

TABLE OF CONTENTS

You may complete sections individually by selecting them from the table of contents. At the end of each section, you will be redirected to this table of content to select another section to complete or to review. Alternatively, you may complete the full report, without going back to this table of content between each section, by selecting the option "Complete Full Report".

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Important Note

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

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

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

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

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

Contact information

Please complete the fields below.

Name of Institution:

Lakehead University

Contact Name:

Andrew P. Dean

Position Title:

Vice-President Research and Innovation

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

<https://www.lakeheadu.ca/research-and-innovation/about/canada-research-chairs/lakehead-university-canada-research-chairs---equity-diversity-and-inclusion>

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

Yes

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

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

09/27/2019

Rating given action plan in most recent review process:

Satisfies

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

Dr. Andrew P. Dean

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

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

Key Objective 1

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

This report covers the period January 1, 2019 to June 30, 2021 Equity, Diversity and Inclusion data collection for the CRC Program will be more robust.

Systemic barriers -

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

Lakehead University undertook a detailed institutional self assessment to inform the development of Lakehead University's CRC EDI Action Plan. The assessment was led by Dr. Kathy Sanderson, a professor in the Faculty of Business Administration with expertise in Human Resources and EDI, in collaboration with the Director, Office of Human Rights and Equity and Director, Research Services. Details regarding the consultation process used and the results of the Employment Systems Review, Comparative Review and Environmental Scan identifying system barriers can be found on page 3 of the plan. The institutional assessment identified a potential systemic barrier to be the gap between institutional recruitment policies and the CRC Requirements for Recruitment and Nomination of CRCs. However, the employment systems review of our CRC EDI practices did note that CRC requirements were being followed within the CRC program, but given that hiring practices at universities rely on committees and interview-based decisions, determining systemic barriers at a policy level without historical recruitment data was challenging. Objective 1 specifically addresses the need for more robust EDI data to help guide the CRC EDI Action Plan. Self-identification data was collected by Office of Research Services for CRC searches commencing in 2018 but institutionally self-id data was not being collected by Human Resources for faculty searches resulting in a lack of baseline data to assess whether candidate pools were diverse enough based on historical searches. The environmental scan conducted to assess the workplace culture and how it related to recruitment, selection and retention of equity seeking groups within the CRC program noted that lack of data, including intersectional data, make it difficult to draw accurate conclusions. Campus Climate data specifically related to CRCs was not collected prior to 2019. The Campus Climate Survey in 2019 did not aggregate data specifically with an intersectional lens; however there are plans to revise the survey in 2021 to capture intersectional data for all faculty including CRCs. Unfortunately, due to the few numbers of CRCs that cross two equity seeking groups, intersectional data will not be available for Lakehead University's CRCs (data representing fewer than 5 responses is withheld due to privacy concerns). However, institution-wide intersectional data can help inform if new CRC EDI strategies are necessary to address systemic barriers, for faculty who represent more than one equity seeking group.

Corresponding actions undertaken to address the barriers:

- In 2018, self-id data was collected by the Office of Research Services (ORS) for two targeted CRC searches. In 2019, EDI data stewardship for CRC searches was transferred to the Office of Human Rights and Equity (OHRE) following best practices and the process is now being rolled out as a pilot with other non-union staff searches. - The CRC Workplace Diversity Survey (self-id survey) was revised in 2019 to align with CRC's self-id survey - a new question for the LGBTQ2+ community was added. - The OHRE has produced a list of advertising venues to reach diverse candidates from equity seeking groups. - The Director, OHRE was appointed to all CRC Search Committees and was responsible for analyzing and monitoring CRC search Workplace Diversity Survey data throughout all steps of a CRC search to ensure a diverse pool of applicants from equity seeking groups; - Metrics at Work Campus Climate Survey launched in 2019 collected EDI data for CRCs as a group for the first time.

