



UNIVERSITY OF
CALGARY

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Office of the Vice-President (Research)
Office of Equity, Diversity and Inclusion

CANADA RESEARCH CHAIR PROGRAM

Equity, Diversity and Inclusion Action Plan

September 2019



University of Calgary Canada Research Chair Equity Diversity and Inclusion Action Plan

This action plan is intended to guide efforts for sustaining the participation of and/or addressing the underrepresentation of individuals from the four designated groups (FDGs) — women, Indigenous peoples, persons with disabilities and members of visible minorities — among institutional chair allocations, in accordance with the Canada Research Chairs program requirements. This plan has been developed in collaboration with, and based on input from, individuals from the FDGs, chair holders, and faculty and administrators responsible for implementing the program at our institution. The formal working team was coordinated by an Associate Vice-President Research, and included representation from Human Resources, Research Services, and the Office of Diversity, Equity and Protected Disclosure.

ACRONYMS

ALA	Academic Leadership Academy
APT	Appointment, Promotion and Tenure
CIHR	Canadian Institutes of Health Research
CRC	Canada Research Chair
CRCP	Canada Research Chair Program
CFI	Canada Foundation for Innovation
EDI	Equity, Diversity and Inclusion
FDG	Four Designated Groups (women, Indigenous peoples, persons with disabilities, visible minorities)
HR	Human Resources
IPD	Institutional Program Division (within Research Services)
NSERC	Natural Sciences and Engineering Research Council
ODEPD	Office of Diversity, Equity and Protected Disclosure
PIDA	Public Interest Disclosure (Whistleblower Protection) Act
STEM	Science, Technology, Engineering and Mathematics
SSHRC	Social Sciences and Humanities Research Council
SUPPORT	Strategic University Proposal and Platform Opportunity Review Team
USER	University Systems Enabling Research

Vision and Principles

The University of Calgary recognizes the importance of creating and maintaining a welcoming and inclusive learning, living and working environment for all, to not only meet the needs of a changing society, but also as an opportunity to harness the skills, knowledge, experiences and ideas that people from different backgrounds bring to our campuses. Diversity, equity and inclusion are important concepts and values at the University of Calgary, and are highlighted in many existing initiatives, policies and strategic plans. Because this work is the responsibility of all, there are many strategies and units involved in achieving diversity objectives. We strive to create and maintain a positive and productive learning and working environment in which there is respect for the dignity of all persons and fair and equitable treatment of individuals.

Diversity and inclusion in research strengthens the entire research enterprise, by bringing different perspectives, voices and approaches to projects that may not have been included otherwise.

Through our Eyes High 2017-22 strategy, respect for diversity, equity and inclusion support our commitment to learning, research excellence and our community. These principles inform our Academic and Research Plans and ensure an inclusive, respectful and safe environment for all. Our Academic Plan commits to *Prioritizing People* and recognizes that we must work to continually create an inclusive culture of excellence and engagement where people feel valued for the contributions they are making; where diversity of views, thought, and cultures exist in a respectful and collaborative work environment; where leadership from all is encouraged; and where all are empowered and enabled.

Our vision is to be recognized as one of the top five research universities in Canada, and this commitment is at the centre of our work, locally, nationally and globally.

Campus Culture

This action plan will be implemented within the equity values and principles of the University of Calgary. The *Office of Diversity, Equity, and Protected Disclosure* (ODEPD) serves as a centralized resource to all members of the university community, and provides education on a wide range of equity, diversity, and protected disclosure issues. The ODEPD Director chairs a Diversity and Equity Network Committee with representation from every faculty, school and centre on campus. Through the ODEPD, a series of metrics were established to monitor key equity and diversity issues on campus.

Several Faculties on campus have appointed a *Diversity and Inclusion coordinator* or *Associate Dean of Equity and Diversity* (Arts, Engineering, Medicine, Science) and are developing mentoring and networking initiatives with plans informing the larger institutional plan being developed by ODEPD. Our CRC EDI Action Plan builds on this institutional framework and on a number of campus initiatives supporting equity, diversity and inclusion:

- *Several centres* enrich the quality of the campus experience and encourage the success of Indigenous people, women, people with disabilities, those who are gender and sexually diverse, and those from cultures outside of Canada: Writing Symbols Lodge, the Women's Resource Centre, the Q Centre, Staff Wellness Centre, Student Accessibility Services serving people with disabilities, and the Centre for International Students. Some of these centres are student focused, and they all help to raise awareness of issues and provide programs that encourage understanding and acceptance.
- Our *Mental Health Strategy* was launched in November 2015, a bold commitment to the mental health and well-being of our university family. Since the launch, 28 recommendations have been implemented in a number of ways, including a 24-hour distress centre crisis line and the

WellBeing and WorkLife portfolio. This portfolio is committed to promoting and enhancing a strong culture of wellbeing within the university community and providing mental health and wellness resources for all faculty and staff. The university was the recipient of Excellence Canada's Mental Health at Work Silver Level Certification for workplace mental health (2017). This award recognizes Canadian organizations for their outstanding policies, strategies, practices and results in supporting and promoting mental health in the workplace.

- Our *Indigenous Strategy* was launched in November 2017. It will guide actions, policies, programs and initiatives in the future that relate to the relationship between the University of Calgary and Indigenous peoples. As part of the development of this strategy, we have dedicated three Canada Research Chairs for Indigenous Scholars.
- Training and tools have been created to help selection committees avoid unconscious bias in recruitment and selection, and to support academic administrators in aspects of retention and inclusion. Workshops and sessions are offered to meet campus needs on topics such as *Teaching Controversial Subjects*; *Respectful Workplace*; *Unconscious Bias*; and *Leadership Issues in Diversity and Inclusion*. All Deans and Heads, who would typically lead CRC search committees at the University of Calgary, have received unconscious bias training.

Additional support structures and services, available to all academic staff on campus, are described in Appendix A. Our community has made significant progress towards the establishment and maintenance of a climate supportive of equity for students and staff resulting in UCalgary being named one of Canada's Best Diversity Employers for three years in a row. Going forward we will participate in the national Dimensions Pilot to foster long-term cultural change in EDI within our research enterprise.

1. Equity, Diversity and Inclusion Objectives and Measurement Strategies

1.1 Review of Institutional Practices and Equity Gaps

In order to assess the extent to which our institution's current CRC recruitment practices are open and transparent, and to identify barriers that may have an adverse effect on the employment and retention of individuals from the FDGs, the following reviews were conducted.

1.1.1 Employment Systems Review

A review was conducted in 2017 of policies, practices, guidelines and collective agreements impacting the recruitment, training and development, promotion, retention and termination and accommodation of members of the FDGs of the academic staff group relevant to the Canada Research Chairs Program (CRCP) at the University of Calgary¹. The review was done in partnership with the Office of Diversity, Equity and Protected Disclosure (ODEPD) and Human Resources, in particular the Director, ODEPD and a Specialist in Talent Acquisition, Human Resources. Key findings from this review were incorporated into action items (Section 1.2), such as the need for a formal Accommodation Policy. Findings were updated in 2019 and include:

- Both the collective agreement and the APT conform to the Alberta Human Rights Act. It is noted that these procedures and the collective agreement are applied consistently, have no adverse impact or disproportionate impact on women, Indigenous peoples, visible minorities and persons

¹ Documents reviewed: Collective Agreement between the Faculty Association of the University of Calgary and the Governors of the University of Calgary; Procedures Pertaining to Appointment, Promotion and Tenure of Academic Staff (APT); CRC Program Requirements and Internal Processes; Academic Faculty Guidelines; Employment Equity Policy; Relocation Policy; Code of Conduct; Harassment Policy and Procedure; Sexual Violence Policy; Workplace Violence Policy; Workplace Investigation Procedure; Workplace Accommodation Policy; and Exit Survey.

with disabilities. The collective agreement and APT are valid and are a business necessity.

- Internal processes for CRC recruitment and nomination are open and transparent and aligned with our employment equity policy, APT procedures and CRC program requirements.
- Through the [Salary Anomaly Review Process](#), an academic staff member may receive a salary increase to address a salary anomaly relative to colleagues in the same or similar academic unit.
- The University has proposed a formal institutional framework (as part of its commitment to participating in Dimensions) in training around diversity and inclusion. Unconscious bias, and cultural competency training (including Indigenous awareness), will be embedded in both onboarding of new faculty and staff as well as embedded into the performance measurement systems.
- Accommodation for persons with disabilities is dealt with on a case-by-case basis. The university Workplace Accommodation Policy came into effect in September 2018 (Appendix A11). This policy applies to the accommodation of academic staff members, postdoctoral scholars, graduate student staff members and employees at the University. It facilitates arrangements that eliminate barriers to ensure that those who are otherwise able to work are not excluded from doing so. An accompanying Workplace Accommodation Procedure outlines the process for requesting, evaluating, documenting and managing accommodations for all employees.

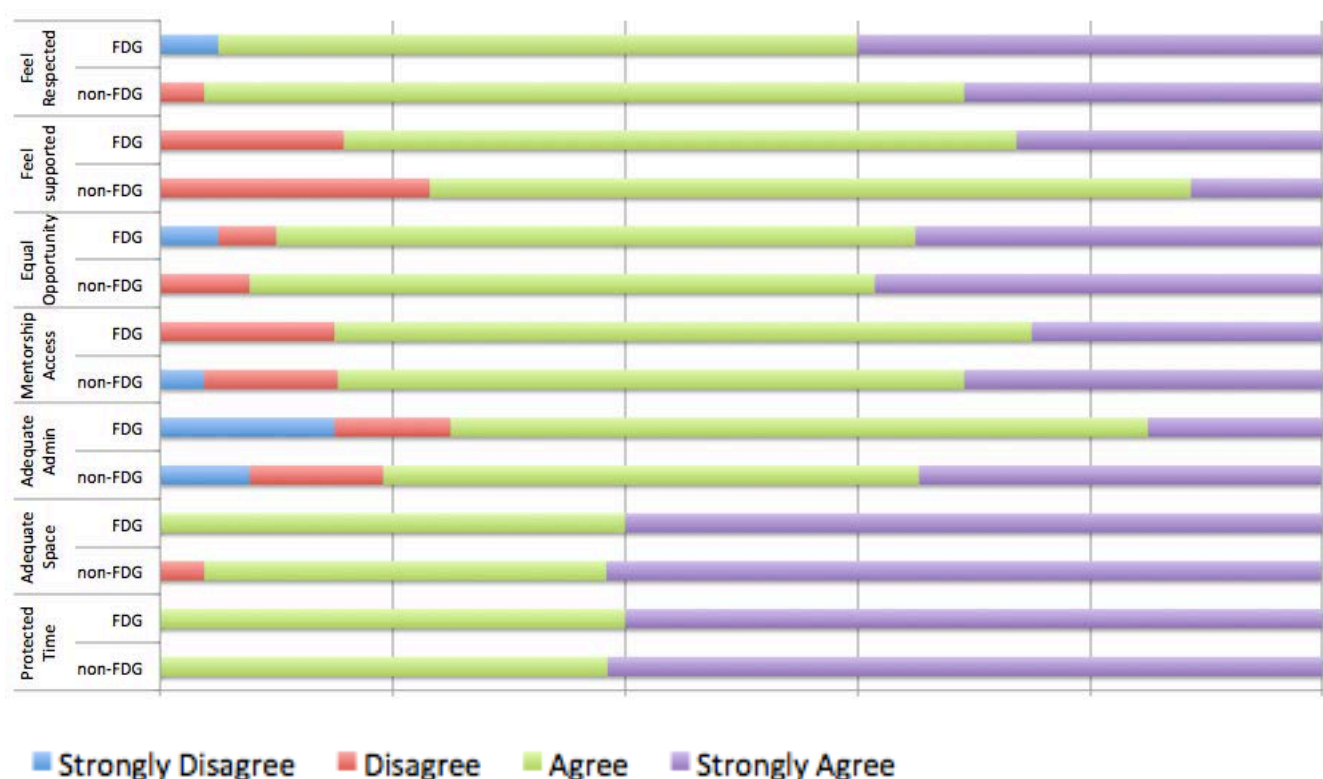
We continue to actively review, update and develop new policies specifically related to EDI. From 2015 to 2019, we renewed or created our EDI-relevant Academic and Non-Academic Misconduct, Harassment, Sexual Violence, Mental Health and Workplace Accommodation policies; Code of Conduct; Protected Disclosure Process; and Indigenous Strategy.

