Dinner and with who?
- c. Length: More than one day? With Graduate Students? Dean? VPR?
- d. Interview: Formal, standardized interview versus casual interview? Was there anything during the interview process that you particularly appreciated or did not like or that made you feel uncomfortable?
- e. Did we have diversity group members on the search committee?
- f. Did we talk about diversity?

Self-identification

- a. Do you have any suggestions to encourage FDG candidates to self-identify? From your perspective as a CRC, what do you see as the dilemmas of self-disclosure during the application or post-hiring process?
- b. Any solutions about how departments, faculties or university can deal with them?

Supports

- a. What type of administrative support /grant writing mentoring did you receive from the university when you submitted your application to the CRC secretariat?
- b. Aside from (standard) research funds and equipment from VPR, what type of support and resources did you receive upon coming to the University of Regina?
- c. During the first term of your CRC, please describe any mentoring you received? Was this sufficient? If not, what would you have liked to see? Have you ever mentored a fellow CRC on their application?

Orientation to department/faculty

- a. How did your hiring unit integrate you into the department initially (welcome lunches, faculty mentor, etc.) and how has your integration unfolded since?

Career Interruptions

- a. Did you experience any career interruptions as a CRC? If so, did you disclose them? How have these interruptions affected you/affected the trajectory of your CRC, considering in the short and long term?

CRC Renewal Process

- a. Have you gone through U of R's CRC renewal process? If so, when? If so, please describe the process, and aspects you appreciated and disliked?
- b. Thinking institutionally, how should U of R approach the CRC renewal process? Should it be any different for members of the FDGs? What principles should underpin future practices? (Probe here about career interruptions, challenges/ expectations of being FDG CRCs, career stage, expectations/ perceptions about renewal on the part of FDG CRCs and also the collegium.

Other Comments/Suggestions

- a. Have you any suggestions for U of R to improve practice its practice regards to search processes, hiring, and retention of FDG CRCs, vis-a-vis equity/diversity/ inclusion?

Appendix 4 – Letter from the President to all new hires



PRESIDENT AND VICE-CHANCELLOR

3737 Wascana Parkway
Regina, SK Canada S4S 0A2
Phone: 306-585-4383
Fax: 306-585-5200
Email: the.president@uregina.ca
Twitter: [@vianne_timmons](https://twitter.com/vianne_timmons)
www.uregina.ca

Congratulations on being offered a position at the University of Regina! This marks a significant step in your career, and one that I know will bring exciting opportunities your way as you play an important role in helping educate the next generation of leaders in our province, country and world.

The University of Regina is an incredibly diverse learning and working environment, with students, faculty and staff from around the globe. We are proud of this diversity, because it strengthens our academic community by bringing together everyone's unique talents and gifts as we work together for the benefit of our students.

This diversity thrives at our University because we are an inclusive community that strives for equity, and embraces difference. We value international education, welcoming students and employees from more than 100 countries, together with the varying perspectives they bring to our institution. We are committed to Indigenization, working to ensure that Indigenous practices and ways of knowing have an important place in our operations, teaching, and research. And we promote a respectful work and study environment in which discrimination, incivility and intolerance have no place.

The University of Regina makes a difference in the lives of others, in large part by setting a positive and heart-warming example in a world that can sometimes be a cold and negative place. I often say that universities should not reflect the world in which we live, but should instead reflect the world in which we **WANT** to live. The University of Regina does exactly that, and as you consider your offer of employment, I invite you to think about what you can contribute to such a diverse and inclusive community. You bring many talents to our University, and you have great potential to make a positive impact here.

Thank you for thinking about building your career at the University of Regina, and for sharing our commitment to diversity and inclusion. You should be excited at the prospect of joining a dynamic university that has a strong community focus, a global reach, and an outstanding tradition of teaching, research, and service to the world. I hope you choose to make the University of Regina **YOUR** University, and I look forward to your contributions.

Sincerely yours,

A handwritten signature in black ink that reads "Vianne Timmons".

Dr. Vianne Timmons
President and Vice-Chancellor



Appendix 5: Sample self-declaration forms and associated letter from the President

Representative Workforce

Completion of this section is voluntary: The University of Regina is committed to achieving a representative workforce. Qualified diversity group members (Aboriginal, Visible Minorities, Persons with Disabilities, and Women) are encouraged to self identify on their applications. It is important to note that only individuals who self-declare on their cover letter/application or resume will be considered as a member of a diversity group.

The University of Regina is committed to achieving a [representative workforce](#). [Qualified diversity group members](#) are encouraged to self identify on their application.