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

Indicator 1: Tracking of type of concerns and frequency over time (ongoing) The Director, OHRE and VPRI did not receive any EDI related concerns or complaints directly from CRCs in the reporting period. The Metrics at Work Campus Climate Survey results were released in 2019 for CRCs as a group. Nine out of eleven CRCs participated in the survey. The survey collected data around "drivers" of engagement categorized into the following three areas: Job-Engagement 2) Department/Team Engagement and 3) Organizational Engagement. The following summarizes the survey results specifically for CRCs: Job-Engagement: CRC respondents scored the job engagement drivers 87% which is higher compared to 81.7% for the rest of the faculty population; these drivers measure how highly engaged they are in their work, job control and clarity, work fit to strategic priorities and work recognition. However, most concerning was that CRCs scored the workload manageability driver 25.9 % compared to 55.55% average score for the rest of the faculty. Department/Team Engagement: CRC respondents scored the Department/Team driver 53.7% (compared to 73.5% for the rest of faculty); these drivers measure accessibility to leadership, comfort raising issues departmentally, support for diversity and mentorship and that departmental communication. The specific score for support for diversity for CRCs was 71.3% compared to 76.7% for the rest of the faculty. Organizational Engagement: CRC respondents scored these drivers an average of 61.1% compared to 59.5% for the rest of faculty; these drivers measure sense of commitment to the organization, safety on campus, awareness of information for unsafe situations, encouragement to develop skills, and adequacy of mental health supports. Indicator 2: Identification statistics, for all equity seeking groups collected throughout the CRC recruitment process (completed and process in place) Self-id data collected since 2018 for CRC Searches and this process is already in place for future CRC searches; the process is managed by the Office of Human Rights and Equity. Recruitment for four new Tier 2 CRCs will take place in 2023 with new CRCs to commence their new terms starting January 1, 2025. Indicator 3: Revised Workplace Diversity Survey in place to support CRC searches (completed) The revised survey includes new question for LGBTQ2+ equity seeking group and data is collected by the OHRE. Indicator 4: CRC Equity Target Met (ongoing) Lakehead University's strategies embedding best practices into CRC Searches since 2018 have resulted in the institution meeting all of its CRC equity targets, including for women.

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

- Lakehead University met all of its equity targets in 2019 - The results of the Metrics@Work Campus Climate survey data for CRCs will form the baseline data to measure the success of our CRC EDI Action Plan's strategies and outcomes and impacts over time - The process for collecting self-id data that was used in 2018-2019 CRC searches is now being piloted in other non-unionized employee searches with the goal of implementing self-id data collection for all faculty searches in 2021.

Challenges encountered during the reporting period:

The pandemic in 2020-21 as well as a cyberattack at Lakehead University caused many of our EDI initiatives to be delayed as the focus of institutional efforts had to respond to both challenges and opportunities presented by the pandemic. For example, the Vice-President Research and Innovation and Director, Research Services who are responsible for CRC specific EDI initiatives had to focus their team's effort on transitioning to work from home, developing COVID-19 re-start and safety procedures for researchers (including CRCs), assisting researchers request COVID-19 extensions for grants, and responding to rapid response COVID-19 funding opportunities (ie. CRCEF). Specific meetings that were planned by the Vice-President Research and Innovation and the Director, Office of Human Rights and Equity did not take place in 2020-21 but are planned for August 2021 (ie. meeting of the CRC EDI Advisory Task Force).

Next Steps (indicate specific dates/timelines):

-CRC Equity Target Setting Tool and Plan for Lakehead University finalized and submitted (June 2021) - The VPRI and Director, OHRE will invite Faculty Deans, and CRCs to meet to discuss the results of the Metrics@Work Survey results and any ongoing EDI concerns (August 2021) CRC EDI Action Plan strategies and impact to be reviewed by the CRC EDI Task Force and amended as necessary following consultation with CRCs and review of Metrics@Work results for CRCs (September 2021) - Metrics@Work Campus Climate Survey will be revised and responses collected in 2021 to include questions that will enable analysis of data from an intersectional lens; intersectional data from the general faculty population will be extremely valuable to inform strategies within the CRC program (September 2021) - Second Metrics@Work Campus Climate Survey will be launched (October 2021)

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

No

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

Do you have other key objectives to add?