1.1.2 Review of Institutional Support for Chair Holders

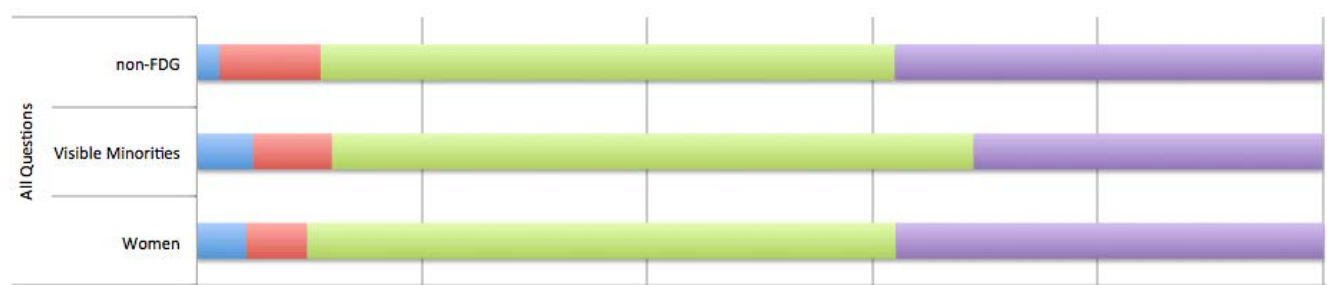
Practices and potential barriers for the FDGs were reviewed with respect to the level of institutional support (protected time for research, additional research funds, office space, mentoring, administrative support, and equipment) provided to all current chair holders, including any current measures to address systemic inequities. The Director of the Office of Diversity, Equity and Protected Disclosure conducted interviews with Deans (or designated representatives) of eight faculties to explore potential inequities or disadvantages for the FDGs. Relevant institutional practices (including opportunities for CFI envelope, participation in quota programs, and allocation of strategic research funds) were also reviewed. Key findings include

- Faculty practices and support are consistent for all chair holders, including members of the FDGs, in a given faculty
- All chair holders are provided protected time for research
- For many chair holders, the mentoring and networking accessed is typically informal and offered on request, although most of the Deans indicated that formal mentoring practices are in place
- Faculties are required to provide adequate research space but space allocation in some units is devolved to individual negotiations which could disadvantage junior faculty and FDGs

Input was obtained directly from current chair holders through a confidential survey (Appendix B), updated June 2019 (with 84% response rate), and annual reports. Summarized results are shown below.



Almost all chair holders agree or strongly agree that they have protected time for research and adequate space and facilities to conduct research. Both non-FDGs and FDGs generally feel they are respected and provided an equal opportunity workplace. Negative responses (disagree or strongly disagree) disaggregated for women and members of visible minorities vary by several percent, compared with non-FDGs, with no significant outliers. While sample sizes are too small to display results for Indigenous peoples and persons with disabilities, responses are generally consistent with feedback from all groups, with comments indicating a slightly more negative (by a few percent) perception of an equal opportunity workplace.



To address survey findings, we share results with chair holders and invite them to interview individually with equity advisors and/or participate in consultations to address the concerns identified. For example, an area of focus going forward is the less positive response with respect to administrative support, with 19% of non-FDGs and 25% of FDGs disagreeing or strongly disagreeing that they are adequately supported in administration. A chair holder focus group will inform improved administrative support structures (Appendix A10).

It is also noted that non-FDGs, compared to FDGs, feel less supported overall in their workplace. Chair holder comments reflect a perception that actions to support FDGs may negatively impact non-equity

groups. We recognize such concerns and implement an unbiased system in which no chair holders are disadvantaged. Both institutional (Section 1.2.1) and individual (Section 1.2.2) interventions will enable all chair holders to deliver successful research programs. To achieve this goal, we have implemented a more rigorous process for review, approval and monitoring of resource commitments for each individual chair holder (Section 2.2).

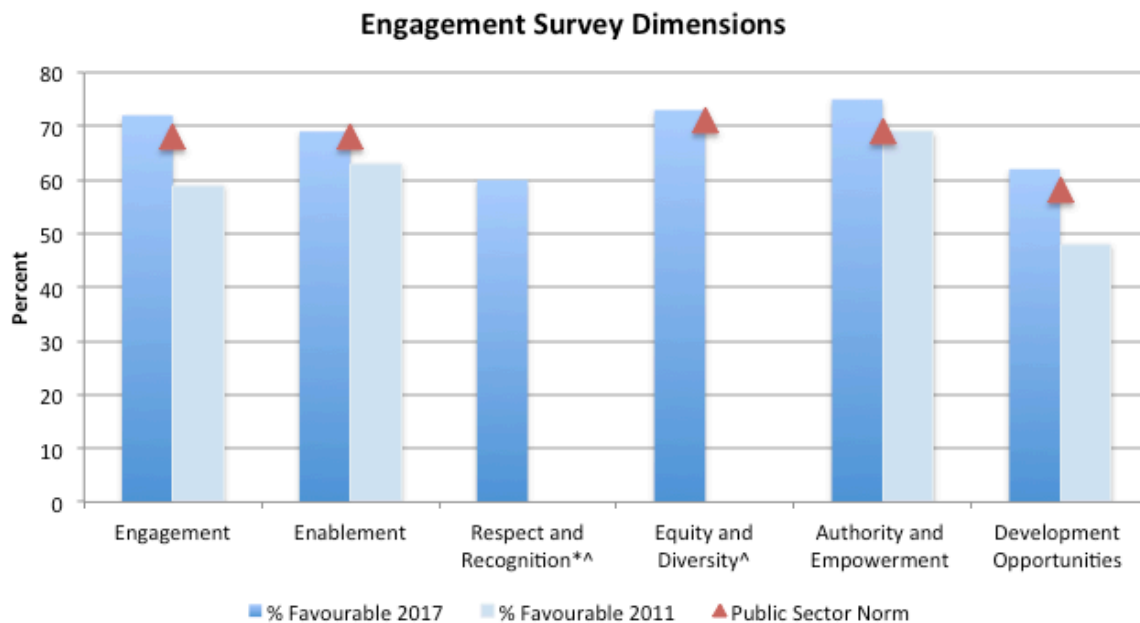
1.1.3 Environmental Scan

Employees have been surveyed bi-annually since 2011 to provide feedback to leaders on engagement and enablement, both of which are key drivers to achieving the strategic vision of the university. The University of Calgary retains Korn Ferry Canada (Hay Group), an international management consulting group, to develop and administer these surveys, conduct analysis and generate comparisons to North American and public sector norms. Several survey questions address aspects of equity, diversity and inclusion and campus climate.

Members of the Senior Leadership Team present their portfolio's survey results to their respective areas and must develop and implement faculty and unit-specific action plans to address survey findings. Several campus-wide initiatives were developed in response to previous survey feedback and have contributed to our recent successes:

- *Academic Leadership Academy (ALA)*: This forms part of the university's commitment to developing, attracting and retaining highly competent and effective senior academic leaders. The ALA program offers opportunities for new and experienced academic leaders to advance their leadership expertise, an essential ingredient in unleashing the potential in people and enhancing their performance. In September 2017, a pilot mentorship program was launched for academic leaders who are new or relatively new to their role; the program pairs experienced senior academic leaders with those newly appointed. Strong and informed leadership will enable successful implementation of our CRC EDI Action Plan.
- *Employee Recognition Strategy*: This strategy was developed to provide best practice recognition programs, education, and communication - which support an organizational culture of personal and meaningful recognition experiences for all staff and faculty. The framework for recognition includes three hierarchical dimensions: formal recognition, informal recognition and everyday recognition.
- *Respect in the Workplace*: The University is committed to providing a workplace that respects and promotes human rights, personal dignity, and health and safety. Through the onboarding process, all new academic staff are encouraged to participate in the online and in-class Respect in the Workplace sessions.

Year after year, we continue to increase overall engagement and enablement amongst the academic staff group. The 2017 survey showed increases in several areas related to campus climate in aspects of equity, diversity and inclusion. As shown below employee responses overall have trended positively since 2011 with 2017 results more favourable than public sector norms.



* No norm data available; [^]No 2011 comparator

Results are analyzed by faculty/unit, employee classification and demographics, and equity versus non-equity groups; detailed survey methods are provided in Appendix C. For the 2017 engagement survey a number of questions were specifically asked regarding UCalgary's recruitment and selection processes. Three new survey questions were related to the dimension of equity and diversity:

- Overall, the university is committed to ensuring equal opportunities for all employees.
- Employees are given fair treatment without regard to race, colour, age, national origin, gender, sexual diversity, or religion.²
- I am provided a work environment free of harassment.

Equity group responses to these questions differed by a few percent from those for non-equity groups. Collectively the equity groups felt relatively less satisfied in aspects of equal opportunity (59% favourable) and fair treatment (74% favourable) than respondents in non-equity groups. All employees were more satisfied overall regarding a workplace free of harassment (with equity respondents 79% favourable and non-equity respondents 82% favourable); this was noted as a strength by the Hay Group through benchmark comparisons. For future surveys, we will include an option to identify oneself as a CRC (and FDG) to obtain raw data enabling the analysis of group level variables. All units within the university must develop and implement Engagement Action Plans within a one-year timeline to address these survey findings (process described in Appendix C).

As well as informing the faculty- and unit-level action plans that were developed and implemented by Senior Leadership Team members, survey results have informed institutional EDI practices going forward. In 2019 our Executive Leadership Team launched several new initiatives:

- *Dimensions award pilot:* We have committed to participate in this program fostering transformational change within the research community. The objective is to address obstacles and inequities faced by, but not limited to, women, Indigenous Peoples, persons with disabilities, members of visible minority/racialized groups, and members of LGBTQ2+ communities using an intersectional lens. We commit to a long-term campus culture shift by introducing intentional

² Future surveys will include questions related to opportunities and barriers for persons with disabilities

and strategic interventions - identifying and dismantling barriers, addressing biases, and making sustainable systemic change in areas of access, admissions, recruitment, career development and security, pay, working and learning conditions, resources, retention, and progression.

- *Office of Diversity, Equity and Protected Disclosure review:* Our ODEPD is undergoing review to ensure that EDI is institutionally integrated and focused on both individual and institutional interventions such as systems, structures, policies and practices. Decisions on a renewed structure for ODEPD activities will be announced in late 2019.
- *Diversity Awards:* In 2019 inaugural Diversity Awards were launched to recognize staff, faculty and students who individually or in teams have worked to foster an inclusive and respectful campus.
- *Implementation of an internal EDI dashboard (Appendix A12):* Led by the Provost (under our Academic Plan) we will monitor staff, student and faculty representation and satisfaction in the workplace. Considering best practices for data management and privacy, our Office of Institutional Analysis and Human Resources will collect and display the key data to track and report our EDI progress to the Executive Leadership Team and the Board.