We encourage you to self identify by checking the appropriate box(es):

Aboriginal Person Visible Minority

Person with a Disability Woman

I am not a member of an under represented group I choose not to self-declare

May we contact you in relation to Representative Workforce Strategy initiatives?

Yes No No Response

<< SAVE AND RETURN TO PREVIOUS

SAVE AND CONTINUE TO NEXT >>

SAVE AND STAY ON THIS PAGE

EXIT

NOTE: To protect the security of your application information, please logout of the site and close your browser window when you are finished.

Employment Equity Survey

Thank you in advance for your contribution to diversity and inclusion at the University of Regina by completing this survey. Please note that:

- The completion of your self-declaration is voluntary and your individual responses will be kept confidential;
- You can revise your self-declaration at any time;
- You are able to self-declare as belonging to more than one of the diversity groups; and
- You can complete a paper copy of this survey by phoning (306) 585-4610 and a paper copy will be mailed out to you.

Aboriginal Peoples (Native Canadians) Yes No

Aboriginal peoples are native Canadians who identify themselves as Status Indian, Non-Status Indian, Inuit or Metis. Based on this description, are you an Aboriginal Person?

Persons from Visible Minority Groups Yes No

Members of visible minority groups are persons, other than Aboriginal people and Caucasians, who are people of colour. Based on this description, are you a member of the Visible Minority demographic?

Persons with Disabilities Yes No

Persons with disabilities are considered to be persons who:

- i) Have any persistent physical, intellectual, mental, psychological, sensory or learning impairment that:
- a. Requires a technical device and/or personal support or service which enables such persons to perform the essential functions of a job; and/or,
 - b. Requires some form of accommodation such as extra rest breaks, time off/leave to obtain treatment as necessary, or modification to job responsibility, job site, or work hours

AND

- ii) Consider themselves to be, and believe an employer or potential employer would consider them to be, disadvantaged in finding, retaining, or advancing in employment because of that condition.

Based on this description do you have a disability?

May we contact you in relation to Representative Workforce Strategy initiatives? Yes No

I choose not to self-declare Yes

Save

[Return to Menu](#)

Michelle Beitel - [president] Updating your self-declaration form

From: "The President" <The.President@uregina.ca>
To: "president@lists.uregina.ca" <president@lists.uregina.ca>
Date: 11/29/2018 10:22 AM
Subject: [president] Updating your self-declaration form
Bc: Michelle Beitel

Members of the University community,

One aspect of the University of Regina of which I am especially proud is our institution's longstanding, collective commitment to the values of inclusiveness and diversity.

We demonstrated this commitment back in 1989 by becoming an Employment Equity Partner with the Saskatchewan Human Rights Commission, and again in 1999 when we signed an Aboriginal Partnership Agreement with what was then known as the Saskatchewan Department of First Nations and Métis Affairs. This commitment continues today, with inclusiveness and diversity being key fundamental values in our Strategic Plan, *peyak aski kikawinaw – Together We Are Stronger*.

These values speak to our deep sense of connection with and responsibility to the local and global communities of which we are a part. As an employer, we are committed to fostering a workplace that is strengthened by being diverse and inclusive, seeking to both recruit and retain a workforce that is representative of our community.

But we can always do better, and accurately knowing where we are at any point in time is a critical step in planning how we can enhance our diversity and inclusiveness. We gather this important information through our self-declaration Employment Equity Survey, and for that reason, I encourage each of you to look at the self-declaration you have provided to see if there is information you may have missed or would like to update.

The self-declaration Employment Equity Survey can be filled in online by logging into your UR Self-Service account, which is available on the University's main webpage (www.uregina.ca). The survey is located in the "Faculty & Staff Services" section of UR Self-Service.

You may also complete a paper copy of the self-declaration form and bring it to Human Resources. Paper copies are available by contacting Dezeine Leon (dezeine.leon@uregina.ca or [\(306\) 585-4610](tel:3065854610)), or by visiting the Human Resources site at <https://www.uregina.ca/forward.html?service=ursource>. To find the survey on the site, log in using your University of Regina username and password, and click on "Human Resources" in the "Shared Sites" drop-down menu. Then move your cursor over "Forms" under the "Forms & Documents" drop-down menu and click on "Employment & Recruitment." The Employment Equity Survey may then be downloaded and printed from the list of available documents.

Please note that the self-declaration information you provide is confidential, and that your participation is voluntary. Should you have any questions about the survey, please contact Danni Kenzle at danni.kenzle@uregina.ca or (306) 585-4166.