Yes

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

CRC EDI priorities and procedures will be communicated to all CRC applicants, university departments and search committees throughout all CRC processes

Systemic barriers -

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

The Lakehead University Faculty Association's Collective Agreement governs the procedures for the recruitment of faculty members, including CRCs. CRC EDI recruitment requirements and best practices are not reflected within the Lakehead University Faculty Association (LUFA) Collective Agreement. While none of the employment policies reviewed presented adverse effects for equity seeking groups, they also did not provide specific alternatives for increasing participation in the program from these groups. While the LUFA Collective Agreement suggests suitable locations for advertising of faculty positions, these traditional venues may not produce an adequately diverse applicant pool. However, specific to the CRC program, the guiding documents provided by the Provost's Office, Office of Research Services, and Office of Human Rights and Equity were reviewed and presented EDI best practices consistent with the CRC Guidelines: Requirements for Recruiting and Nominating CRCs. However, since unconscious bias can affect peer review processes and recruitment decisions, potential disadvantaging equity seeking groups, this objective aims to ensure that all Faculty Deans, Department Chairs and CRC search committee members are aware of unconscious biases and best practices that help to mitigate its impacts. This objective also ensures that the Faculty Dean's and Department Chairs are aware of the CRC Recruitment Requirements and Lakehead University CRC EDI best practices.

Corresponding actions undertaken to address the barriers:

- CRC policies and procedures are clearly communicated in the CRC EDI Action Plan on Lakehead University's CRC EDI Public Accountability website; - VPRI issues open calls for available CRC positions and requires host departments and Faculty Deans to agree to CRC Requirements for Recruitment and Nomination of CRCs - CRC job advertisement template contains strong EDI statements and the link to the CRC Workplace Diversity Survey - Completion of the CRC Workplace Diversity Survey is mandatory for all applicants but applicants can opt-out of self-id questions - Target searches as a "special program" of the Ontario Human Rights Commission are utilized to meet equity targets (when necessary to meet targets) - Use of External Search Firms with EDI specific expertise to assist with challenging searches (ie. women in STEM) (when necessary to meet targets). - CRC Interview question template and evaluation matrix developed with specific EDI questions and criteria included to encourage full participation of equity seeking groups in the CRC application process. - Provost and VPRI jointly review CRC Recruitment Summary Form (shortlist) to ensure eligible candidates from equity seeking groups have been considered. - Provost and VPRI jointly review all CRC Chairholder offers recommended by Deans, including start-up funds, starting salary, CRC bonus, teaching load, to ensure consistency among different Faculties in the equitable treatment of all CRCs. - Letter of Understanding in new LUFA Collective Agreement committing to establishment of a joint committee to revise the faculty employment equity policy.

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

Indicator 1: Data on number of CRC applicant's who self-identify (ongoing) A CRC Tier 2 search took place in 2019; 83% of applicants self-identified. No CRC searches took place during 2020-21. Indicator 2: CRC Search Committees adopt EDI best practices (ongoing) CRC best practices were developed by the OHRE and ORS and implemented in the SSHRC Tier 2 CRC in Social-Ecological Health and Wellbeing search in 2019 which resulted in Lakehead University meeting its equity targets for women. Best practices included incorporating strong EDI language in the CRC job ad, collection of self-id data to monitor diversity of the applicant pool throughout the search process, involvement of the Director, OHRE on the search committee, development of a CRC evaluation matrix with criteria clearly stated; training in equitable hiring practices and unconscious bias. Indicator 3: CRC Search Committee membership includes OHRE and members from equity seeking groups (ongoing) The Director, OHRE and members from equity seeking groups were appointed to the SSHRC Tier 2 Socio-Ecological Health and Well-being search in 2019 as well as two CRC renewal committees in 2020. The Director, Research Services also has EDI expertise and served on these committees. Indicator 4: Unconscious bias training and human rights training delivered to all CRC search committee members (ongoing) CRC training was developed by the OHRE and the ORS and implemented in the SSHRC Tier 2 search in 2019. Unconscious bias training was also required for all members of CRC renewal committees of which 2 took place in 2020. Indicator 5: LUFA Collective Agreement recruitment procedures consistent with CRC EDI recruitment requirements (ongoing) The VPRI provided documentation and sample CA language to inform collective bargaining. A Letter of Understanding forms part of the new LUFA CA committing to establishment of a joint committee to revise the faculty equity policy. Indicator 6: Guidelines for Departmental Search Committees: Best Practices developed (completed) New Guidelines for Equitable Hiring Practices developed by OHRE in 2020 and made available to faculty search committees. Indicator 7: Summary of policies requiring EDI Updates (ongoing) The OHRE Policy Analyst is actively working on updating the following policies and procedures related to the CRC program: Employment Equity Policy; Accommodations for Employees with Disabilities Policy; Employee Code of Conduct; Workplace Violence Policy; Diversity Awareness Policy; Harassment and Discrimination Policy; Name and Gender Identifier Change Policy and Procedures; Conflict of Interest Policy; and Family Status Accommodation Guidelines. Indicator 8: New training delivered to Search Committees (ongoing) OHRE provided unconscious bias training and EDI best practice training to eleven departmental/Faculty search committees in 2020-21 contributing towards increased EDI knowledge and capacity within the institution. Indicator 9: Number of new EDI advertising venues (ongoing) OHRE has initiated the development of a list of new EDI advertising venues which engage equity-seeking groups which will be utilized in new CRC searches in 2023. The list is updated frequently. Indicator 10: New CRCs nominees are consistently informed of the Collective Agreement (ongoing) The Faculty Deans are responsible for informing new CRCs of their rights in the Collective Agreement. A checklist is currently being developed to formalize the process so it is consistent between Faculties for all new CRC appointments. Indicator 11: Meetings and Reports shared with Committees (ongoing) CRC EDI progress report shared with Executive Team Working Group and CRC EDI Advisory Committee on progress towards implementing strategies and meeting CRC EDI targets.