Such actions collectively prioritize and embed EDI in our administration and governance on campus. Specific to CRCs, one new Equity Advisor FTE (Appendix A9) will be hired to support the EDI Action Plan. This advisor, assisted by a new research analyst position, will conduct follow up scans and surveys to assess and monitor chair holder work-climate aspects, including further qualitative analysis via interviews and focus groups, and will support implementation of actions in response to survey findings. An initial priority is developing recruitment and retention frameworks specific to persons with disabilities.

1.1.4 Current Equity Targets and Gaps

Chair holders who self-identify as persons with disabilities are currently under-represented in the CRC allocations at UCalgary. Current estimates (shown below) are based on chair holder self-identification response rate of 100 percent for women and 93 percent for the other FDGs.

%Representation	Women	Indigenous Peoples	Persons with Disabilities	Visible Minorities
UCalgary (Oct 2017)	22	0	0	20
UCalgary (August 2019)	31	No gap	-	18
Target	30	1	4	15

In April 2017, our institution made mandatory several equity recruitment practices for CRC academic selection committees such as unconscious bias training and proactive measures to achieve diverse applicant pools representative of available talent; these are described more fully in Section 1.2 and Appendix E. The implementation of a more rigorous equity recruitment framework has generated measurable progress in FDG representation. The framework is under further development to close equity gaps for persons with disabilities by December 2019.

1.1.5 Summary

Institutional policies, practices and guidelines were reviewed to assess impact on recruitment, development, career progression, accommodation and retention of FDG chair holders. Initial findings indicate that practices are open and transparent, and that the health of the campus environment is positive compared to norms. Several issues raised are being addressed through institutional initiatives: an equity salary review, development of an institutional EDI plan within our new Academic Plan, and review of the ODEPD.

For CRCs specifically, some areas for further attention have been identified. These include mentoring and resource allocation, and actions needed to close gaps and meet CRC equity targets. Based on our findings, three main areas have been identified for development of specific actions: 1) processes, 2) support systems, and 3) achieving or exceeding equity targets.

1.2 Objectives, Actions and Indicators

We propose the following EDI objectives, actions and indicators to enable swift progress towards achieving a healthy environment for our CRCs and meeting our institutional equity targets.

1.2.1 Processes

Objective: Our institutional framework for chair allocations, recruitment and nominations will embed equity and diversity considerations at all stages and will be based on best practices.

Actions:

- 1.2.1.1 Beginning in 2017, an equity recruitment plan will be required for each CRC search: This plan will be specific to the given discipline, set applicant pool targets based on available talent, designate an EDI champion, and address current equity gaps. It will be prepared by the given Faculty with input from Human Resources and the CRC EDI Advisor. An institutional sub-committee chaired by our Equity Officer or designate will review each plan, taking into account perspectives from each of the FDGs, and will make recommendations for implementation.
- 1.2.1.2 By mid-2018, HR will develop a CRC equity recruitment toolkit: In addition to unconscious bias awareness sessions, search committees will be provided online resources, tip sheets and information sessions for CRCP recommended best practices. These include proactive recruitment methods by FDGs, establishing evaluation criteria and assessment grids, and assessing circumstances that could affect productivity such as career interruptions. This toolkit will be reviewed and updated at minimum on an annual basis.
- 1.2.1.3 As of December 2017, the Research Services Office and VPR Office will work together to ensure ongoing compliance with CRCP requirements for all new nominations by compiling and reviewing evidence demonstrating equity recruitment conducted prior to nomination submission. An institutional sub-committee chaired by our Equity Officer or designate and including perspectives from each of the FDGs will review each recruitment package.
- 1.2.1.4 Review of EDI best practices: Beginning in 2017, the Office of Diversity, Equity and Protected Disclosure, in coordination with Human Resources, will conduct an annual review of current literature, policies and internal data to inform refinements to our institutional CRC EDI framework. This will include revisions, as appropriate, of our self-identification processes to address gender fluidity.

Indicators: equity recruitment indicators for applicant pool diversity and candidate selections are reflective of the targets established in equity recruitment plans for each chair (see Appendix D1).

1.2.2 Support Systems

Objective: Positive support structures and services will be made available to all chair holders.

Actions:

- 1.2.2.1 CRC onboarding: By fall 2019, all new chair holders will be advised by the new CRC Equity Advisor, working with ODEPD (Equity Officer) and Human Resources, about EDI initiatives, networking and development opportunities, events and leadership programs available to them³ and of the process for protected disclosure. The CRC Equity Advisor will also work with each chair holder on a case-by-case basis, in coordination with Human Resources and the home Faculty, to develop necessary accommodations including specialized resource allocation for persons with disabilities.
- 1.2.2.2 Mentoring: Faculties are required to submit mentorship plans with each new candidate nomination, committing to expectations for, and facilitation of, career progression and successful chair renewal. Additionally, a new central mentoring framework will be developed in 2019/20 specifically for CRCs with voluntary participation. The model will be flexible with one-to-one, group and network components and will address the unique pressures and expectations for our CRCs and the aspects of isolation experienced by FDGs. All new CRCs will have opportunity to develop a personalized program tailored to their needs and aspirations.
- 1.2.2.3 Administrative support: In response to chair holder needs, investment of more than \$500k (annual) is allocated to our central Integrated Service Centre to provide enhanced services related to university HR, finance and research systems support. Through a new USER Task Force CRC focus group starting in 2019/20 (Appendix A10), chair holder consultation will ensure the most effective definition and delivery of such services.
- 1.2.2.4 System safeguards: Administrators associated with chair holder development and career progression will be made aware of unconscious bias, gender-based analysis (+) and potential adverse impacts of bias on decision making; they will be advised on appropriate safeguards to ensure FDGs are not disadvantaged in negotiations for institutional support.
- 1.2.2.5 Surveys: Annual confidential surveys of chair holders will identify any ongoing barriers for the FDGs, inform the need for new actions, and track progress in sustaining a healthy environment for the FDGs.

Indicators: chair holder access to institutional resources and development opportunities (Appendix D2), as noted by responses to the annual chair holder survey (Appendix B), as well as ongoing interviews with faculty leadership and focus groups

³ Many described in Appendix A

1.2.3 Achieving Equity Targets

Objective: We will meet or exceed institutional equity targets and goals by December 2019.

Background: As of August 2019, there are 55 active CRCs at UCalgary. This number is expected to increase to 62 by December 2019. A relatively large turnover in recent years allows opportunity to recruit members of the FDGs and close equity gaps.

Actions:

- 1.2.3.1 Appointment of three Indigenous chairs: To support our institutional Indigenous Strategy, three CRCs have been allocated to Indigenous research areas for priority hiring of Indigenous candidates.
- 1.2.3.2 Internal retention: Three CIHR CRCs have been allocated for appointment of internal women chair holders.
- 1.2.3.3 Equity recruitment practices will be enforced for all CRC hiring committees: A more rigorous equity framework is expected to increase the representation of FDGs.
- 1.2.3.4 If necessary, prioritized hiring⁴ of FDGs will be implemented to close gaps until targets are achieved.
- 1.2.3.5 If necessary, options will be pursued to create additional chair allocations (using flex moves or other options) for prioritized allocation and hiring of FDGs to achieve targets.⁵

Indicators: representation of the FDGs in our CRC allocations (Appendix D3)

1.3 Monitoring

Our Office of Diversity, Equity and Protected Disclosure reported on a series of metrics to monitor key equity and diversity issues on campus in such focus areas as leadership and accountability, campus accessibility, curriculum and research, employment equity, and student equity. Our new EDI dashboard will capture such information (Appendix A12).

In this context we will continue to evaluate institutional practices affecting our chair holders. Building on the work in Section 1.1, we will conduct bi-annual employment systems reviews, monitor institutional support for our CRCs through annual surveys of Deans and chair holders, and assess campus climate through bi-annual engagement surveys. For the specific actions in Section 1.2, a measurement plan is provided in Appendix D.

Progress will be monitored and reported publicly each year by an implementation team with membership from ODEPD, HR, RSO and the VPR Office. The team will report to our Executive Leadership Team semi-annually and propose course corrections, as necessary, for approval.

2. Management of Canada Research Chair Allocations

The University of Calgary has established the following principles guiding the allocation of Canada Research Chairs. Embedded in our principles is a commitment to carry out equitable recruitment processes and ensure the provision of a supportive and inclusive workplace for all chair holders.

⁴ Proactive efforts to ensure qualified members of FDGs are in the applicant pool; when two or more candidates are equally qualified to receive offer of appointment, offer to be made to candidate who is member of under-represented designated group under CRC equity targets.

⁵ One Tier 1 and one Tier 2 CRC have been allocated in priority research areas to close equity gaps by December 2019.

CRCs will be allocated:

- In support of the six institutional priority areas as outlined in the Strategic Research Plan.
- To opportunities that have demonstrated a plan to carry out an open, transparent, and equitable recruitment process. [L] [SEP]
- To areas that will allow for preservation of, or incremental benefit to, institutional research strengths and will provide reputational advantage to the University. [L] [SEP]
- To areas where a strong institutional environment, including a supportive and inclusive workplace, can be demonstrated. [L] [SEP]
- To areas where they will be adequately supported to ensure the success of their work. [L] [SEP]
- To areas in which a suitable candidate can be recruited within a reasonable length of time. [L] [SEP]
- To faculties that represent a critical mass in the subject area, as indicated by the percentage of Tri-agency funding. Other faculties will be encouraged to apply for Chairs when innovative and strong concepts have been developed. [L] [SEP]

2.1 Overall Framework

UCalgary developed and implemented a process framework for managing CRC allocations and nominations in 2014 (Appendix E); these processes are consistently applied across the institution. The framework has been continually reviewed and updated according to leading practices in equity recruitment, and in response to new program requirements. As required by the CRCP (and described in Appendix E) this framework includes clarity regarding:

- The institution's policies and processes for recruiting Canada Research chair holders, and all safeguards that are in place to ensure that these practices are open and transparent
- How the institution manages its allocation of chairs and who is involved in these decisions
- The institution's decision-making process for determining in which faculty, department, research area to allocate its chair positions, and who approves these decisions
- The decision-making process for how the institution chooses to use the corridor of flexibility in managing its allocation of chairs, and who approves these decisions
- The decision-making process and criteria for determining whether Tier 2 and Tier 1 chair holders will be submitted for renewal and who is involved in these decisions
- The process and criteria for deciding whether to advance individuals from a Tier 2 chair to a Tier 1 chair, and who is involved in these decisions
- The process and criteria for deciding which chair holder(s) will be phased-out in the case where the institution loses a chair due to the re-allocation process, and who is involved in these decisions