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

- Departments wishing to compete for CRC allocations must provide the VPRI with an EDI action plan as part of their CRC Allocation proposal, including a detailed recruitment plan detailing their strategy to reach a diverse pool of candidates. - Departments must agree to follow the recruitment process in the LUFA collective agreement as well as the CRC Requirements for Recruiting and Nominating CRCs. - CRC search and renewal Committees have greater awareness of the importance of EDI best practices, and inclusive assessment criteria in peer review - CRC Search Committees provided with self-id aggregate data by the Director, OHRE to ensure the candidate pool is diverse and representative of equity seeking groups throughout the search process - Senior leaders are aware of Lakehead University's progress in meeting CRC equity targets and progress in reaching EDI goals to enhance the research environment.

Challenges encountered during the reporting period:

No specific challenges were encountered with the recruitment of CRCs in 2019-2020. The first priority in 2020-21 was renewal of two SSHRC CRCs (Levkoe and Haiven). The second priority was supporting our CRCs during the pandemic and implementing initiatives targeted through our CRC EDI Stipend Grant (Objective 4).

Next Steps (indicate specific dates/timelines):

- Development of a recruitment best practices checklist for Faculty Deans to ensure CRCs receive consistent information pertaining to the Collective Agreement (December 2021) - Continue to update the OHRE's "Guidelines for Equity Hiring" and ORS "Guidelines for the Recruitment and Renewal of CRCs" and ensure they continue to reflect CRC Requirements for Recruitment and Nomination of CRCs (ongoing) - CRC EDI progress report to be shared with Executive Team Working Group and CRC EDI Advisory Committee on progress towards implementing strategies and meeting CRC EDI targets (June 2021)

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

No

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

Key Objective 3

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

To make available to all CRCs formal support systems to ensure their success and retention, with targeted attention to the unique needs of equity seeking groups.

Systemic barriers -

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

The environmental scan conducted to assess the workplace culture and how it related to recruitment, selection and retention of equity seeking groups within the CRC program noted that lack of data, including intersectionality data, make it difficult to draw accurate conclusions. Campus Climate data specifically related to CRCs was not collected prior to 2019. The Campus Climate Survey in 2019 did not collect data specifically with an intersectional lens. The Campus Climate survey results for CRCs did indicate that recognition for diversity and departmental engagement was lower for CRCs compared to the rest of the faculty population. In addition, although job engagement drivers for the most part were higher, CRC workload manageability was highlighted as a problematic area compared to the rest of the faculty (see Objective 1 Systemic Barriers). The Office of Research Services and Human Resources, conducted a comprehensive comparative review of the current CRC chairholders, with a focus on the following factors: salary, teaching release, CRC bonus, start-up funds, access to other research funds, departmental support, research funding application support, office/laboratory space, and retention mechanisms. CRCs were provided with a confidential survey, and individual interviews and focus groups were held to ensure that all CRCs had an opportunity to provide feedback. This review also occurred in two stages; analysis of results informed the Plan's four objectives and workplan. Of the 11 current CRC Chairholders, 11 participated in the process. Some CRCs indicated that they have experienced challenges with recruiting top graduate students domestically and internationally; some Faculties have been challenged to provide adequate research space; and there currently is not a transition program at Lakehead to continue providing research support and protected time for research once a CRC completes their second term.

Corresponding actions undertaken to address the barriers:

- CRCs scheduled for renewal during the reporting period received mentorship from other CRCs who had successfully renewed their second terms; CRC renewal committees included CRCs and faculty from equity seeking groups. - To offset workload pressures, the Office of Research Services provided our 2019 CRC nominee and 2020 two CRC renewal applicants with additional funding to retain outside professional grant writing supports to assist with finalization of their nomination in addition to the regular supports offered internally. - The President established a new Lakehead University Indigenous Research Chair program for an early career indigenous scholar; one of the goals of the LUIRC program is to retain indigenous scholars at Lakehead University. - The VPRI engaged Deans in a consultation to explore the establishment of faculty research chairs to support early career researchers from equity seeking groups and CRCs who are transitioning to regular faculty positions following their final term. - Ongoing review of graduate student financial packages to attract top students. - Continued monitoring of CRC retention, for both renewal and end of CRC term. - Allocation of research spaces in CASES, Faculty of Law and Thunder Bay Regional Health Sciences Centre to accommodate CRCs - Review of CRC research grant funding, start-up and CFI allocations and CRC bonuses to ensure consistency between Faculties

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

Indicator 1: Number of mentors for CRCs during the renewal process (ongoing) 3 CRCs were mentors Indicator 2: Number of meetings with CRCs (ongoing) VPRI and Director, Research Services met with 50% of the CRCs individually Indicator 3: Percentage of CRCs from equity seeking groups retained (ongoing) 100% of CRCs from equity seeking groups retained Indicator 4: Number of faculty/CRCs who participate in consultations (ongoing) Due to the pandemic consultations will take place in August 2021 Indicator 5: Percentage of all CRCs retained (ongoing) 100 % of all CRCs retained

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

- Two Tier 2 CRCs were nominated for renewal and are currently in the peer review process - CRC bonuses were increased for Tier 2 CRC renewals - research space has been allocated for all CRCs - All CRCs, including CRCs from equity seeking groups were retained during the reporting period - Dr. Pauline Sameshima, CRC in Arts Integrated Research was nominated and named to the Royal Society of Canada College for emerging scholars, the second CRC to have received this prestigious recognition; the induction ceremony took place virtually in the fall of 2020.

Challenges encountered during the reporting period:

- As mentioned previously (Objective 1 challenges) the pandemic resulted in increased workloads for all faculty including CRCs and staff. The 2020 consultations and follow-up meetings planned for this objective did not take place as planned and have been rescheduled to take place in August 2021.

Next Steps (indicate specific dates/timelines):

- The VPRI, Director, OHRE and Faculty Deans to continue to meet with all CRCs individually to increase organizational engagement and retention (August 2021) - To continue to engage CRCs, Deans, and other institutional administrators in a consultation to explore additional bridge and/or transition support for CRCs in their final term (August 2021). - To communicate with all Faculty Deans and Department Chairs Lakehead University's new CRC Equity Targets (June 2021) - Implement a CRC orientation/onboarding program, which includes connecting them to internal resources to provide support and referral to local programs, networks and services including referrals for spousal hiring opportunities; please note that CRC recruitment will take place in 2023 to replace four Tier 2 CRCs who are ending their second terms.

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

No

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

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

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

	Amount \$	Source / Type (cash or in-kind)
1	0	N/A
2	0	N/A

Key Objective 4

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

Through Lakehead University's Equity, Diversity and Inclusion Action Plan (2019-2024), institutionalize equitable and inclusive principles and practices to support the CRC program.

Systemic barriers -

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

In universities, where power over academic hiring, promotion and many other aspects of recruiting, supporting and retaining CRCs rests with tenured faculty members who represent informal power structures and where the LUFA Collective Agreement dictates recruitment procedures, lack of accountability for implementing EDI initiatives at the departmental level is a challenge. Lakehead University is striving to put in place the right conditions for each CRC, including those from equity seeking groups to reach their full potential, not impeded by inequitable practices, including personal and systemic discrimination and racism, imposed by policies, processes and research environments. We also recognize that many researchers have multiple, social, economic, racial or sexual identities and often face increased discrimination or systemic barriers based on their intersecting identities. Actions including EDI training across the institution and the research ecosystem is a priority to counter unconscious bias and to institutionalize equitable and inclusive principles and practices in support of recruiting and retaining our CRCs.