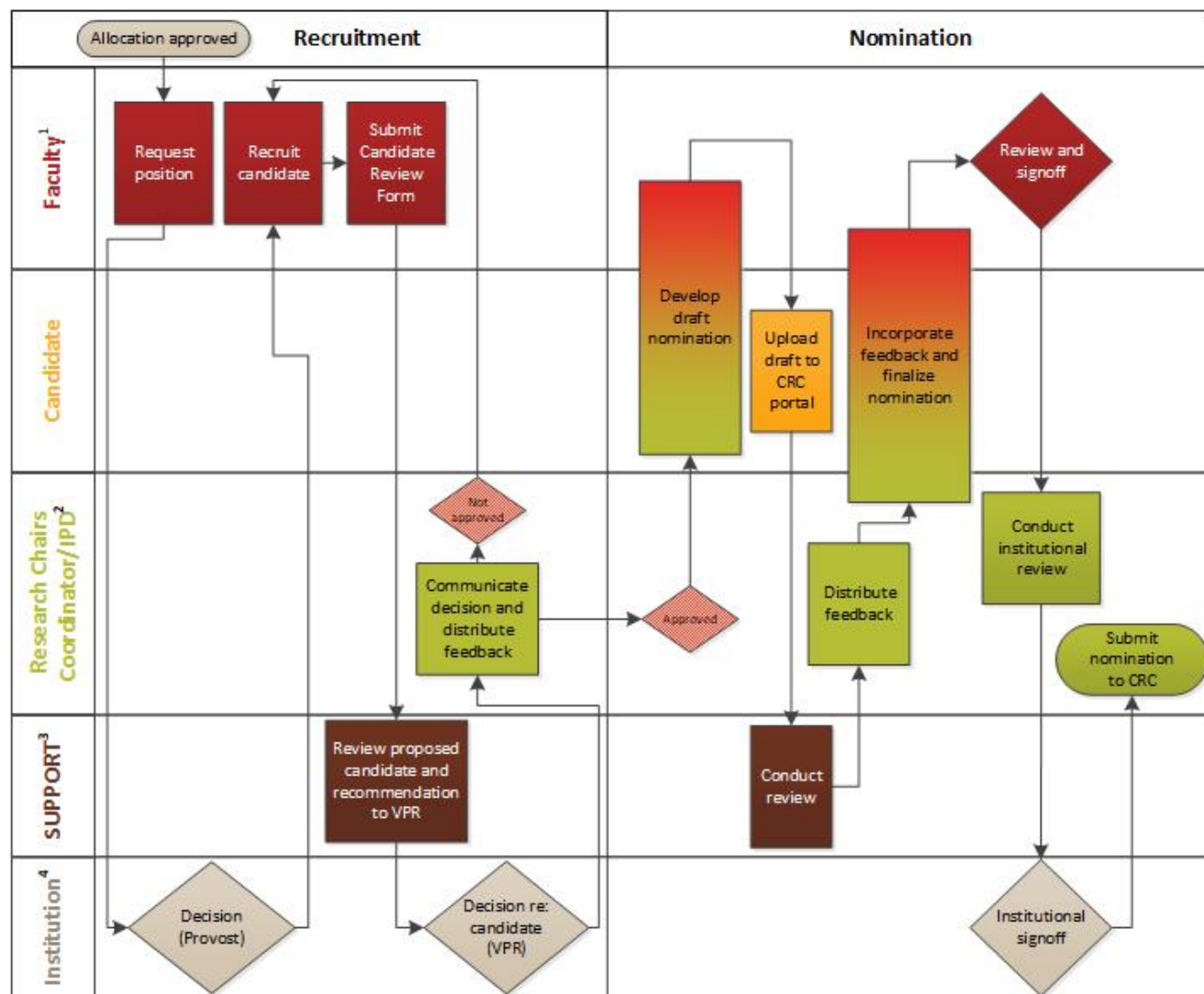
UCalgary has also established several internal policies to guide our recruitment process:

- We limit to external candidates and only under exceptional circumstances, and through consultation with the Vice-President (Research), will internal candidates be considered.
- Advertised positions must be backstopped at the Faculty level (with a tenure track position) and cannot be contingent upon a candidate's successful CRC nomination.

Such requirements are clearly stated and provided to faculties in a formal faculty resource package, which also includes information and resources to support equity recruitment.

2.2 Equity Recruitment Practices

Following a successful allocation request, there are two remaining stages in the internal CRC process: recruitment and nomination. An overview of the activities associated with each of these stages is provided as follows.



1 The term Faculty is used to reference the Dean and/or Associate Dean Research (ADR) and other members of the Faculty administrative team such as Faculty Facilitators.

2 The primary point of contact within Research Services for the CRC portfolio is the Coordinator, Research Chairs Programs. Other members of the Institutional Programs Division (IPD) team will also be involved at various points in the Recruitment and Nomination stages of the CRC process.

3 The Strategic University Proposal and Platform Opportunity Review Team (SUPPORT): Chairs and Professorships will review proposed candidates, make recommendations to the Vice-President (Research) (VPR), conduct an interdisciplinary review and provide feedback on the nomination that focuses on the quality of the business case as well as risk and opportunity.

4 The term Institution is used to reference the decision-making authority granted to members of the senior leadership team at the University of Calgary.

Regarding equity recruitment, several new measures are being implemented:

- Faculties will provide an equity recruitment plan with their chair allocation request, which will be reviewed by an institutional SUPPORT sub-committee including representation from the FDGs and SSHRC, NSERC and CIHR disciplinary expertise (and chaired by our Equity Officer or designate).
- A new recruitment toolkit will be provided to search committees and will include online resources and information sessions for CRCP recommended best practices. These include proactive recruitment, establishing evaluation criteria and assessment grids, and assessing circumstances that could affect productivity such as career interruptions.
- After candidate selection, faculties will submit a recruitment package centrally for review. Package includes the open job ad, evidence of unconscious bias awareness session attendance, evaluation criteria and assessment grids, actions taken to obtain a diverse applicant pool, committee member attestations, and plans for mentoring.
- Faculties are also required to provide a detailed plan for chair holder support (lab and office space, infrastructure, admin support, salary, etc.) with the internal recruitment package, including comparisons to established thresholds providing evidence of an equitable approach.

These updated processes support implementation of equity recruitment best practices while respecting autonomy of the faculty hiring process. Reviews enable compliance with the CRCP requirements for unconscious bias awareness, applicant pool diversity and reporting, and measures to ensure that candidates are not disadvantaged due to career interruptions. The central review is conducted by a committee with FDG representation and chaired by the Equity Officer or designate, ensuring consistency in applying institutional standards for every chair holder's research program.

3. Collection of Equity and Diversity Data

Strategies have been implemented for self-identification of both CRC applicants and chair holders. In 2019/20, the equity survey will expand to include self-identification of members of the LGBTQ2+ community.

3.1 CRC Applicants

All CRC applicants are invited to complete a self-identification survey during the online application process as shown in Appendix F. Applicants are assured that information provided is on a voluntary basis, confidential, and will be used to meet "obligations under the Federal Contractor Program and to evaluate our selection processes." We also include positive wording in our open job advertisements as follows, which acknowledge non-traditional career paths/interruptions and encourages members of the FDGs to self-identify.

Acknowledgement of non-traditional career paths/interruptions

The University of Calgary recognizes that candidates have varying career paths and that career interruptions can be part of an excellent academic record. Candidates are encouraged but not required to provide any relevant information about their experience and/or career interruptions to allow for a fair assessment of their application. Selection committees have been instructed to give careful consideration to, and be sensitive to the impact of career interruptions, when assessing the candidate's research productivity.

Diversity statement

*The University of Calgary recognizes that a diverse staff/faculty benefits and enriches the work, learning and research experiences of the entire campus and greater community. We are committed to removing barriers that have been historically encountered by some people in our society. **We strive to recruit individuals who will further enhance our diversity and will support their academic and professional success while they are here; in particular, we encourage members of the four designated groups (women, Indigenous peoples, persons with disabilities and members of visible minorities) to apply.** All qualified candidates are encouraged to apply; however in appropriate circumstances, preference in hiring may be accorded to candidates from the groups noted above. In accordance with Canadian Immigration requirements, priority will be given to Canadian citizens and permanent residents. To ensure a fair and equitable assessment, we offer accommodation at any stage during the recruitment process to applicants with disabilities. Questions regarding diversity or requests for accommodation can be sent to Human Resources (hrhire@ucalgary.ca).*

The secure online survey is accessed only by Human Resources. Anonymized reports are provided to search committee chairs weekly to track representation of FDGs in the applicant pool. In cases where applicant pool diversity is below expected pre-determined thresholds, additional measures are implemented proactively to target FDGs. A high response rate has been achieved for applicant pools (approximately 80 percent).

3.2 Chair Holders

All new Canada Research Chairs are invited to complete a self-identification survey (via offer letter) by completing an online secure survey accessible through the Human Resources Workplace Diversity and Employment Equity website. Alternate formats are available. Reminders are sent throughout the year to those who have not completed the survey. As of August 2019, the return rate was 95% and the response rate was 93%. It is important to note workforce representation as determined by survey results may not accurately reflect the actual representation of members of the FDGs as individuals choose not to self-identify. However, we continue to encourage chair holders to participate. It is expected that initiatives such as our [CRC equity, diversity and inclusion awareness strategy](#) will elevate and positively impact the profile of FDG chair holders on campus; this will likely encourage future self-identification in the enhanced security of a more inclusive environment on campus.

Current data for Indigenous peoples, visible minorities and persons with disabilities are extracted from this employment equity self-identification survey and are solely based on voluntary completion. Data for women are extracted from our Human Resources Information System (PeopleSoft) and are considered highly accurate with 100% participation.

4. Retention and Inclusion Initiatives

4.1 Supportive and Inclusive Workplace

The University of Calgary is committed to providing a respectful and collaborative workplace that supports diversity of views, social identities, and thought.

Our employee engagement levels, measured bi-annually, provide us with an important assessment of how well we work together to ensure a culture of respect and recognition, build commitment and trust in

leadership, and create a ‘one university family’ environment. Results from 2017 (some provided in Section 1.1.3 and to be updated 2020) demonstrate that we have made significant improvements, and that we remain equal to or better than public-sector norms in EDI-related indicators. Our Deans address faculty feedback through their individual engagement action plans, ensuring that our Canada Research Chairs reside in healthy micro-cultures campus wide. Plan implementation is monitored regularly and units are proactive in addressing ongoing or new concerns.

A number of procedures, policies⁶ and supports are in place that enable retention of individuals from the FDGs and that encourage greater understanding of EDI in the campus community (Appendix A). Several new initiatives are under development as described in Section 1.1.3. Our refreshed Academic Plan 2017-2022 includes the theme *Prioritizing People* with specific actions to *recruit and retain talented people from a diversity of backgrounds*. An institutional EDI plan will be implemented going forward and specific action plans will be developed for the FDGs where warranted. Our commitment to participate in the Dimensions program will foster transformational change within our research community and introduce a long-term campus culture shift.

The workforce and health of the workplace environment will be monitored through

- Annual confidential surveys of chair holders
- Exit surveys
- Bi-annual engagement surveys
- Annual employment equity surveys
- EDI Dashboard

UCalgary is committed to a welcoming and inclusive campus. We believe that when people have a respectful work, living and learning space, they can bring their unique abilities and skills to bear and thrive. It is our goal to create a positive environment where people can be productive and wish to stay and contribute. Through our supports, resources and strategies, not only around EDI but also health and wellness, respectful workplace, and resources for specific identity groups, we offer our chair holders a healthy working environment.

4.2 Management of Complaints – Office of Diversity, Equity and Protected Disclosure

Director, ODEPD [under recruitment as of August 2019]

Phone: (403) 210-6699

Office: AD 116B

Protected Disclosure Advisor, ODEPD, Shirley Voyna Wilson

Phone: (403) 220-4086

Office: AD 116A

Email: wsvoyna@ucalgary.ca

Equity, diversity and inclusion concerns are directed to the Protected Disclosure Advisor in the Office of Diversity, Equity and Protected Disclosure.

The Protected Disclosure Advisor is available to all members of the university community for information related to diversity, inclusion, and equity concerns, including relevant policy and procedures, options for resolution both informal and formal, and for advice on how to prepare and submit a complaint

⁶ Specific to retention and inclusion are the policies on [employment equity](#), [code of conduct](#), [harassment](#), [sexual violence](#), [workplace accommodation](#) and [workplace violence](#).

as required. The Advisor also deals with concerns raised around breaches in research ethics or protocols and is available to answer questions and provide support at all stages in the process. All concerns are treated in a prompt, impartial and confidential manner.

Protected Disclosures include any disclosure that is consistent with the [Public Interest Disclosure \(Whistleblower Protection\) Act \(PIDA\)](#), that involves an allegation of a breach of the Code of Conduct, or that involves a breach of any other University policy where a respondent is an academic staff member, appointee, contractor, volunteer or postdoctoral scholar.

The University of Calgary has a [procedure](#) that outlines the process by which individuals may make a Protected Disclosure, how the University will respond and how individuals will be protected from reprisals for making a protected disclosure.

Appendix A: Equity, Diversity and Inclusion Initiatives

In 2014, the University of Calgary took an important step to firmly ground our equity, diversity and inclusion (EDI) work by establishing the Office of Diversity, Equity and Protected Disclosure (ODEPD), to address all aspects of diversity and equity within and across the University's many communities. ODEPD's mandate is to:

- Identify, analyze and monitor systemic issues, and to act as an advocate for change;
- Provide an independent, neutral and confidential space for reporting allegations or concerns that fall under any policies related to diversity, equity or protected disclosure; and,
- Expand the collection and publication of equity and diversity-related data and report to General Faculties Council, the Board, the Senior Leadership Team and other appropriate bodies.

ODEPD supports Eyes High commitments and continues to build partnerships across campuses and units, to support the work being done by many throughout the organization to create an inclusive campus.

2019 update: Currently ODEPD is undergoing review. While the structure proposed was right for the time, UCalgary has changed considerably since the proposal for ODEPD was first approved. We want to ensure that EDI is institutionally integrated and focused on both individual and institutional interventions such as systems, structures, policies and practices. Decisions on a renewed structure for ODEPD activities will be announced in coming months.

All members of the University of Calgary community have the opportunity to avail themselves of a number of initiatives, educational opportunities, events and programs that encourage a greater understanding of equity, diversity and inclusion.

Researchers joining our community as Canada Research Chairs are members of the broader campus community, and like all members, are encouraged to participate in any and all equity, diversity and inclusion initiatives.

Many of the below mentioned initiatives are supported by separate communications and awareness activities embedded in various administrative units.

A1. Education and Training

- Unconscious Bias & Selection Training – ODEPD and Human Resources: Training to selection committees. Specifically delivered for all Canada Research Chair selection committees. Annually, 30-35 workshops delivered.
- Respect in the Research Environment (as part of My GradSkills) (delivered twice annually)
- Unconscious Bias workshops – delivered to other areas outside the selection process as requested (approximately 4 workshops delivered annually).
- Teaching Controversial Subjects – delivered to academics and graduate students quarterly. Partnership with Taylor Institute for Teaching and Learning.
- Leadership Workshops (Leadership Academy) – diversity related workshop delivered to senior leadership annually.
- Unmasking Micro-Aggressions in the Workplace – delivered on request
- Stereotype Threat and Micro-Aggressions – delivered on request
- Anti-Discrimination Response Training – delivered 3-4 times annually across campus.
- Human Resources Talent Development Workshops & Training – a diversity related workshop is delivered annually to HR staff
- Power Privilege – delivered on request
- Inclusion Zone – delivered on request and is in the process of being rolled out on an ongoing basis for students by Student Engagement Services

- Impact of Identity in the Classroom – to be delivered twice a year depending on demand. Partnership with Taylor Institute for Teaching and Learning.
- Intercultural Communication – delivered on request

A2. Diversity and Equity Network

The Diversity and Equity Network advances the core values of communication, collaboration, and excellence that underlie the university's strategic direction, *Eyes High*, in three ways:

- Serves as a forum for the sharing of information regarding current issues, research, and initiatives related to diversity and equity
- Assists the ODEPD in planning events and workshops on an issue, initiative or research project
- Fosters excellence by contributing to the development of best practices

A3. Employment Equity

Employment equity is a process adopted by the University as an employer to identify and eliminate discrimination in employment procedures and policies, remedy the effects of past discrimination and ensure appropriate representation of the designated groups throughout an employer's workforce. UCalgary has a *Workplace Diversity and Employment Equity Strategy*

(see: http://www.ucalgary.ca/hr/diversity_equity_strategy).

A4. Diversity Week

In 2016, the inaugural Diversity Week launched on campus, bringing together more than 20 units across campus for 28 events during one week. The initiative encompassed topics like disability, women in STEM, Indigenous experience and perspectives, everyday bias, queer identity and mental health. This annual event is a fundamental activity to raise awareness at UCalgary around issues related to equity, diversity and inclusion, that saw a 450% increase in web traffic to the ODEPD website.

A5. Campaign for Positive Space

The Campaign for Positive Space seeks to create a more welcoming place for all those who study, work and live at the University of Calgary. The Campaign raises awareness of and addresses discrimination and harassment based on sexual and gender diversity and challenges the patterns of silence that continue to marginalize members of the LGBTQ2+ community

The Campaign for Positive Space is intended to help create a campus that is free of discrimination because of sexual and gender identity. It is also aimed at encouraging a widespread and visible commitment to welcoming sexual and gender diversity, making discussion of diversity more open and less unusual. Often, efforts to do so have centered on criticism of policies, behaviours, and attitudes that marginalize. This campaign takes an affirmative, positive approach.

A6. Indigenous Strategy

Through this strategy, the University is committed to creating a rich, vibrant and culturally competent campus – one that welcomes and supports Indigenous learners and scholars, is inclusive of Indigenous perspectives in teaching and learning, encourages Indigenous community partnerships in research and academic programming and is appropriate and thoughtful in its response to the Truth and Reconciliation Commission's 'Calls to Action'. An Elder Advisory Council, a steering committee, a working group, and two parallel frameworks: the Indigenous Strategy Task Force Terms of Reference and the Journey towards an Indigenous Strategy (An Indigenous Framework) informed the development of the strategy under the Provost and Vice-President (Academic).

2019 update: Since the launch of the strategy, a five-person Office of Indigenous Engagement led by the vice-provost (Indigenous engagement) has been established to identify and develop relevant processes and policies as we move forward. The new name for the Native Centre – Writing Symbols Lodge – was gifted in a naming ceremony in April 2019 by Traditional Knowledge Keepers from Treaty 7 Territory and beyond. Writing Symbols Lodge is a support service dedicated to creating an inclusive community for Indigenous students and is a place of intercultural learning for the non-Indigenous campus community. In 2019, we will establish an Indigenous Research Support Team to address workload challenges faced by Indigenous faculty members and to provide a single contact point to develop the partnerships and procedures associated with ethically and respectfully conducting research in and with Indigenous communities.

A7. Faculty-Specific Initiatives

Three faculties - Science, Engineering and Medicine - have established Associate Dean (Diversity and Equity) roles; others embed EDI into Vice Deans' portfolios and standing committees. A number of faculties have committed to equity, diversity and inclusion through their own initiatives and activities, outlined at a high-level here.

- **Faculty of Arts:** The strategic plan, *Energizing Arts*, includes a dedicated pillar to Citizenship, Diversity and Inclusion. This includes a commitment to building a genuinely diverse community, an inclusive climate and a raised awareness of unconscious bias.
- **Faculty of Science:** *Curiosity Sparks Discovery*, the faculty's strategic plan, includes a specific goal to celebrate diversity and inclusivity. The dean's office also includes an Associate Dean (Diversity, Equity and Inclusion), to develop champions of science.
- **Schulich School of Engineering:** The School's strategic plan, *Energizing Engineering*, includes a goal dedicated to fostering diversity to transform the landscape of engineering. It begins by modifying recruitment practices to include the skills and talents of all applicants. The Associate Dean (Diversity and Inclusion) is a key leader in the Dean's office of the faculty.
- **Werklund School of Education:** The Werklund School of Education recently added five academic positions dedicated the teaching and research of Indigenous education and culture.

A8. Associated Equity, Diversity and Inclusion Units/Groups

- **Academic Women's Association.** The mandate of the UC-AWA is to advance academic women's career development from earliest stages to post-career, through advocacy and raising awareness of women's issues in collaboration with other equity associations on campus.
- **Campus Mental Health Strategy.** The University of Calgary launched the strategy in December 2015, to build a community where students, faculty and staff are encouraged to speak freely about mental health, reduce stigma and create a community of caring. With all 28 recommendations complete, the strategy is a major advancement in programming, services and supports for all community members.
- **Faith and Spirituality Centre.** The Faith & Spirituality Centre seeks to cultivate a pluralistic community by encouraging cultural and religious literacy, community building, and social change as an integral part of the student experience.
 - **Multi-Faith Prayer Room and Chapel.** The Faith and Spirituality Centre manages several prayer/meditation spaces on campus for individual or communal prayer, reflection, meditation or meetings.
 - **Kaleidoscope Project.** Winner of the NASPA award for Outstanding Spiritual Initiative, this project provides an immersion opportunity for students and others to learn about and experience religious diversity in Calgary over a full semester program.

- **International Student Services (ISS)**. Provides support services and customized advising for all international students adjusting to studying at the University of Calgary, including initiatives to develop, design and deliver unique peer-driven programs that connect international and Canadian students. In addition, provides services to house international researchers.
- **Writing Symbols Lodge**. The University of Calgary welcomes, respects, and supports the rich diversity of Indigenous learners, their communities, cultural traditions, and aspirations in post-secondary education. Writing Symbols Lodge is a support service dedicated to creating an inclusive community for Indigenous students and is a place of intercultural learning for the non-Indigenous campus community.
 - **Indigenous Relations Training Program**. Writing Symbols Lodge welcomes individuals who are seeking professional or personal development to gain a better understanding of the issues facing Canada's Indigenous population today and how to effectively build relationships with those communities.
 - **Indigenous Student Access Program (ISAP)**. A transition-year program that provides an opportunity for students, who are not fully admissible to faculties, to take university level credit courses designed to improve academic success and gain access to faculty based programs.
 - **Indigenous Student Success, Empowerment and Re-engagement Training (ISSERT)**: The ISSERT program takes a holistic approach to academic success by providing academic and cultural guidance to Indigenous students.
- **The National Standard for Psychological Health and Safety in the Workplace**. The University of Calgary is committed to ensuring psychological health and safety is recognized by adopting the National Standard for Psychological Health and Safety in the Workplace (National Standard) as outlined in Recommendation 6.4 in the Campus Mental Health Strategy.
- **The Q Centre for Sexual and Gender Diversity**. The Students' Union's Q Centre is a safe, comfortable and inviting space for the LGBTQA+ community at the University of Calgary. Featuring a library and peer support services, the program coordinators and volunteers plan events and direct clients to relevant resources. Guests are also welcome to hang out and socialize.
- **Student Accessibility Services (SAS)**. Works collaboratively and innovatively with the campus community to create an accessible, equitable and supportive learning and living environment that enhances each student's academic and personal development. Instructors can consult frequently asked questions, learn more about supporting students with disabilities, and find suggestions for creating accessible course materials. SAS works with faculty and staff as required on accessibility issues.
- **Staff Wellness**. Staff Wellness leads a number of programs, resources and services, to help promote, support, and sustain the health and wellness of faculty and staff at UCalgary. Each Faculty and unit at UCalgary has a dedicated Ability Management Advisor to help employees navigate sick leave, accommodation, long-term disability and the Workers' Compensation Board.
- **University of Calgary International Office**. The university's international strategy aims to increase the diversity of students on campus, strengthen intercultural competencies, advance educational and research partnerships and boost international development efforts.
- **Women's Resource Centre**. The Women's Resource Centre is a safe and welcoming place for students, faculty, staff and the community to come together to connect. It focuses on practical skills development that complements classroom theoretical learning.

A9. CRC EDI Advisor

A dedicated Equity, Diversity and Inclusion Advisor will be initially hired for a two-year term (starting Fall 2019) to gather data and further develop processes related to supporting Equity, Diversity and

Inclusion for Canada Research Chairs. Working with the Office of Diversity, Equity and Protected Disclosure, the EDI Advisor will develop and conduct surveys and interviews to identify any ongoing barriers for the FDGs, and evaluate chair holder access to institutional resources and development opportunities. The advisor will also support equitable and inclusive recruitment and retention practices including case-by-case management of mentoring and accommodation needs. This will inform the need for new actions, and track progress in sustaining a healthy environment for the FDGs. The advisor will develop guidance and training resources on such topics as unconscious bias, Gender Based Analysis (GBA+) and strategies to support equity and inclusion in research teams. While initially focused on the current cohort of CRCs, the practices and resources developed are expected to be broadly adopted across the academic community. A new institutional Research Analyst position will also support the work of the EDI Advisor. Initially a 0.3 FTE appointment for this position is envisioned, which will be seconded from the Vice-President Research Analyst team. The Research Analyst will work primarily on developing, updating and conducting analysis of the overall metrics for CRC reporting.

A10. University Systems Enabling Research (USER)

A USER Task Force was established by the Vice-Presidents Research and Finance in 2011 to guide transformation of the university's administrative practices in support of research towards systems and processes that are easier, more efficient and effective. To date \$12M has been invested in more than 20 USER initiatives including streamlined human resources, procurement and accounting systems and a new online research management system. Recent restructure of the USER model incorporates a CRC focus group to assess barriers to success, and supports needed, to enable all chair holders in delivering their research programs. Under the USER model direct participation of leadership from Human Resources, Research Accounting, and Supply Chain, among others, ensures concerns are acted upon and resourced appropriately in a coordinated manner. CRC EDI aspects are integrated and addressed through participation of an equity advisor.

A11. Workplace Accommodation Policy

The university is committed to ensuring an inclusive working environment that is free from discrimination. In support of continued efforts to arrange meaningful workplace accommodations, in September 2018, the University introduced the [Workplace Accommodation Policy](#) and [Procedure](#). The Policy and Procedure were developed to ensure that Academic Staff, Postdoctoral Scholars, Graduate Student Staff Members, MaPS, AUPE Employees, and Senior Leadership Team understand their rights and responsibilities in respect of workplace accommodations. Accommodation is a shared responsibility between the University, Academic Staff Members, Postdoctoral Scholars, Graduate Student Staff Members, Employees, and any applicable bargaining agent. In September 2018, the new policy was launched through a campus-wide email, dedicated webpage and information sessions offered to the campus community.

A12. EDI Dashboard

An EDI steering committee, composed of executive leaders and senior analysts, has been working to identify key metrics for an EDI dashboard that our General Faculties Council approved in 2018. The EDI measures selected have been grouped within three categories (i.e., student, academic staff, and other staff). Together, these measures will monitor the number of people self-identifying as international, or members of the four federal designated groups. In addition, using these EDI metrics, we can monitor the program trajectory of students (applicant pool, admissions, retention and completion rates, and graduate outcomes); we can compare and contrast the various pathways experienced by academic and non-academic staff (hiring, retention rates, CRC appointments, rank, time to tenure, and time to promotion). The EDI dashboard was specifically designed to inform the progress of our research and academic plans,

both of which prioritize people, and emphasize diversification of our research community by recruiting talent from a diversity of backgrounds. Balancing the protection and confidentiality of members of under-represented groups with the need to better understand our student and workforce populations is a constant challenge. Not getting this balance right will reduce the credibility of collecting EDI information. At a minimum, no personally identifiable information is attached to any EDI data sets, and access is controlled to Faculty Deans and the Executive Leadership Team. Confidentiality warning and release guidelines are provided. A clear disclosure strategy (data suppression) is in place for all other internal reports. Further, these confidentiality and disclosure strategies are actively revised by student and HR community of practices.

Appendix B: Internal Chair holder Survey June 2019

In June 2019, input was obtained directly from current chair holders through a confidential survey. The survey response rate was 83.7%, 47.3% (26) non-FDG members and 36.4% (20) FDG members.

Preamble Text

In 2016 the Government of Canada and the Canada Research Chairs Program announced a commitment to a more equitable, diverse and inclusive Canadian research enterprise through non-discrimination and employment equity policies. All institutions that accept agency funding must make efforts to meet equity and diversity targets to increase representation among CRC chair-holders in the four equity groups: women, Indigenous persons, racialized persons and persons with disabilities. Institutions are also expected to provide a supportive and inclusive workplace and to be transparent in their processes for allocation, selection, and renewal of chair holders.

One of the requirements to meet our commitments to the CRC Equity and Diversity Plan, is to engage our Chairs on an annual basis to understand how they perceive their working environment at UCalgary. Below is a short survey that we ask you to complete to help us plan more effectively to meet the needs of CRC Chairs. The survey data will be kept confidential and aggregated. It will be viewed in its raw form only by the Director of the Office of Diversity, Equity and Protected Disclosure. If you have any questions, you can contact Dr. Valerie Pruegger at vpruegge@ucalgary.ca.

Questions (each to be answered on a four-point scale from strongly agree to strongly disagree)

1. Do you have protected time for research?
2. Do you have adequate space and facilities to conduct your research?
3. Do you have adequate administrative support?
4. Do you have access to mentorship?
5. Are you provided an equal opportunity workplace?
6. Do you feel supported in your workplace?
7. Do you feel respected in your workplace?

Appendix C: University of Calgary's Bi-Annual Engagement Survey

The University of Calgary recognizes the importance of engagement and is committed to using feedback to make improvements where needed. Survey results are used to make changes in the workplace that will increase engagement. The goal is for every individual to feel proud to be part of the university.

Overall purpose

The University of Calgary has been surveying employees bi-annually since 2011 to provide feedback to leaders on engagement and enablement, both of which are key drivers to achieving the strategic vision of the university. The survey provides insight into how employees feel about the university, the work they do, and opportunities for improvement. The results of past surveys have helped to engage and support employees and their work, and understand what is needed to reach Eyes High goals.

The University of Calgary's engagement survey has been designed to:

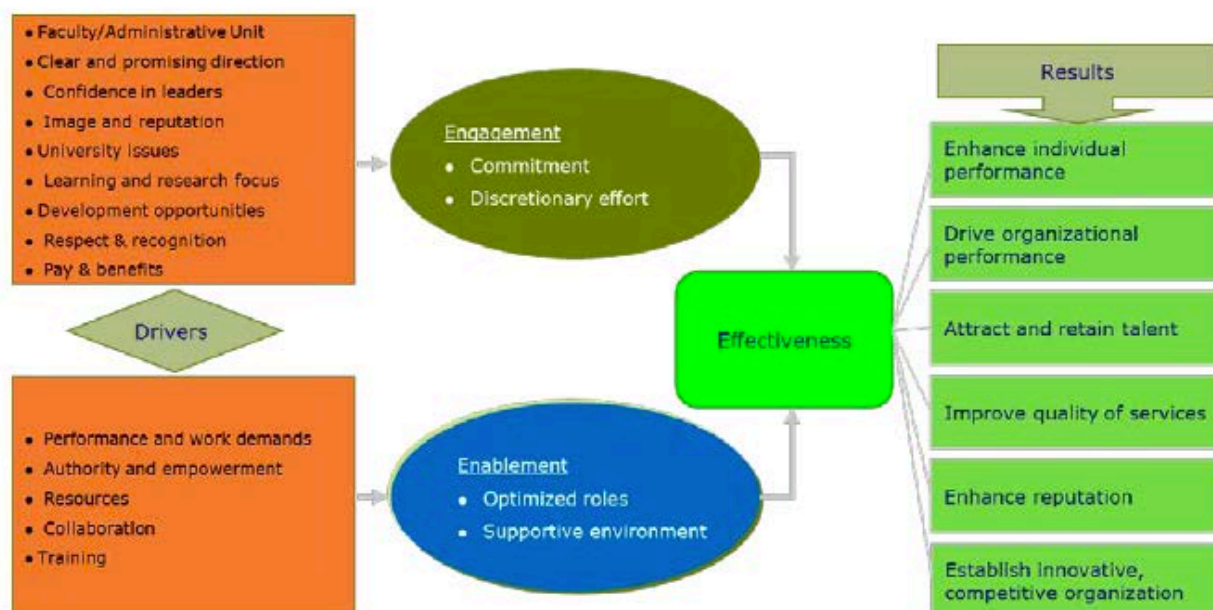
- Establish a baseline measurement for engagement and enablement to build upon
- Identify major factors affecting engagement and enablement at the university
- Assess how the university compares to other organizations in the public sector and in North America
- Provide leaders with survey results so they can identify actions to improve engagement and enablement

Two-Year Survey Cycle

The University of Calgary retains Korn Ferry Canada (Hay Group), an international management consulting group, to develop and administer the engagement survey for the University of Calgary. The survey was developed with input from a university committee of faculty and staff. For the first such survey (in March of 2011), all full-time faculty and staff were invited to participate in the survey and share their views on various aspects of working life at the university. Subsequent engagement surveys were administered in 2013, 2015 and most recently in 2017. The aim was to provide further insight into faculty and staff's thoughts on the university, the work they do and opportunities for improvement.

Survey Rationale

Korn Ferry Canada (Hay Group) has found from their global research that certain drivers (see graphic) lead to higher levels of engagement and enablement, which, in turn, enhance effectiveness. The results of improved effectiveness positively influence an organization's overall performance. This includes increasing both individual and organizational performance, attracting and retaining staff, improving the quality of services and enhancing reputation.



2017 Employment Engagement Survey Results

The 2017 overall response rate was 56% with data collected for 90 questions in 17 different domains (referred to as dimensions) such as Confidence in Leadership, Pay and Benefits, and Respect and Recognition - in addition to focus dimensions of Engagement and Enablement. New dimensions of Equity and Diversity and Respect and Recognition were included in the 2017 survey. Sample questions and their relationship to dimensions are listed below. For each of the 90 questions, a six-point scale was used to indicate agreement with the statement or rate the university/unit's performance.

Engagement	I am optimistic about the future of the university
	The university values the work that I do
	I feel proud to work for the university
	Overall, I am satisfied working at the university at the present time
Enablement	I have opportunities to have my ideas adopted and put into use
	I have the resources I need to do my work effectively
Development Opportunities	Rate your opportunity for learning and professional development
	Rate your opportunity for reaching your personal career objectives
Equity and Diversity	Employees are given fair treatment without regard to race, colour, age, national origin, gender, sexual diversity or religion
	Overall, the university is committed to ensuring equal opportunities for all employees
	I am provided a work environment free of harassment
Respect and Recognition	Rate the university on the effort they make to get the ideas and opinions of people like yourself
	The university provides a workplace environment that promotes and supports mental health and wellbeing
Authority & Empowerment	I have the authority to carry out my work/responsibilities effectively
	I have the information I need to do my work well

Results were anonymized and presented as percentages favourable, neutral or unfavourable for a given question or dimension. Comparisons are made with previous UCalgary surveys (2015, 2013 & 2011), the North America (NA) Norm, and the Public Sector (PS) Norm established by the Hay Group. Statistical testing identified key drivers and strengths, and top areas of improvement or decline, since previous surveys.

Summarized results for six dimensions related to campus climate, including aspects of equity, diversity and inclusion, are shown below. Employee responses have trended positively since 2011 and all results are more favourable than public sector norms. The majority of employees are favourable or neutral regarding equity and diversity (86%) in their workplace.

DIMENSION	% Favourable	% Neutral	% Unfavourable	% Favourable versus Comparator			
				2015*	2013*	2011*	PS Norm*
Engagement	72	15	13	0	6	13	4
Enablement	69	13	18	-2	4	6	1
Development Opportunities	62	23	15	-1	7	14	4
Respect and Recognition	60	23	17	-	-	-	-
Equity and Diversity	73	13	14	-	-	-	2
Authority and Empowerment	75	13	12	-1	4	6	6

** Positive differences mean UCalgary results are more favourable, whereas negative differences mean less favourable. The results are compared to previous UCalgary surveys (2015, 2013 & 2011) and the Public Sector (PS) Norm*

The 2017 Employment Engagement Survey data were also disaggregated for the first time by equity group membership. While the response numbers are too small to explore potential differences among individual units, these data give a snapshot of how equity groups experience the workplace at the University of Calgary. The category “all equity groups” includes people who self-identified as persons with disabilities, Indigenous people, and visible minorities as it was not possible to break down a visible minority group by itself. The “non-equity groups” category includes all other University of Calgary employees who responded to the survey.

For some work-climate aspects the responses differed by more than a few percent between equity groups and non-equity groups. Collectively the equity groups indicated greater satisfaction working for the university (82% favourable, 12% neutral) but were less proud (70% favourable, 18% neutral) than respondents in the non-equity groups. All groups felt that there were significant barriers to doing their work well (62% agreed or neutral equity; 59% agreed or neutral non-equity) and were less than fully favourable regarding equal opportunities for all employees (82% agreed or neutral equity; 81% agreed or neutral non-equity). While employees felt relatively less favourable about university opportunities to provide their ideas and opinions, this is an area in which the university is improving (as noted by the Hay Group through comparison analysis). For future surveys, we will include an option to identify oneself as a CRC (and FDG) to obtain raw data enabling the analysis of group level variables.

Response to Survey Results - Engagement Action Plans

Results of Employee Engagement Surveys are presented at town halls hosted by the UCalgary President. Full results for the survey are published on the University of Calgary intranet. Senior Leadership Team members are responsible for presenting their portfolio's results to the respective areas and as well as the creation of action plans for each of the university's 34 faculties and business units. The university's Senior Leadership Team, which includes Deans, facilitate ongoing implementation of action plans based on their respective engagement results, and the progress of those plans is monitored by the President's Executive Leadership Team.

All units must develop and implement their actions within a one-year timeline to address survey findings. Project plans typically include the following tasks: review results and resources, consult with HR partner, schedule Town Hall, plan communication strategy, create Task Force, submit Action Plan to Executive Leadership Team and Associate Vice-President Human Resources for review, implement plan and monitor progress, and communicate status updates to Faculty/Unit.

The Engagement Survey feedback has resulted into many outcomes such as improved opportunities for professional and leadership development, career development programming, the development of the mental health strategy, the U Matter employee recognition program, and our evolving university-wide Respect in the Workplace program.

Going forward we will continue to monitor and make course corrections, with a new survey projected for 2019/20.

Appendix D: Measures

The following information will be collected to monitor our key indicators and report progress.

D1. Equity Recruitment

		All #	Men (%)	Women (%)	Indigenous Peoples (%)	Visible Minority (%)	Persons with Disability (%)
Applicant Pools							
CRC Tier 1	NSERC						
	CIHR						
	SSHRC						
CRC Tier 2	NSERC						
	CIHR						
	SSHRC						
Candidate Shortlists / Selections							
CRC Tier 1	NSERC						
	CIHR						
	SSHRC						
CRC Tier 2	NSERC						
	CIHR						
	SSHRC						

D2. Access to Resources and Development Opportunities

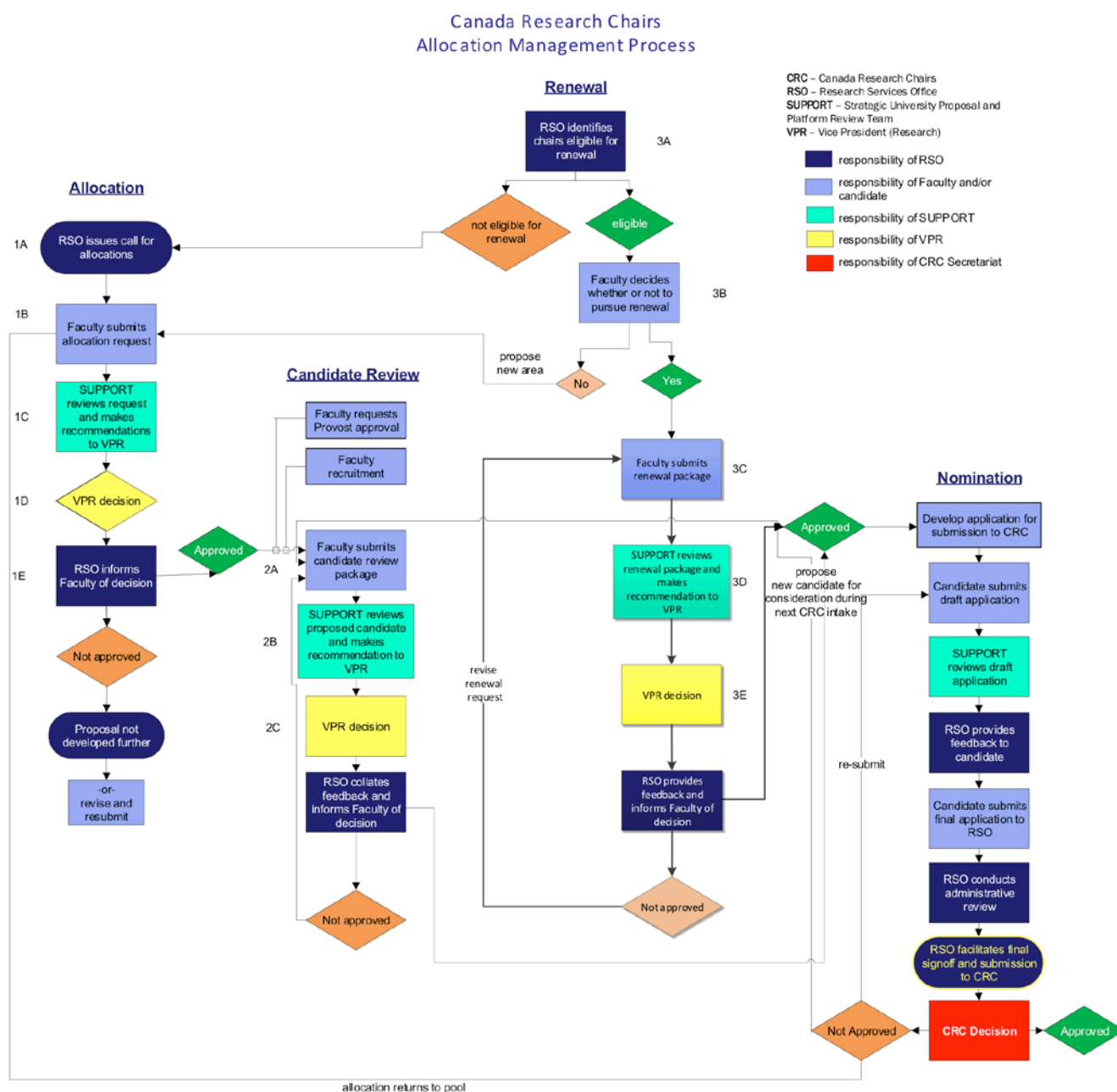
		All	Men	Women	Indigenous Peoples	Visible Minority	Persons with Disability
Canada Research Chairs (by NSERC, CIHR and SSHRC)							
Lab Space (sq m)	Total Requested						
	Total Allocated						
Internal Research Funds (\$/chair holder)							
CFI JELF?	# yes						
	# no						
Office Space?	# yes						
	# no						
Lab Support?	# yes						
	# no						
Admin Support?	# yes						
	# no						
Mentorship?	# yes						
	# no						

D3. Representation of FDGs

		All #	Men (%)	Women (%)	Indigenous Peoples (%)	Visible Minority (%)	Persons with Disability (%)
CRC Tier 1	NSERC						
	CIHR						
	SSHRC						
CRC Tier 2	NSERC						
	CIHR						
	SSHRC						

Management of institutional CRC allocations follows our formal processes (Appendix E). Status is monitored centrally and projections for representation of the FDGs are updated regularly. Factors considered in our projections include future renewals, chair turnover (end date of second terms), applications currently under review by the CRC Secretariat, status of recruitments in progress, and anticipated outcomes of hiring practices. An analysis tool tracks all institutional CRC allocations and representation of the FDGs.

Appendix E: Internal Processes for Allocation of Canada Research Chairs



At all stages of the process we obtain objective feedback and recommendations from our *Strategic University Proposal and Platform Opportunity Review Team (SUPPORT)*, a multidisciplinary and gender-balanced committee comprised of research leaders, current and past chair holders, and an Associate Vice-President Research. SUPPORT members participate in EDI training including unconscious bias awareness and review of CRC guidelines including those for assessing productivity of nominees.

E1. Institutional Management of CRC Allocations

Up to twice per year (depending on the upcoming availability of chair allocations), RSO distributes an open call for CRC allocations to Deans and Associate Deans (Research) [See Process 1A]. Deans and ADRs work with department heads and institute heads throughout the allocation request development process, and identify internal faculty priorities. Faculties submit a 'Request for CRC Allocation' document [Process 1B] that describes the research area, resources (space, equipment, startup funding, collaborative opportunities) that will be available, which institutional strategic research theme(s) the chair would align with, and a plan to ensure a fair and equitable recruitment process.

The allocation requests are reviewed by SUPPORT [Process 1C], and committee members provide feedback and recommendations to the VPR based on program criteria and the information provided by the Faculties. The VPR makes the final decision regarding the allocation of CRC opportunities [Process 1D].

When a Faculty has received a CRC allocation, the Dean and ADR receive general feedback on the CRC concept, details around the equity recruitment requirements, and a faculty resource guide providing details on the next steps [Process 1E]. The Faculty is awarded the allocation for 12 months, by which point they must identify a preferred candidate for review.

E2. Institutional Processes for Recruiting Canada Research Chair Holders

Job advertisements are developed by the CRC search committee, and are reviewed by Human Resources and the Research Services Office (RSO) before being posted to ensure they adequately describe CRC requirements. A dedicated central Human Resources representative oversees the recruitment process for all CRCs (including job advertisement review, hiring committee training, and ensuring CRC requirements for recruiting and nominating Canada Research Chairs are met). Once the CRC search committee has identified the preferred candidate, the home faculty submits a candidate review package to RSO [Process 2A]. This candidate review package includes a description of how the candidate's expertise aligns with the CRC allocation, the candidate's CV, the job advertisement, and steps taken during the recruitment process (how and where the position was advertised), equity considerations, shortlisting process and applicant pool information (such as the number of applications received, how many were interviewed). The candidate review package is reviewed by SUPPORT [Process 2B].

SUPPORT makes a recommendation to the Vice-President (Research) (VPR) regarding the alignment of the candidate with the CRC requirements. The VPR makes the final decision regarding whether a candidate will move forward with a CRC nomination [Process 2C].

E3. Institutional Processes for CRC Renewals

Twice per year, RSO notifies Deans and ADRs of chair holders within the faculty that are eligible for upcoming renewal [Process 3A]. This notification is done at least six months in advance of the Secretariat's renewal nomination deadline. Each faculty reviews the chair holder's first term (in alignment with the CRC program criteria) [Process 3B], in collaboration with department heads / institute heads / collaborators as applicable. Upon completion of the review, the Faculty submits the candidate's CV, and a description of research contributions, leadership, Highly Qualified Personnel training, and alignment with university priorities [Process 3C]. The renewal package also includes a letter of recommendation from the Dean.

SUPPORT evaluates the renewal package [Process 3D] and provides a recommendation to the VPR, who makes the decision whether or not to put the Chair forward for renewal [Process 3E].

E4. Institutional Practices

Corridor of Flexibility: The corridor of flexibility is used for chair recruitments in strategic priorities and major initiatives where the current cohort of available chairs is insufficient (splitting a Tier 1 chair into two Tier 2 chairs) or unsuitable (combining two Tier 2 chairs into one Tier 1 chair), as determined by the VPR in consultation with Deans and strategic research priority theme leads. Faculties must still draft an allocation request for the new chair(s) which is reviewed by SUPPORT for VPR decision following our established processes.

Advancement from a Tier 2 Chair to a Tier 1 Chair: The Dean of the Faculty with the Tier 2 appointment must first discuss the rationale for the advancement with the VPR. Permission to go forward is based on the availability of Tier 1 chairs and whether or not other retention tools are available. The Faculty must submit an allocation request, as with all other CRC opportunities [Process 1]. SUPPORT will review the allocation request and make a recommendation to the VPR. If approved, the CRC transparency statement will be posted, including contact information for the Chair of the search committee. As required by the CRCP, an academic search committee will be formed and will complete training in unconscious bias awareness, taking measures to ensure an equitable and transparent process.

Determining which Chair holder(s) will be Phased out in the Case where a Chair Allocation is Lost: The VPR will consult with Deans, and depending on the council of the chair allocation and the current complement of those chairs across campus, a Faculty will be selected to determine which chair holder(s) to phase out. Criteria used include time remaining in chair term, productivity of chair, career stage of the chair, and possibilities for alternative options for chair holders. The Dean will recommend which chair holder(s) to phase-out, and after VPR decision, the Dean of the Faculty communicates the decision to the chair holder.

E5. Other Considerations

Determination of Institutional Level of Support: All chair holders are provided protected time for research. Other aspects of support (such as internal research funds, office space, administrative support, equipment and facilities) are determined by the Dean and the Department Head. Our competitive allocation process [Process 1] includes SUPPORT review of the Faculty/Department commitments for the proposed chair. Those determined to be insufficient may be denied. All allocation requests are reviewed consistently in this manner, safeguarding against inequitable institutional support amongst our CRCs. Throughout the subsequent candidate review [Process 2] and nomination review processes, SUPPORT may identify the need to include or document additional institutional support to ensure an equitable process and a compelling CRC nomination or renewal.


Institutional Safeguards to Ensure FDGs are not Disadvantaged when Applying and During Negotiations: It is mandatory for all members of our CRC search committees to receive equity training from the Office of Diversity, Equity and Protected Disclosure and Human Resources. Members of the SUPPORT committee have received an abbreviated version of this training. Career interruptions and non-traditional research experience are covered in this training. As described in Section 2.1, we have developed an enhanced recruitment toolkit for all CRC search committees that includes additional online

resources and information sessions for committee members regarding best practices, with particular attention to assessment of circumstances that could affect productivity of candidates.

Training and Development Activities Related to Unconscious Bias, Equity, Diversity and Inclusion:

CRC search committees, the SUPPORT committee, and relevant administrators receive training in unconscious bias awareness and other aspects of EDI from the Office of Diversity, Equity and Protected Disclosure. At the candidate review stage [Process 2A] faculties submit an equity recruitment package that includes evidence of selection committee participation in an unconscious bias awareness session.

Appendix F: CRC Applicant Self-Identification Form



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Employment Equity Applicant Data Survey

CANADA RESEARCH CHAIR (TIER II), INDIGENOUS CHILD WELL-BEING,
FACULTY OF SOCIAL WORK AND THE WERKLUND SCHOOL OF
EDUCATION

STEP 6 OF 6

Thank you for completing the application process!

Before submitting your application, we ask that you complete the following **Employment Equity Applicant Data Survey**. This information is collected to assist the University of Calgary in meeting our obligations under the Federal Contractor Program and to evaluate our selection processes. Please read the questions below carefully and make the appropriate response. Note that submission of this information is voluntary and non-disclosure will not adversely affect your application. **The information you provide is confidential** and will be used for data reporting requirements and will not be utilized in making any employment decisions.

Thank you in advance for your participation in this survey. This information is collected under the authority of the Freedom of Information and Protection of Privacy Act and the Employment Equity Act. If you have questions about the collection of this information, please contact Human Resources at eequity@ucalgary.ca.

For the purposes of employment equity, women are a designated group.
Do you self-identify as a woman? *

Indigenous - For the purposes of employment equity, Indigenous people include those who identify as First Nations (Status, non-Status, Treaty), Métis, Inuit, and/or North American Indian. Based on this definition, are you an Indigenous person? *

Persons with Disabilities - For the purposes of employment equity, "persons with disabilities" means persons who have a long-term or recurring physical, sensory, psychiatric or learning impairment and who (a) consider themselves to be disadvantaged in employment by reason of that impairment, or (b) believe that an employer or potential employer is likely to consider them to be disadvantaged in employment by reason of that impairment, and includes persons whose functional limitations owing to the impairment have been accommodated in their current job or workplace. Based on this definition, are you a person with a disability? *

Visible Minorities - For the purposes of employment equity, "visible minorities" means persons, other than aboriginal persons, who are non-Caucasian in race or non-white in colour. Based on this definition, are you a member of a visible minority? *

BACK

SUBMIT

CONTINUE LATER

CANCEL

CANADA RESEARCH CHAIR (TIER II), INDIGENOUS CHILD WELL-BEING, FACULTY OF SOCIAL WORK AND THE WERKLUND SCHOOL OF EDUCATION

Calgary, Alberta, Canada

Appendix G: Chair holder Employment Equity Self-Identification Formⁱ

Preamble Text

It is important to understand the representation of our Chair holders in order to offer appropriate supports and resources for your research. This survey is part of our compliance efforts with the Government of Canada for the Equity, Diversity and Inclusion strategy that impacts funding allocations for the Chairs program, which require periodic census of all Chair holders. The information collected in this survey is confidential and will be reported only in summary or aggregate form. All Chair holders are requested to complete this questionnaire. Please note that a person may be a member of more than one designated group. Frequently asked questions about the self-identification survey are provided.

Equity Survey



Human Resources

2500 University Drive NW
Calgary, AB, Canada T2N 1N4
ucalgary.ca

Employee Name and UCID #:

Consent

Return of this survey is mandatory for all UCalgary employees; however, responding to the survey questions is voluntary. If you do not wish to participate in this survey, please indicate below.

☐ I choose not to answer the questions in the survey at this time

Women

For the purpose of employment equity, women are a designated group.

Do you identify as a woman?

☐ Yes ☐ No

Visible Minorities

For the purpose of employment equity, members of visible minorities means persons, other than an Indigenous person, who are non-white in colour or non-Caucasian in race, regardless of birthplace or citizenship. The visible minority group includes: Black, Chinese, Filipino, Japanese, Korean, South Asian-East Indian (including Indian from India; Bangladeshi; Pakistani; East Indian from Guyana, Trinidad, East Africa; etc.), Southeast Asian (including Burmese; Cambodian; Laotian; Thai; Vietnamese; etc.) non-white West Asian, North African or Arab (including Egyptian; Libyan; Lebanese; etc.), non-white Latin American (including indigenous persons from Central and South America, etc.), person of mixed origin (with one parent in one of the visible minority groups listed above), other visible minority group.

Based on this definition, are you a member of a visible minority?

☐ Yes ☐ No

Indigenous

For the purpose of employment equity, Indigenous people include those who identify as First Nations (Status, non-Status, Treaty), Métis, Inuit and/or North American Indian.

Based on this definition, do you identify as an Indigenous person?

☐ Yes ☐ No

Indigenous Staff and Faculty:

The Office of Indigenous Engagement is committed to building meaningful partnerships and collaborations. The Indigenous Strategy at the University of Calgary starts with the commitment to work together with Indigenous communities in a *good way* such that Indigenous Faculty and Staff see themselves reflected on the University of Calgary campus and supporting the inclusion of Indigenous perspectives in all that we do. Together we can create positive changes for everyone. One of the first steps is building a strong indigenous community and voice on campus. If you would like to connect with this campus community, please acknowledge below:

- ☐ Yes, please provide my name and email to the Office of Indigenous Engagement
- ☐ No, please do not provide my name and email to the Office of Indigenous Engagement

Persons with Disabilities

For the purpose of employment equity, persons with disabilities are persons with long-term or recurring physical, mental, sensory, psychiatric or learning impairment(s) and who:

- a) consider themselves to be disadvantaged in employment by reason of that impairment, or
- b) believe that an employer or potential employer is likely to consider them to be disadvantaged in employment by reason of that impairment, and
- c) includes persons whose functional limitations owing to their impairment have been accommodated in their current job or workplace

Some examples of disabilities:

- Invisible disability impairment, for example:
 - Learning disability or comprehension impairment (ex. dyslexia)
 - Mental illness/psychiatric (ex. depression, addiction, anxiety disorders, schizophrenia)
 - Chronic pain
 - Attention Deficit Hyperactivity Disorder (ADHD)
 - Autism Spectrum Disorder
- Physical disability or impairment, for example:
 - Coordination or dexterity (difficulty using hands or arms, for example, grasping or handling a stapler or using a keyboard)
 - Mobility (difficulty moving around, for example, from one office to another or up and down stairs)
 - Visual impairment or loss (unable to see or difficulty seeing)
 - Hearing impairment (deaf or hard of hearing)
 - Speech impairment (unable to speak or difficulty speaking and being understood)
- Ongoing medical condition (ex. diabetes)

Based on this definition, do you identify as a person with a disability?

☐ Yes ☐ No

Accommodation of Persons with Disabilities:

If you identify as a person with a disability and require any type of workplace support/job accommodation to do your job, please indicate below. Workplace supports/accommodations may include: technical aids, changes to physical space, additional resources, adjustments to job duties, etc.

Please indicate below if you would like to be contacted to discuss possible workplace accommodations (please answer 'yes' even if your needs have already been accommodated but would like to discuss further).

☐ Yes

☐ No

ⁱ The 2019 internal survey of chair holder satisfaction (Appendix B) was followed by a request chair holders to update self-identification information. The self-identification process and data confidentiality policies were revised in 2019 to generate trust, encourage disclosure, and capture the full range of impairments which may disadvantage chair holders and for which accommodations may be necessary.