Corresponding actions undertaken to address the barriers:

Please note that Actions, Outcomes and Impacts with an * were supported with funding from the CRC EDI Stipend Grant: - Institutional EDI Action Plan approved in October 2019 and in the process of being implemented - *Lakehead University utilized the CRC EDI Stipend in the amount of \$50,000 to support EDI training. The CRC EDI Stipend supported two EDI training initiatives: 1) to deliver a foundational inclusive leadership training program to Lakehead University's senior leadership team which included the Board of Governors, President, Vice-Presidents, Associate Vice-Presidents, Faculty Deans and Directors. 2) Development of a comprehensive EDI training program that will improve the working environment for Canada Research Chairs and other researchers - *Lakehead University became an institutional member of CCDI and workshops are free and open to all university faculty, staff and students. The Office of Research Services advertises EDI workshops to all researchers, including CRCs.

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

Indicator 1: Institutional EDI Action Plan approved Institutional EDI Action Plan approved by ETWG in October 2019. Indicator 2: Revised Employment Equity Policy approved Letter of Understanding signed during collective bargaining with LUFA to establish a joint committee to revise the Employment Equity Policy. Indicator 3: CRC Chairholder data, equity data including perceptions and intersectional analysis The Metrics at Work Campus Climate Survey results were released in 2019 for CRCs as a group. Nine out of eleven CRCs participated in the survey. The survey collected data around "drivers" of engagement categorized into the following three areas: Job-Engagement 2) Department/Team Engagement and 3) Organizational Engagement. Indicator 4: # of focus groups held; # of revised policies The following focus groups/interviews tools place: Harassment and Discrimination Policy (26); Sexual and Gender-Based Violence Response Policy (22); Name and Gender Identifier Policy (6). Nine employment related policies are in the process of being updated. Indicator 5: Percentage of university employees who participate in the self-id survey Survey results are used to inform Lakehead's equity initiatives, including strategies to help alleviate under-representation, setting and monitoring equity, diversity and inclusion goals, developing action plans and reporting on progress. In 2020, one year following the launch of the institutional self-id survey, 38% of full-time faculty at Lakehead University participated. Indicator 6: Feedback from Search Committee received 3 weeks upon completion of CRC search Summary feedback from the Department Chair and Chair of the SSHRC Tier 2 Socio-Ecological Health and Wellbeing Search Committee was shared with the Director OHRE and Director ORS following the search. *Indicator 7: Number of faculty researchers who participated in EDI training Thirty-two researchers, including 3 CRCs participated in EDI related training initiatives in 2020- 2021. *Indicator 8: Number of Senior Management Team staff who participated in EDI training In 2021, 40 Senior Management Team (SMT) staff attended two 3 hour instructor-led EDI workshops hosted by CCDI: 1) EDI Fundamentals Workshop and 2) Unconscious Bias Workshop; 26 SMT staff attended a Morneau Shepell Mental Health in the Workplace Workshop for Leaders. *Indicator 9: Number of OHRE and ORS Staff that increased their capacity to support training initiatives by participating in advanced EDI certification 10 staff members from the OHRE and ORS received multiple EDI Certificates and training from CCDI, CARA and Sonomi Solutions. Indicator 8: Equity targets met or exceeded Lakehead University currently has met all of its equity targets, including for women.

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

- President's EDI Action Plan Implementation Task Force established - *OHRE staff and ORS staff completed the CCDI Diversity and Inclusion Influencer Certificate program. The Director, Research Services completed the Sonomi Solutions Advanced Certificate in EDI in Higher Education. Five staff in the ORS completed the CARA's EDI Certificate for Research Administrators. - *Lakehead University is a member of CCDI and all EDI workshops are free to faculty, students and staff - *CCDI's EDI Fundamentals e-learning certificate program tested within Lakehead's D2L e-learning platform and soft-launch completed in May 2021. University-wide launch to commence June 15, 2021. *Customized course content for an instructor-led workshop entitled "Research Proposals and EDI Best Practices" has been developed collaboratively between CCDI and ORS staff. The course aims to increase researcher's knowledge to develop their own capacity to embed EDI initiatives within their own work. Researchers who complete CCDI's EDI Fundamentals e-learning certificate program and "Research Proposals and EDI Best Practices" virtual instructor-led workshop will receive a Certificate in Inclusive Research Leadership from Lakehead University and CCDI. *Our University's Senior Management Team was engaged in 3 EDI Training workshops to increase EDI knowledge and capacity. - EDI best practices and initiatives were implemented within our internal research funding support programs and prizes overseen by the Senate Research Committee; these are programs accessed by CRCs, including those from equity seeking groups.

Challenges encountered during the reporting period:

Collective bargaining did not result in EDI language being incorporated to be consistent with CRC Requirements for Recruiting and Nominating CRCs; however a letter of understanding was signed committing both LUFA and University administration to revise the equity policy. The pandemic has made it challenging to engage faculty in EDI initiatives as their focus has been on transitioning their courses to online formats and restarting their research programs following new health and safety protocols. CRCs from equity seeking groups, including CRCs with parenting/caregiving responsibilities, have experienced additional workload/productivity difficulties during the pandemic. Planning and implementing EDI training initiatives through the CRC EDI Stipend was a challenge during the pandemic given the competing demands on both ORS staff and CRCs. As result, the Certificate programs will be launched in June 2021.

Next Steps (indicate specific dates/timelines):

Establish joint committee to revise the faculty Equity Policy (August 2021) - Continue to advocate on behalf of CRCs for time extensions on grants and contracts impacted by the pandemic -*Continue to deliver CCDI-Lakehead University EDI Fundamentals e-learning certificate program to researchers and highly qualified personnel (June 2021). -*Deliver virtual instructor-led "Research Proposals and EDI Best Practices" (June 2021) -*Deliver CCDI-Lakehead University Certificate in Inclusive Research Leadership (ongoing)

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

Yes

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

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

\$50,000

EDI Stipend Impact Rating

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

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

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

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

	Amount \$	Source / Type (cash or in-kind)
1	15000	Lakehead University In-Kind: Training initiatives enabled by the EDI Stipend Grant were supported significant in-kind contributions of staff time within the Office of Research Services & Office of Human Rights and Equity
2	4000	Lakehead University Cash: Training

Key Objective 5

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

Key Objective 6

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

Challenges and Opportunities

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

In a small university, where resources for EDI implementation are scarce, the pandemic proved challenging for staff in the Office of Human Rights and Equity and Office of Research Services to implement EDI training initiatives when most of the university community was pre-occupied with implementing COVID-19 protocols, pivoting to working and teaching remotely as well as adapting to all the new technologies. In addition, Lakehead University experienced a Cyberattack in March 2021 which again required both our senior administration and staff to refocus their attention away from EDI initiatives. Additional consultation was impeded by the pandemic and we plan to resume consultations with CRCs and the CRC EDI Task Force in August 2021. The following best practices have been discovered to date and have greatly impacted Lakehead University's ability to meet its equity targets: 1) collection of self-id data as part of new employee searches to ensure broad representation of equity seeking groups in the applicant pool and shortlists; 2) identification of advertising venues specifically to reach applicants from equity seeking groups; 3) strong EDI statements embedded within CRC ads to encourage applications from equity seeking groups; use of targeted searches and EDI specialist external search firms when necessary; development of Guidelines for Equity Hiring for search; and requiring departments wishing to host CRCs to develop an EDI recruitment plan as part of their proposals.

Reporting on EDI Stipend objectives not accounted for in Part A

Instructions:

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

Objectives associated with your institution's EDI Stipend application

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

EDI Stipend Objective 1

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

The CRC EDI Stipend Grant was focused on EDI training initiatives associated with Objective 4

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

N/A

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

N/A

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective:	0
Institutional commitment (if applicable):	0
Total funds spent:	

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

	Amount \$	Source / Type (cash or in-kind)
1	0	N/A
2	0	N/A

Table C2. EDI Stipend Impact Rating

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

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

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

N/A

Do you have other objectives to add?

No

Additional Objectives (if applicable)

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

EDI Stipend Objective 2

EDI Stipend Objective 3

EDI Stipend Objective 4

EDI Stipend Objective 5

EDI Stipend Objective 6

Part D: Engagement with individuals from underrepresented groups

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

As mentioned above, formal consultations with CRCs from equity seeking groups did not take place in 2020-21 due to the pandemic. However, the VPRI and Director, Research Services worked individually with all CRCs to address the potential negative impacts resulting from the pandemic (ie. advocating for grant extensions internally and externally, supporting additional external grant writing support for CRC renewals, etc. As mentioned in Part E, consultations with the CRC EDI Task Force and CRCs from equity seeking groups are planned to take place in August 2021 and new information from these consultations will determine if any course corrections/adjustments are necessary to the CRC EDI Action Plan. It should be noted that the Director, OHRE, contributes to the management of the CRC program at Lakehead as a member of the CRC EDI Task Force and provides leadership for the overall implementation of the institutional EDI Action Plan. Consultations are ongoing through the OHRE, which also informs our progress with meeting our CRC EDI Action Plan objectives. For example, the Office of Human Rights and Equity has four (4) standing advisory committees composed of students, faculty, and staff. In addition, these committees are composed of members of under-represented groups: Anti-racism Advisory Committee; Creed Advisory Committee Gender and Sexual Minorities Advisory Committee; and Sexual harassment Advisory Committee. The role of these committees is to advise the OHRE on issues of policy, education and training, and current topics within the University community. In addition, Lakehead's Equity, Diversity, and Inclusion Task Force Committee Terms of Reference stipulate that a minimum of 50% of the Task Force are members of under-represented groups. The role of the Task Force is to oversee the implementation of the University's institutional EDI Action Plan. The Director, Research Services serves on the institutional EDI Action Plan Committee and EDI Research and Innovation Working Group. Beyond these committees, we have conducted a series of focus groups and semi-structured interviews with students, faculty, and staff on the review and revision of our Harassment and Discrimination Policy and Sexual and Gender Based Violence Response Policy as well as our Name and Gender Identifier Change Policy. In these consultations, we ensure that we are reaching out to members of under-represented groups by using self-identification surveys. Additional consultations will be conducted on future policy reviews. CRCs are invited to participate in all OHRE consultations.

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

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

In addition to the initiatives highlighted in Objective 1 and 4, the following EDI Initiatives are underway: - Establishment of a center for research and scholarship with an Indigenous and international focus - Establishment of a Lakehead University Indigenous Research Chair for an emerging scholar - Internal research grants provided for community-engaged and Indigenous research - Research Ethics Board provides ethics training to strengthen research protocols to be ethically sound and engage respectfully with Indigenous communities (ie. OCAP workshop) - Affiliate institutional member of the New Dimensions Charter program - Senate Research Committee agreed to collect self-id information for all internal research grant applicants and awards to monitor for the potential for systemic barriers to participation by equity seeking groups, including CRCs - ORS leading an initiative to decolonize research administration to ensure systemic barriers are addressed to support researchers working with indigenous communities - All members of the Senate Research Committee receive unconscious bias training as part of their orientation - The Senate Research Committee is in the process of incorporating DORA principles into their peer review processes to adopt a more inclusive definition of research excellence in its assessment criteria. - EDI Toolkit for Researchers developed by OHRE and ORS - NSERC SSHRC and CIHR Grant Writing Enhancement Program includes an EDI workshop - OHRE provided commentary and redrafting on Accommodations for students with disabilities and medical conditions policy and procedures (still in progress) - Consultation with HR Accommodation for Employees with Disabilities Policy and Procedures (still ongoing) - Accessibility Committee - Subcommittee for all Gender Washrooms (introducing 12 new all gender washrooms for fall 2021) - The Accessibility Committee has commissioned an audit for the entire Thunder Bay and Orillia campuses - The Director, OHRE continues to serve on faculty and Dean search committees and provides information on EDI best practices

Before submitting your report, please ensure that your responses are complete. You will not be able to edit the information after it is submitted.

I have reviewed my responses and I am ready to submit my report.

A reminder that institutions are required to post a copy of this report (as submitted) on their public accountability and transparency web pages within 7 working days of the deadline for submitting the report to TIPS.

This information will be sent to the Tri-agency Institutional Programs Secretariat when you click 'Submit.'

Jointly administered by:

