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#### Important Note

(Once you have read the statement below, click on the circle that accompanies it.)

Please note that the information you enter into your report is not saved until you click the "Save and Continue" button at the bottom of the page. If you use the browser navigation buttons or the "Continue later" button at the bottom of the page, the information entered on the page **will not be saved**. If, after clicking "Save and continue", you get the message "There are errors on this page" in red near the top of the page, it is because at least one of the fields has not been completed. In such a situation, the words "The answer is incomplete" will appear in red below the empty field.

It is mandatory to report on 1) the institution's equity, diversity and inclusion action plan for the purposes of the Canada Research Chairs Program and 2) the \$50,000 allocation relating to equity, diversity and inclusion.

Your institution must submit the report by the deadline specified by the program, and the report must cover the period specified by the program.

All establishments must display the most recent version of their equity, diversity and inclusion action plan on their [public accountability web pages](#).

Each year, the establishment must publicly post a copy of this report on its [public accountability web pages](#) within seven working days following the deadline for submitting the report to the Interagency Programs Secretariat. establishments. The Secretariat will review the annual report and forward it to the Equity, Diversity and Inclusion External Review Committee. Members of this committee meet every two to three years to assess progress in improving equity, diversity and inclusion within the institution and to provide context for subsequent versions of the Equity, Diversity and Inclusion Action Plan. Numbers less than five (5) regarding the representation of people from under-represented groups among research chairs and all other Identifying characteristics should be eliminated from your plans and reports before publication. This is a requirement of the Privacy Act.

All sections of the form must be completed (unless otherwise indicated).

#### Contact details

**Please complete the fields below.**

**Facility Name :**

Lakehead University

**Name of contact person :**

Andrew P. Dean

**Position Title :**

Vice-President Research and Innovation

**Email address of the establishment:**

apdean@lakeheadu.ca

**Establishment telephone number:**

807-343-8110 Ext. 8201

**Link to EDI Action Plan Progress Report and EDI Allocation 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 PCRC purposes?

Yes

**PART A – Equity, Diversity and Inclusion Action Plan** – Report on analyzes of key objectives, systemic barriers, targets and indicators

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

09/27/2019

Rating given to the action plan during the most recent review:

Satisfied

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

Dr. Andrew P. Dean, Vice President Research and Innovation

To prepare their action plan, institutions were required to complete the following: 1) a review of hiring practices, 2) a comparative review, and 3) an environmental scan (see program requirements [here](#) ). These reviews were required to identify systemic barriers or specific challenges faced by people from underrepresented groups (e.g., women and gender minorities, people with disabilities, Indigenous and racialized individuals, and 2SLGBTQIA+ people) within their respective establishments. Institutions then had to take action and set key SMART (specific, measurable, fit for purpose, realistic, timely) goals to address this.

Indicate your institution's primary goals for equity, diversity and inclusion (no more than six), as outlined in the most recent version of your action plan, as well as the systemic barriers/challenges that these goals are intended to address. Please note that goals must be SMART and must include a measurement strategy. List the corresponding measures and indicators (as described in your institution's Equity, Diversity and Inclusion Action Plan) for each of the goals, then indicate: a) progress carried out during the reporting period, b) the measures taken (up to six) and how these have progressed, c) the data collected and d) the indicators that were used to assess the results and impacts of the measures . Please note that indicators can be quantitative and qualitative and must be specific. Describe next steps and use the Additional Information context box to provide further details (e.g., change in direction, obstacles, lessons learned, etc.) for each objective. If your institution has not yet prepared or received a formal evaluation of its EDI PCRC action plan (institutions with fewer than 5 chairs), section A is optional.

**Main objective 1**

Briefly describe the main objective 1 SMART (specific, measurable, tailored to the desired result, realistic, timely):

Equity, Diversity and Inclusion data collection for the CRC Program will be more robust.

## Systemic Barriers -

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

When the EDI plan was developed, Dr. Kathy Sanderson, a professor in the Faculty of Business Administration with expertise in Human Resources and EDI, in collaboration with the Director of the Office of Human Rights and Equity and the Director of Research Services, undertook a systematic review. 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 the Office of Research Services for CRC searches commencing in 2018 and again in 2023. 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 the recruitment, selection and retention of equity-deserving groups within the CRC program noted that the lack of data, including intersectional data, makes it difficult to draw accurate conclusions. Campus Climate data related to CRCs was not collected before 2019. The Campus Climate Survey in 2019 did not aggregate data specifically with an intersectional lens; however, there were plans to revise the survey in 2022 to capture intersectional data for all faculty, including CRCs. Unfortunately, due to the small number of CRCs that cross two equity-deserving groups, intersectional data will not be available for Lakehead University's CRCs (data representing fewer than five 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 belong to one or more equity-deserving groups. The 2023 CRC searches were vastly different from previous CRC searches, given the EDI requirements put in place by the CRC. Including an EDI-designate on the search committees, the EDI Research Facilitator has ensured the most equitable approach was taken with all aspects of the search. The EDI Research Facilitator was appointed to all CRC Search Committees and is responsible for monitoring the CRC search process and ensuring equitable hiring practices. Each Search Committee received EDI-specific training from the EDI Research Facilitator and an updated EDI-Hiring Handbook for CRC Search Committees was developed. These tools allowed the searches to run much smoother, with EDI best practices at the center of the search. The Office of Research Services collected the Self-ID data for the two summer 2023 CRC searches, and the EDI Research Facilitator ensured that the applicants met the special program requirements whereby they had to self-identify as a woman and/or gender minorities for one search and an Indigenous woman and/or gender minority for our second search. The process for collecting EDI data is becoming very robust by including the above processes.

Corresponding measures adopted/to be adopted to address the obstacles:

	If you do not have a measurement to report, please indicate 'N/A' in the response field.	Progress of the action
Corresponding measurement 1	Tracking of type of concerns and frequency over time	In progress
Corresponding measurement 2	Identification statistics for all equity-deserving groups collected throughout the CRC recruitment process	Finished
Corresponding measurement 3	Revised Workplace Diversity Survey in place to support CRC searches	In progress
Corresponding measurement 4	CRC Equity Target Met	Finished
Corresponding measurement 5	All CRC job applicants will be required to complete the self-identification form with their CRC application	Finished
Corresponding measurement 6	Continued review of CRC Chairholder salary anomalies and stipends	Finished

Data collected and indicator(s) – can be qualitative and quantitative in nature:

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. Indicator 2: Identification statistics for all equity-deserving groups collected throughout the CRC recruitment process (completed) Self-ID data has been 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 Research Services. The EDI Research Facilitator is present on all CRC search committees to ensure the continuity of EDI principles and CRC EDI requirements. The EDI Research Facilitator collects CRC Self-ID data for CRC searches. Recruitment for two new Tier 2 CRCs took place in 2023, with new CRCs to begin their new terms starting January 1, 2025. The searches for the Tier 2s were completed during the reporting period, and both searches were targeted, one for a woman and /or gender minority and one for an Indigenous woman and/or gender minority. The Self-ID data was only accessed by the EDI Research Facilitator to determine the eligibility of the applications received. Indicator 3: Revised Workplace Diversity Survey in place to support CRC searches (ongoing) The revised survey will include new questions for LGBTQ2+ equity-deserving groups. The Office of Human Rights and Equity and Human Resources will collect this data. The CRC searches will utilize the CRC self-identification survey. Indicator 4: CRC Equity Target Met (completed) 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. Indicator 5: All CRC job applicants will be required to complete the self-identification form with their CRC application (completed) All CRC search committees follow EDI principles and CRC EDI requirements. The EDI Research Facilitator, present on all CRC Search Committees, administers and collects the CRC Self-ID data for CRC searches. In 2023, Lakehead recruited two new Tier 2 CRCs. The searches for the Tier 2s were completed during the reporting period, and both searches were targeted, one for a woman and/or gender minority and one for an Indigenous woman and/or gender minority. All applicants were required to submit the Self-ID form in order for their application to be eligible. The Self-ID data was only accessed by the EDI Research Facilitator to determine the eligibility of the applications. If candidates did not meet the equity-required groups for these searches, their application did not make it to the review stage by the committee. Indicator 6: Continued review of CRC Chairholder salary anomalies and stipends (completed) The Lakehead University Faculty Association, the Faculty Deans and the Human Resources Department determine all salaries. In the Faculty Association Collective Agreement there is a process that can be used if a faculty member believes that there is an anomaly with their salary. The VPRI ensures that all stipends are equitable for CRCs at Lakehead University.

Results and impacts achieved during the reporting period:

Lakehead University puts all of its equity targets in 2022-2023. The New EDI Research Facilitator started in July of 2022, supported by the 2022-2023 CRC EDI Stipend, and has been a great addition to the Office of Research Services. Their impact can be observed in the progress of implementing various objectives within the CRC EDI action plan. Embedding EDI principles throughout the research process has been a learning experience for all at Lakehead, but faculty, including CRCs, are receptive and on board with implementing these changes to enhance the research environment at Lakehead University. The 2023 CRC searches utilized the CRC Self-ID tool to collect demographic data for all applicants. The EDI Research Facilitator ensured that both Search Committees only reviewed applications from those who identified as a woman and/or gender minority (and, in one case, also as Indigenous). No EDI-related concerns were reported to the Director of the OHRE by any CRCs in the reporting period. No CRCs were on the list of salary anomalies in 2023.

**Challenges faced during the reporting period:**

None

**Next steps (indicate dates/timelines):**

We hope the university will implement a revised and updated version of the CRC Self-ID survey for all employees next year. Lakehead University will recruit a Tier 1 CRC during the next reporting period and utilize all best practices and EDI principles to guide this next search. The Tier 1 will have a start date of January 1, 2025.

**Was funding from the Canada Research Chairs Program Equity, Diversity and Inclusion allocation used to achieve this primary objective?**

No

If the answer to the previous question is “yes”, indicate how much of the funding was dedicated to this primary objective and what exactly the funds were dedicated to.

**Do you have any other main objectives to add?**

Yes

**Main objective 2**

**Briefly describe the main objective 2 SMART (specific, measurable, tailored to the desired result, realistic, timely):**

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 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. The Lakehead University Faculty Association (LUFA) Collective Agreement does not reflect CRC EDI recruitment requirements. While none of the employment policies reviewed presented adverse effects for equity-deserving 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, potentially disadvantaging equity-deserving 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 Deans and Department Chairs know the CRC Recruitment Requirements and Lakehead University's CRC EDI best practices.

**Corresponding measures adopted/to be adopted to address the obstacles:**

	<b>If you do not have a measurement to report, please indicate 'N/A' in the response field.</b>	<b>Progress of the action</b>
Corresponding measurement 1	CRC Search Committee membership includes OHRE and members from equity-seeking groups	Finished
Corresponding measurement 2	CV evaluation template, interview question template, and evaluation matrices will be provided to each Search Committee	Finished
Corresponding measurement 3	CRC Search Committees adopt EDI best practices	Finished
Corresponding measurement 4	Unconscious bias training and human rights training delivered to all CRC Search Committee members	Finished
Corresponding measurement 5	Guidelines for Departmental Search Committees: Best Practices developed specifically for CRC Search Committees	Finished
Corresponding measurement 6	New training delivered to Search Committees	Finished

## Data collected and indicator(s) – can be qualitative and quantitative in nature:

Indicator 1: CRC Search Committee membership includes OHRE and members from equity-seeking groups (completed) The EDI Research Facilitator has replaced the Director of the OHRE on the CRC Search Committees. The Search Committees and review committees always include the EDI Research Facilitator (non-voting) and members from equity-seeking groups. Indicator 2: CV evaluation template, interview question template, and evaluation matrices will be provided to each Search Committee (completed) Two CRC Tier 2 searches took place in 2023, with 100% of applicants self-identifying (this was a requirement for these searches as they were targeted hires). The 2023 CRC searches were vastly different from previous CRC searches, given the specific EDI requirements of the CRC and the addition of the EDI Research Facilitator at Lakehead. She has created a 'CRC Hiring Handbook with EDI Best Practices' that was given to all Search Committees at the beginning of their search. This document includes all of the required processes, policies, best practices, matrices, and tools that will ensure an equitable and productive search. She has ensured that all Search Committees receive EDI training (specific for the CRC requirements), and that each committee member completes the 'Bias in Peer Review' module and the 'Human Rights 101' online module (LUFA requirement). She has also developed and revised the CRC application evaluation matrix, the interview question template and created matrices for both the interview itself and the applicant's research-related talk. These matrices will further start as a guiding document. The inclusion of an EDI-designate on the Search Committees, specifically the EDI Research Facilitator, has ensured that the most equitable approach was taken with all aspects of the search. The EDI Research Facilitator was appointed to all CRC Search Committees and is responsible for monitoring the CRC search process and ensuring equitable hiring practices. There was EDI-specific training provided by the EDI Research Facilitator, and the further development of an EDI-Hiring Handbook for CRC Search Committees made the process much smoother. The EDI Research Facilitator is present on all CRC Search Committees to ensure the continuity of EDI principles and CRC EDI requirements. The EDI Research Facilitator collects CRC Self-ID data for CRC searches. Recruitment for two new Tier 2 CRCs took place in 2023, with new CRCs to begin their new terms starting January 1, 2025. The searches for the Tier 2s were completed during the reporting period, and both searches were targeted, one for a woman and /or gender minorities and one for an Indigenous woman and/or gender minorities. The Self-ID data was only accessed by the EDI Research Facilitator to determine the eligibility of the applications received. Indicator 3: CRC Search Committees adopt EDI best practices (completed) The EDI Research Facilitator has created a 'CRC Hiring Handbook with EDI Best Practices' that is given to all Search Committees at the beginning of their search. Included in this document are all of the required processes, policies, best practices, matrices, and tools that will ensure an equitable and productive search. The EDI Research Facilitator has ensured that all Search Committees receive EDI training (specific for the CRC requirements), and that each committee member completes the 'Bias in Peer Review' module and the 'Human Rights 101' online module (LUFA requirement). The EDI Research Facilitator has also developed and revised the CRC application evaluation matrix, the interview question template, and created matrices for both the interview itself and the applicant's research-related talk. These matrices will further start as a guiding document. The inclusion of an EDI-designate on the Search Committees, specifically the EDI Research Facilitator, has ensured the most equitable approach was taken with all aspects of the search. Best practices included incorporating strong EDI language in the CRC job ad, collection of Self-ID data to monitor the diversity of the applicant pool throughout the search process, involvement of the EDI Research Facilitator on the Search Committee, development of a CRC evaluation matrix with criteria clearly stated; training about equitable hiring practices and unconscious bias. Indicator 4: Unconscious bias training and human rights training delivered to all CRC Search Committee members (completed) The EDI Research Facilitator has ensured that all Search Committees receive EDI training (specific for the CRC requirements), and that each committee member completes the 'Bias in Peer Review' module and the 'Human Rights 101' online module (LUFA requirement). The inclusion of an EDI-designate on the Search Committees, specifically the EDI Research Facilitator, has ensured the most equitable approach was taken with all aspects of the search. Indicator 5: Guidelines for Departmental Search Committees: Best Practices developed specifically for CRC Search Committees (completed) Last year, we reported that the Guidelines for Equitable Hiring Practices developed by the Office of Human Rights and Equity in 2020 were made available to faculty Search Committees. This year, we are happy to update the CRC that we have further developed our Guidelines for Hiring for CRC Search Committees with the creation of the 'CRC Hiring Handbook with EDI Best Practices' that is given to all Search Committees at the beginning of their search. Included in this document are all of the required processes, policies, best practices, matrices, and tools that will ensure an equitable and productive search. This document also includes the application evaluation matrix, the interview question template, and created matrices for both the interview itself and the applicant's research-related talk. Indicator 6: New training delivered to Search Committees (completed) Previously, the 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. With the inclusion of the EDI Research Facilitator in the Office of Research Services, we now have specific EDI training for the CRC Search Committee that she delivers for our CRC searches. This training includes an overview of the 'CRC Hiring Handbook with EDI Best Practices' and outlines the requirements for hiring a CRC. This training also goes over EDI best practices, the historical disparities in hiring within academia, and how the committee can be more inclusive with their review of potential applicants.

## Results and impacts achieved during the reporting period:

-The CRC EDI Action Plan on Lakehead University's CRC EDI Public Accountability website clearly communicates CRC policies and procedures. -The EDI-Research Facilitator is present on all CRC search committees to ensure the continuity of EDI principles and CRC EDI requirements. As a non-voting member, they provide EDI training specific to the CRC process and ensure the completion of the bias in peer review module (CRC requirement) and human rights 101 online training (LUFA requirement). -The CRC job advertisement template contains strong EDI statements and the link to the CRC Self-ID Survey. Completion of the Self-Identification Survey is mandatory for all applicants. However, 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). -A CRC Interview question template and application, interview, and research talk evaluation matrices have been developed with specific EDI questions and EDI-related criteria, including encouraging applicants from equity-deserving groups. -The Provost and VPRI jointly review the CRC Recruitment Summary Form (shortlist) to ensure eligible candidates from equity-deserving groups have been considered for the shortlist. The Provost and VPRI jointly review all CRC Chairholder offers recommended by Deans, including start-up funds, starting salary, CRC bonus, and teaching load, to ensure consistency among different Faculties in the equitable treatment of all CRCs. - 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. The chair and the dean of the respective department and Faculty must sign this agreement prior to the search beginning. - CRC search and renewal Committees have greater awareness of the importance of EDI best practices and inclusive assessment criteria in peer review with the addition of the 'CRC Hiring Handbook with EDI Best Practices' and the training provided by the EDI Research Facilitator -CRC Search Committees have the tools available to them for making the most equitable and fair choice when evaluating candidates. The creation of the application evaluation matrix, the interview question template, and created matrices for both the interview itself and the applicant's research-related talk have greatly assisted Search Committees with selecting candidates to hire for the CRC positions. - 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 faced during the reporting period:

Getting Search Committees comfortable with using the matrices for evaluating candidates instead of determining 'fit' was an adjustment. However, all committee members saw the value in the new tools provided, and all members utilized them throughout the process.

## Next steps (indicate dates/timelines):

The matrices and interview questions will be reviewed and evaluated for each search to ensure that each search is both fulfilling the CRC requirements and achieving the department's objectives for the CRC position. The search for the new Tier 1 CRC in Indigenous Mental Health & Addictions will start with the revised versions of the matrices and will continue to evolve with each search. The Tier 1 search will likely begin in the Fall of 2023.

## Was funding from the Canada Research Chairs Program Equity, Diversity and Inclusion allocation used to achieve this primary objective?

No

If the answer to the previous question is “yes”, indicate how much of the funding was dedicated to this primary objective and what exactly the funds were dedicated to.

### Main objective 3

Briefly describe the main objective 3 SMART (specific, measurable, tailored to the desired result, realistic, timely):

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

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

A formal support system for CRCs is the goal of this objective. However, since resources have been limited, the striking of a formal committee or in-depth engagement strategy has not yet occurred. Previously, 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 work plan. 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. The current CRCs have raised concerns regarding recruiting top graduate students, especially after the COVID-19 pandemic. This challenge has been felt by the entire university community, not just CRCs. There are currently ample discussions occurring between the faculty and administration in order to attempt to overcome this barrier.

Corresponding measures adopted/to be adopted to address the obstacles:

	If you do not have a measurement to report, please indicate 'N/A' in the response field.	Progress of the action
Corresponding measurement 1	Develop a formal CRC Orientation Program, which includes the opportunity to meet other faculty, including those from the FDGs	In progress
Corresponding measurement 2	Ongoing review of graduate student financial packages to attract top students	In progress
Corresponding measurement 3	CRC Chairholders act as mentors and reviewers during the CRC renewal process	In progress
Corresponding measurement 4	Continued monitoring of CRC retention for both renewal and end of CRC term	In progress
Corresponding measurement 5	Number of CRCs that participate in the renewal process	In progress
Corresponding measurement 6	Number of CRCs from FDGs retained	In progress

Data collected and indicator(s) – can be qualitative and quantitative in nature:

Indicator 1: Develop a formal CRC Orientation Program, which includes the opportunity to meet other faculty, including those from the FDGs (ongoing) Currently, CRCs are included in the New Faculty Orientation, where new faculty gain an understanding of the campus, its offices, and the support available to them. This orientation has a specific research component where the VPRI gives an overview of the research supports available for all faculty. Each year the VPRI gives an orientation session to new faculty called “Early Career Researcher workshop”. For the past two years he has been accompanied by one of our current CRC's Indicator 2: Ongoing review of graduate student financial packages to attract top students (ongoing) The university is currently exploring ways to attract and financially support graduate students. Currently, graduate assistants are offered to eligible students for two years (as a Master's student) or four years (as a Doctoral student). Indicator 3: CRC Chairholders act as mentors and reviewers during the CRC renewal process (ongoing) CRCs scheduled for renewal during the reporting period received mentorship from other CRCs who had successfully renewed their second terms. The Terms of Reference for CRC Renewal Committees include four full-time tenure-track or tenured faculty members who have been at Lakehead for at least two years (at least one of which is a current or former research chair at Lakehead. The selection of these faculty members will be aligned with the Tri-agency that most closely aligns with the CRC's research area and at least one shall belong to the equity-deserving groups outlined by the CRC program), one Faculty Dean, the Associate VP of Research and Graduate Studies, the Director of Research Services (non-voting), and the EDI Research Facilitator (non-voting). Indicator 4: Continued monitoring of CRC retention for both renewal and end of CRC term (ongoing) The percentage of all CRCs retained is currently at 100%. One of the CRC's terms came to an end during the reporting period (Dr. Sameshima and she has been retained by Lakehead University. The CRC who has submitted a renewal (Dr. Ebrahimi) is still awaiting acceptance from the CRC program. Indicator 5: Number of CRCs that participate in the renewal process (ongoing) We actively engage with CRCs to participate in the renewal process as part of the committee (elaborated on above in Indicator 3). During the CRC's first term, they are invited to submit a progress report and go through our internal renewal process. If the CRC renewal committee supports the renewal, the Chairholder then works with the Office of Research Services to put forth their renewal application for the CRC. All of our current Chairholders who were eligible for renewal have submitted their renewal applications. In this reporting period, we submitted one renewal application to the CRC for Dr. Ebrahimi. Indicator 6: Number of CRCs from FDGs retained (ongoing) Lakehead University is currently on track to meet the CRC equity targets for 2029. During this reporting period, the university actively recruited members from the FDGs (mentioned above). Our current chairholders who belong to the FDGs have been retained and we continue to strive to further create an inclusive environment for all Chairholders, especially for those from equity-deserving groups.

Results and impacts achieved during the reporting period:

All CRC Equity targets have been communicated to all Faculty Deans and Department Chairs (Fall 2022). The renewal of one Tier 2 CRC was submitted during the reporting period (Dr. Ebrahimi). All CRCs, including CRCs from equity-seeking groups, were retained during the reporting period.

**Challenges faced during the reporting period:**

No challenges were encountered during the reporting period.

**Next steps (indicate dates/timelines):**

The VPRI and the Director of the OHRE will continue to meet with all CRCs individually and as required to increase organizational engagement and retention (ongoing). Our next step is to 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 this activity will take place in 2025 when up to 4 new CRCs are recruited to replace four Tier 2 CRCs who are ending their second terms.

**Was funding from the Canada Research Chairs Program Equity, Diversity and Inclusion allocation used to achieve this primary objective?**

No

If the answer to the previous question is "yes", indicate how much of the funding was dedicated to this primary objective and what exactly the funds were dedicated to.

**Main objective 4**

**Briefly describe the main objective 4 SMART (specific, measurable, tailored to the desired result, realistic, timely):**

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

**Systemic Barriers -**

**Please provide a high-level description of 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 remains 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-deserving 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 measures adopted/to be adopted to address the obstacles:**

	<b>If you do not have a measurement to report, please indicate 'N/A' in the response field.</b>	<b>Progress of the action</b>
Corresponding measurement 1	Ensure clear communication to CRC proposal applicants, Search Committees, and the university community of the benefits of EDI, EDI best practices and self-identification	Finished
Corresponding measurement 2	Evaluate all Search Committee processes and outcomes to ensure that EDI practices are effective during the recruitment and selection process	Finished
Corresponding measurement 3	Increase the number of EDI initiatives at the institution	In progress
Corresponding measurement 4	Equity targets met or exceeded	Finished
Corresponding measurement 5	Increased training of Office of Research Services Staff	Finished
Corresponding measurement 6	Increase EDI Training Opportunities for Faculty	In progress

## Data collected and indicator(s) – can be qualitative and quantitative in nature:

Indicator 1: Ensure clear communication to CRC proposal applicants, Search Committees, and the university community the benefits of EDI, EDI best practices and self-identification (completed) The 2023 CRC searches were vastly different from previous CRC searches, given the specific EDI requirements of the CRC and the addition of the EDI Research Facilitator at Lakehead. In order for departments/faculties to submit an application for the available CRC positions, they must also have their Chair and Dean sign a declaration indicating that they will follow all of the CRC's best practices and EDI requirements. The EDI Research Facilitator has created a 'CRC Hiring Handbook with EDI Best Practices' that is given to all Search Committees at the beginning of their search. Included in this document are all of the required processes, policies, best practices, matrices, and tools that will ensure an equitable and productive search. She has ensured that all Search Committees receive EDI training (specific for the CRC requirements), and each committee member completes the 'Bias in Peer Review' module and the 'Human Rights 101' online module (LUFA requirement). The job ads were also provided as a template to Search Committees and include EDI language and the inclusion of statements indicating that our current CRCs are designated for members of equity deserving groups. The EDI Research Facilitator has also developed and revised the CRC application evaluation matrix, the interview question template, and created matrices for both the interview itself and the applicant's research-related talk. These matrices will further start as a guiding document. The inclusion of an EDI-designate on the Search Committees, specifically the EDI Research Facilitator, has ensured the most equitable approach was taken with all aspects of the search. The EDI Research Facilitator was appointed to all CRC Search Committees and is responsible for monitoring the CRC search process and ensuring equitable hiring practices. There was EDI-specific training provided by the EDI Research Facilitator and the further development of an EDI-Hiring Handbook for CRC Search Committees made the process much smoother. The EDI Research Facilitator is present on all CRC Search Committees to ensure the continuity of EDI principles and CRC EDI requirements. The EDI Research Facilitator collects CRC Self-ID data for CRC searches. Recruitment for two new Tier 2 CRCs took place in 2023 with new CRCs to begin their new terms starting January 1, 2025. The searches for the Tier 2s were completed during the reporting period, and both searches were targeted one for a woman and/or gender minorities and one for an Indigenous woman and/or gender minorities. Indicator 2: Evaluate all Search Committee processes and outcomes to ensure that EDI practices are effective during the recruitment and selection process (completed) The EDI Research Facilitator has developed and revised the CRC application evaluation matrix, the interview question template, and created matrices for both the interview itself and the applicant's research-related talk. These matrices will further serve as a guiding document. The inclusion of an EDI-designate on the Search Committees, specifically the EDI Research Facilitator, has ensured the most equitable approach was taken with all aspects of the search. The EDI Research Facilitator was appointed to all CRC Search Committees and is responsible for monitoring the CRC search process and ensuring equitable hiring practices. There was EDI-specific training provided by the EDI Research Facilitator and the further development of an EDI-Hiring Handbook for CRC Search Committees made the process much smoother. The EDI Research Facilitator is present on all CRC Search Committees to ensure the continuity of EDI principles and CRC EDI requirements. The EDI Research Facilitator collects CRC Self-ID data for CRC searches. Recruitment for two new Tier 2 CRCs took place in 2023, with new CRCs to begin their new terms starting January 1, 2025. The searches for the Tier 2s were completed during the reporting period, and both searches were targeted, one for a woman and /or gender minorities and one for an Indigenous woman and/or gender minorities. Indicator 3: Increase the number of EDI initiatives at the institution (ongoing) Throughout the reporting period, a number of new initiatives (in addition to the CRC-specific initiatives mentioned above) were launched to institutional EDI in the research space: a) An internal competition between departments to promote EDI within the research space was created through funds from an NSERC EDI Institutional Capacity-Building Grant. The eight selected departments and EDI champions put forth excellent proposals for increasing EDI knowledge within the research environment at Lakehead University. All successful departments received funding, made possible through an NSERC EDI Institutional Capacity-Building Grant, that supported the implementation of various initiatives, including lectures, panels, and student discussions. Overall, this competition increased institutional awareness of EDI for students and faculty members. This initiative helped propel the academic departments to think more about EDI and its meaning for each discipline. There were over 300 students and faculty members in attendance at these events! The lectures and panels sparked important conversations about the next steps in making the university more inclusive regarding culture, organizational climate and reducing systemic barriers. One notable event was the seminar from Dr. Elena Miranda, a Professor and the Co-Director of Equity and Compliance for Faculty Recruitment and Retention from California State University, Northridge titled "Blocked pipelines lead to leaky pipelines: a perspective from a Latina in Geology". She is at the forefront of EDI work in the geosciences, and she discussed both her and other students' experiences as members of the BIPOC community in geology. This impactful discussion sparked great conversations about what everyone can do to help make the field of Geology and other sciences more inclusive. Many faculty members commented about how valuable they found these events and that they now have plans to make EDI part of the conversations within their department going forward. b) New EDI in Research webpages were developed to have an easy-to-access location for materials and toolkits for researchers pertaining to EDI in the research space. c) The EDI in Research Speaker Series was launched. Using the Zoom platform, we held two sessions with over 90 participants. The first event was with Dr. Imogen Coe, Professor in the Department of Chemistry and Biology and founding Dean of the Faculty of Science at Toronto Metropolitan University titled 'Inclusive Research Excellence, Building the Toolkit'. Our second event was a panel discussion titled 'How Research Assessment Metrics Need to Change to be More Inclusive' with Dr. Julia Hughes, Dean, Bora Laskin Faculty of Law, Dr. Shauneen Pete, Chair, Emerging Indigenous Scholars Circle at Royal Roads University, Dr. Karine Duhamel, Director, Indigenous Strategy, Social Sciences and Humanities Research Council of Canada, and moderated by Dr. Christopher Mushquash, Canada Research Chair in Indigenous Mental Health and Addiction and Professor in the Department of Psychology at Lakehead University. d) Institutional committees relating to the research assessment have begun to include the EDI Research Facilitator as a non-voting member in order to ensure that all processes were fair and equitable. Indicator 4: Equity targets met or exceeded (completed) Lakehead University is currently on track to meet and exceed the CRC equity targets by 2029. During this reporting period, the University actively recruited members from the FDGs (mentioned above). We continue to strive to further create an inclusive environment for all Chairholders, especially for those from equity-deserving groups. Indicator 5: Increased training of Office of Research Services Staff (completed) With the addition of the EDI Research Facilitator, we have ensured that she received training from Senomi Solutions for the Certificate in EDI in Higher Education for Administrators. She also participated in a number of CARA workshops and webinars. She received the Certificate of Achievement in Grant Writing from CARA. She also attended multiple workshops from CCDI and is working towards the CCIP designation. Indicator 6: Increase EDI Training Opportunities for Faculty (ongoing) A new workshop was developed by the EDI Research Facilitator called 'Developing an Equity, Diversity and Inclusion Strategy for Tri-Agency Grant Applications'. This workshop, part of the University's Research and Innovation Workshop Series was attended by 38 participants, including CRCs, faculty, students and research staff during the reporting period. The workshop aims to provide researchers with an overview of the best practices and strategies for successfully developing an EDI plan for grant applications. Researchers will learn a framework for thinking about EDI in research and connect EDI with various parts of grant proposals. The workshop also includes interactive examples and a chance for researchers to ask questions. An online EDI in Research Certificate program was developed during the reporting period and will be launched during the upcoming year.

## Results and impacts achieved during the reporting period:

The institutional EDI Action Plan was approved in October 2019 and is being implemented and monitored. The EDI Research Facilitator position was established in July 2022 within the Office of Research Services. The integration of this position into the Research Services office has greatly improved our ability to make EDI accessible for researchers and promote best EDI practices across the university research landscape. She has conducted all the CRC EDI training and reporting requirements for the reporting period and continues to sit on committees to provide an EDI lens to committee discussions. The EDI Research Facilitator has developed EDI in research training to deliver foundational inclusive leadership and research skills for CRCs, faculty, students and staff in the upcoming year. The development of this comprehensive-self-paced EDI in research training program will continue to improve the working environment for Canada Research Chairs and other researchers. The Office of Research Services advertises EDI workshops to all researchers, including CRCs. EDI institutional action plan is in the process of being implemented.

## Challenges faced during the reporting period:

None to report.

## Next steps (indicate dates/timelines):

Continuous development of the above initiatives and monitoring of the CRC requirements will be done over the next year.

## Was funding from the Canada Research Chairs Program Equity, Diversity and Inclusion allocation used to achieve this primary objective?

Yes



If the answer to the previous question is "yes", indicate how much of the funding was dedicated to this primary objective and what exactly the funds were dedicated to.

If the answer to the previous question is "yes", indicate how much of the funding was dedicated to this main objective:

50000

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

\$50,000 was spent on the salary of the EDI Research Facilitator

**Assessment of the impact of the equity, diversity and inclusion allocation**

Please assess the impact of the equity, diversity and inclusion allocation on the capacity of your establishment to achieve this main objective:

very significant impact (the allocation had a very significant impact on the progress made)

**Indicate in the table below the cash and in-kind contributions provided by the institution**

Cash and in-kind contributions provided by the institution (if applicable):

	Amount in \$	Source/type (cash or in-kind)
1	30000	Cash

**Main objective 5**

Briefly describe the main objective 5 SMART (specific, measurable, tailored to the desired result, realistic, timely):

N / A

**Systemic Barriers -**

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

N / A

Corresponding measures adopted/to be adopted to address the obstacles:

If you do not have a measurement to report, please indicate 'N/A' in the response field.

**Progress of the action**

Corresponding measurement 1	Not started yet
Corresponding measurement 2	Not started yet
Corresponding measurement 3	Not started yet
Corresponding measurement 4	Not started yet
Corresponding measurement 5	Not started yet
Corresponding measurement 6	Not started yet

Data collected and indicator(s) – can be qualitative and quantitative in nature:

N / A

Results and impacts achieved during the reporting period:

N / A

Challenges faced during the reporting period:

N / A

Next steps (indicate dates/timelines):

N / A

If the answer to the previous question is "yes", indicate how much of the funding was dedicated to this primary objective and what exactly the funds were dedicated to.

### **Main objective 6**

Describe the main objective 6 SMART (specific, measurable, tailored to the desired result, realistic, timely):

N / A

Systemic Barriers -

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

N / A

Corresponding measures adopted/to be adopted to address the obstacles:

**If you do not have a measurement to report, please indicate 'N/A' in the response field.**

**Progress of the action**

Corresponding measurement 1	Not started yet
Corresponding measurement 2	Not started yet
Corresponding measurement 3	Not started yet
Corresponding measurement 4	Not started yet
Corresponding measurement 5	Not started yet
Corresponding measurement 6	Not started yet

Data collected and indicator(s) – can be qualitative and quantitative in nature:

N / A

Results and impacts achieved during the reporting period:

N / A

Challenges faced during the reporting period:

N / A

Next steps (indicate dates/timelines):

N / A

If the answer to the previous question is "yes", indicate how much of the funding was dedicated to this primary objective and what exactly the funds were dedicated to.

## Part B: Challenges and Opportunities

### Challenges

In addition to what was described in the section above, describe the challenges of implementing the equity, diversity and inclusion action plan. If the COVID-19 pandemic has impacted the implementation of the institution's action plan, please indicate how below. How has the establishment gone about it or will it go about it to meet these challenges? (limit of 5100 characters):

Challenges have been incorporated in the previous sections.

**Opportunities** In addition to what has been described in the section above, describe the opportunities or successes that have arisen from the implementation of the equity, diversity and inclusion action plan as well as the best practices discovered through this day. (limit of 5100 characters):

The EDI Stipend received in 2022-2023 allowed for the recruitment of the EDI Research Facilitator focused on implementing the CRC EDI Action Plan initiatives as well as supporting the recruitment procedures for the new CRC searches that occurred in 2023. We are committed to continuing to develop and offer EDI training and expand our EDI offerings in the upcoming year.

## Part C: Report on equity, diversity and inclusion allocation objectives not mentioned in Part A

### Instructions:

- Institutions with an Equity, Diversity, and Inclusion Action Plan: Use this section to report equity, diversity, and inclusion allocation goals that are not mentioned in section A.
- Institutions without an Equity, Diversity, and Inclusion Action Plan: Use this section to report equity, diversity, and inclusion allocation goals.
- If you did not receive an EDI allocation during the reporting year, please leave this section blank.

### Objectives associated with the institution's equity, diversity and inclusion allocation request

**Table C1.** Please provide information on the objectives associated with your institution's allocation request, including funding and timelines, for the reporting period.

#### Equity, diversity and inclusion allocation objective 1

Indicate the SMART objective(s) (specific, measurable, fit for purpose, realistic, timely) to which the funding was dedicated:

To recruit a Facilitator, Equity, Diversity and Inclusion (EDI) in Research to a) implement Objective 2 of the CRC EDI Action Plan for the upcoming recruitment of four new CRCs (Initiative 2); b) to develop and deliver EDI training programs for CRC Search Committees, CRCs and researchers (Initiative 3)

**Indicator(s):** Describe the indicators, as presented in the Equity, Diversity and Inclusion allocation request, and how they are calculated.

Indicator 1: Successful recruitment of a full time Facilitator, EDI in Research that identifies with one or more equity-seeking groups. Achieved = Calculated based on the recruitment and employment of the EDI Research Facilitator who identifies as a member of one or more equity-seeking groups Indicator 2: Increased representation of equity-seeking groups in our CRC nominations. Achieved = Calculated based on the number of applications received for CRC searches from those who identify as a member of one or more equity-seeking groups. Please note that Initiatives 2 and 3 are also supported by the Facilitator; please refer to Initiative 2 and 3 for additional indicators)

**Progress:** Describe the results observed, including indicator results and impacts. Please include timelines (start and end dates).

Our EDI Research Facilitator was successfully recruited in the spring of 2022, and she started in July 2022 (our facilitator also fulfilled our requirements of identifying with one or more equity deserving groups). The addition of our EDI Research Facilitator within Research Services has greatly enhanced and advanced our ability to deliver EDI training programs in support of our CRC searches in 2022-23. The EDI in Research Facilitator increased our human resource capacity and has also created training programs to assist CRCs/researchers with embedding EDI strategies in their research programs/grant submissions.. For our new CRC searches and renewals, the EDI Research Facilitator has been instrumental in proactively ensuring that all CRC EDI requirements are met, and that the committee members all understand the value and importance of EDI. For the two Tier 2 positions recruited for in the spring/summer of 2023, the university mandated that both Chairs must be for women and/or gender minorities (in order to ensure that we are on track to meet our equity targets for 2029). As such, both searches were targeted and utilized resources created by the EDI Research Facilitator to ensure that we attracted and reached our target demographics. Our two searches saw the majority of applications received to be from women and or gender minorities, as indicated by the self-identification data. Please see Initiatives 2 and 3 for details.

Describe the total expenses below.

Total amount of allocation dedicated to the objective:	45000
Commitment from the establishment (if applicable):	30000
Total funds spent:	

**Table C2. Assessment of the impact of the equity, diversity and inclusion allocation**

Please assess the impact of the equity, diversity and inclusion allocation on the capacity of your establishment to achieve this objective, as described in the application, for the period covered by the report:

very significant impact (the allocation had a very significant impact on the progress made)

Please provide a high-level summary of allocation usage.

The \$45,000 was explicitly used to hire our EDI Research Facilitator. Her start date was July 2022 (our facilitator also fulfilled our requirements of identifying with one or more equity-deserving groups). The addition of our EDI Research Facilitator within Research Services has greatly enhanced and advanced our ability to deliver EDI training programs in support of our CRC searches in 2022-23. The EDI in Research Facilitator increased our human resource capacity and has also created training programs to assist CRCs/researchers in embedding EDI strategies within their research programs. For our new CRC searches and renewals, the EDI Research Facilitator has been instrumental in proactively ensuring that all CRC EDI requirements are met and that the committee members understand EDI's value and importance. For the two Tier 2 positions recruited for in the spring/summer of 2023, the university mandated that both Chairs must be for women and/or gender minorities (in order to ensure that we are on track to meet our equity targets for 2029). As such, both searches were targeted and utilized resources created by the EDI Research Facilitator to ensure that we attracted and reached our target demographics. Our two searches resulted in the majority of applications to be from those from equity-deserving groups, as indicated by the self-identification data. The EDI Research Facilitator was instrumental in ensuring that all CRC searches were equitable and provided the Search Committee with a point person to ask questions and navigate through the CRC and EDI processes. Feedback from the Search Committees was very positive and Committee members mentioned how the Facilitator made the process smoother. Please see Initiatives 2 and 3 for more details.

Do you have any other goals to add?

Yes

**Part C: Report on equity, diversity and inclusion allocation objectives not mentioned in Part A**

**Additional objectives (if applicable)**

**Table C1.** Please provide information on the objectives associated with your institution's allocation request, including funding and timelines, for the reporting period.

**Equity, diversity and inclusion allocation objective 2**

Indicate the SMART objective(s) (specific, measurable, fit for purpose, realistic, timely) to which the funding was dedicated:

To develop Guidelines for CRC Department Search Committees: Best EDI Practices and support CRC Search Committees to include the practices in their search and selection processes (Objective 2 of the CRC EDI Action Plan).

Indicator(s): Describe the indicators, as presented in the Equity, Diversity and Inclusion allocation request, and how they are calculated.

Indicator 1: Departmental Search Committee access to institutional EDI resources Achieved= The EDI Research Facilitator has compiled a number of resources for CRC Search Committee members to review and learn about EDI Best Practices. Indicator 2: Increase in the number of applicants from equity-seeking groups for each CRC search Achieved = Calculated based on the number of applications received for CRC searches from those who identify as a member of one or more equity-seeking groups.

Progress: Describe the results observed, including indicator results and impacts. Please include timelines (start and end dates).

The EDI Research Facilitator has created numerous EDI Resources for CRC Search Committees including but not limited to: the Guidelines for CRC Search Committees (including best practices), CRC Hiring Roadmap, draft CRC application evaluation matrices, draft CRC interview questions, draft CRC interview matrices, draft CRC research talk evaluation matrices, checklists for CRC Search Committees, etc. In addition to the training provided by the EDI Research Facilitator on EDI Best Practices for CRC Searches, the Search Committee members must also complete the Tri-Council Bias in Peer Review Module and Human Rights 101 Training before the search begins (March 2023). However, after this reporting period, the impact of these materials and training has been widely noted with Search Committee members understanding the importance of EDI and being more mindful of how and why they interact with others. In the review of applications and in the interviews, the matrices helped guide the committees to make an unbiased selection of their preferred candidate. The guidelines and toolkits were essential for creating clear and effective recruitment documents, including recruiting those from equity-deserving groups. With increased exceptional applications from a diverse pool of researchers, Lakehead can further increase our research excellence!

Describe the total expenses below.

Total amount of allocation dedicated to the objective: 0  
Commitment from the establishment (if applicable): 0  
Total funds spent:

**Table C2. Assessment of the impact of the equity, diversity and inclusion**

allocation Please assess the impact of the equity, diversity and inclusion allocation on the capacity of your establishment to achieve this objective, as described in the application, for the period covered by the report:

very significant impact (the allocation had a very significant impact on the progress made)

Please provide a high-level summary of allocation usage.

This specific part of the stipend was set out to increase the EDI resources available to CRC Search Committee members to lead to the increased number of applications received from equity-deserving groups for CRC positions. The EDI Research Facilitator has greatly increased our capacity to promote and support an equitable, accessible, diverse and inclusive research environment at Lakehead University. With the specific training for EDI in Research, additional EDI materials, and CRC-specific hiring timelines, templates and matrices, the EDI Research Facilitator has propelled the ability of Research Services to enhance the environment at Lakehead University. The resources for all researchers are available on our Research Services website, and our CRC-specific training documents are made available to all Search Committee members upon the creation of the committee. By making the recruitment and hiring processes more transparent, unbiased, and equitable, the diversity of applicants who feel comfortable applying to the open CRC positions leads to increased research excellence.

**Equity, diversity and inclusion allocation objective 3**

Indicate the SMART objective(s) (specific, measurable, fit for purpose, realistic, timely) to which the funding was dedicated:

To provide all members of CRC Departmental Search Committees, senior academic administrators (Deans/Chairs), CRCs and researchers with equity, diversity and inclusion training, including unconscious bias training. (Implementation of Objective 2 of Lakehead's CRC EDI Action Plan).

Indicator(s): Describe the indicators, as presented in the Equity, Diversity and Inclusion allocation request and how they are calculated.

Indicator 1: # of EDI Training Sessions delivered Achieved = During the reporting period, there were three separate EDI in Research Training sessions for all CRCs/researchers at Lakehead. There were 38 attendees in total for the presentations who ranged from graduate students, CRCs, Post Doctoral Students, early career researchers and tenured professors. Indicator 2: # of new CRCs/researchers who complete the Certificate in Inclusive Research Leadership Program In progress= During the reporting period, the Certificate in Inclusive Research Leadership Program underwent a re-vamp and thorough review. The revisions are currently being conducted and the revamped program will be launched during the winter of 2023/2024. We are confident that this new program will encompass the modules that researchers are looking for to expand their EDI knowledge and skill set. Indicator 3: # of CRCs/researchers who accessed the EDI Research Facilitator for assistance in developing EDI strategies within their research proposals Achieved= During the reporting period, there were numerous researchers, including CRCs, who accessed the EDI Research Facilitator for assistance with developing EDI strategies for their research proposals. There were over 35 proposals reviewed by the Facilitator, including NSERC Discovery grants, NSERC CREATE grants, and CFI JELFs to name a few. Indicator 4: Access to EDI training by CRC Departmental Search Committees Achieved= During the reporting period, we launched two Departmental Search Committees for our two new CRC positions. Both Departments underwent EDI training for their Search Committees which included DORA principles for assessment of scholarly outputs, understanding the historical inequities within the academic/scholarly environment and effective ways to incorporate EDI into the CRC search process. The EDI training followed all the CRC EDI guidelines and also included completing both the Tri-Agency Bias in Peer Review module and the Human Rights 101 module. The Search Committees felt equipped to begin the search process after the training and all members had a clear understanding of where biases and inequities could enter the process.

Progress: Describe the results observed, including indicator results and impacts. Please include timelines (start and end dates).

In addition to the results listed above, the EDI Research Facilitator launched an EDI in Research Speaker Series, a virtual event where participants learn from leading experts and researchers about incorporating EDI in the research space. One of the seminars (Oct 2022) was led by Dr. Imogen Coe, Professor in the Department of Chemistry and Biology and founding Dean of the Faculty of Science at Toronto Metropolitan University about building the toolkit for research excellence. The second event was a panel discussion about how research assessment can be more inclusive (March 2023). The panel included Dr. Julia Hughes, Dean, Bora Laskin Faculty of Law, Dr. Shauneen Pete, Chair, Emerging Indigenous Scholars Circle at Royal Roads University, Dr. Karine Duhamel, Director, Indigenous Strategy, Social Sciences and Humanities Research Council of Canada, and was moderated by one of our CRCs, Dr. Christopher Mushquash, Canada Research Chair in Indigenous Mental Health and Addiction and Professor in the Department of Psychology at Lakehead University. Both events saw almost 100 participants in total. In addition to EDI seminars and CRC-specific training materials, the EDI Research Facilitator also worked individually with researchers to formulate their EDI plans, understand how EDI can be enhanced within their own research groups, and find effective ways to increase the level of inclusion trainees feel within the research environment (throughout the year).

Describe the total expenses below.

Total amount of allocation dedicated to the objective: 5000  
Total funds spent:

**Table C2. Assessment of the impact of the equity, diversity and inclusion**

allocation Please assess the impact of the equity, diversity and inclusion allocation on the capacity of your establishment to achieve this objective, as described in the application, for the period covered by the report:

very significant impact (the allocation had a very significant impact on the progress made)

Please provide a high-level summary of allocation usage.

This specific part of the EDI Stipend was to provide all members of CRC Departmental Search Committees, CRCs and researchers with equity, diversity and inclusion training, including unconscious bias training. Through multiple EDI in Research Training Sessions, the creation of the Certificate in Inclusive Research Leadership Program and continuous access to the EDI Research Facilitator, EDI best practices and awareness became embedded within our research environment. There were more than 120 interactions between the EDI Research Facilitator and CRCs/researchers throughout the reporting period. The EDI Research Facilitator connected with each Department at the University and described the different avenues in which she could enhance the research processes and outputs from Lakehead University. Researchers valued her feedback and continued to engage with her throughout the research process/grant submission process. With the incorporation of the EDI Research Facilitator, the CRC Search Committees saw a major overhaul with enhanced EDI Training that was CRC-specific and included various 'real-world' examples. The Search Committees felt equipped to begin the search process after the training, and all members had a clear understanding of where biases and inequities could enter the process.

**Equity, diversity and inclusion allocation objective 4**

Indicate the SMART objective(s) (specific, measurable, fit for purpose, realistic, timely) to which the funding was dedicated:

N / A

Indicator(s): Describe the indicators, as presented in the Equity, Diversity and Inclusion allocation request and how they are calculated.

N / A

Progress: Describe the results observed, including indicator results and impacts. Please include timelines (start and end dates).

N / A

Please provide a high-level summary of allocation usage.

N / A

**Equity, Diversity and Inclusion Allocation Target 5**

Indicate the SMART objective(s) (specific, measurable, fit for purpose, realistic, timely) to which the funding was dedicated:

N / A

Indicator(s): Describe the indicators, as presented in the Equity, Diversity and Inclusion allocation request, and how they are calculated.

N / A

Progress: Describe the results observed, including indicator results and impacts. Please include timelines (start and end dates).

N / A

Please provide a high-level summary of allocation usage.

N / A

**Equity, diversity and inclusion allocation objective 6**

Indicate the SMART objective(s) (specific, measurable, fit for purpose, realistic, timely) to which the funding was dedicated:

N / A

Indicator(s): Describe the indicators, as presented in the Equity, Diversity and Inclusion allocation request, and how they are calculated.

N / A

Progress: Describe the results observed, including indicator results and impacts. Please include timelines (start and end dates).

N / A

Please provide a high-level summary of allocation usage.

N / A

#### **Part D – Obtaining the active participation of people from underrepresented groups**

Describe how the establishment obtained the active participation of people from underrepresented groups (racialized people, Indigenous people, people with disabilities, women, 2SLGBTQIA+ people) during the implementation of the action plan (during the reporting period), including how they were able to participate in the identification and implementation of modifications and adjustments, the optionally. For example, how has information been collected to know whether the measures implemented result in a more inclusive research environment for chairholders from under-represented groups? How was intersectionality considered during the design and implementation of the plan (if applicable)? Have we noticed any new gaps? How will we continue to secure the active participation of people from underrepresented groups? (10,200 character limit)

Throughout the reporting period, Lakehead has engaged extensively with underrepresented groups through the implementation of the institutional EDI Action Plan. The events from the internal competition between departments to promote EDI within the research space targeted equity-deserving groups, specifically with their outreach events. All events were targeted for members of the FDGs and ranged from presentations, panels, and discussions to engage with all members of the university community to openly discuss the issues and systemic injustices within the Canadian university environment. An outcome of these events was continued discussions and conversations at various levels within the University about key areas to target with respect to enhancing the research environment. As discussions continue, members of the FDGs will be continuously involved in the discussions and actively supported to participate in the next steps for creating a more inclusive university community. Members of the Office of Research Services have been continuously involved in various institutional committees to enhance EDI within the institution. Another initiative in particular that the Office of Research Services helped organize was a collaborative event with Diversity Thunder Bay, Confederation College and other community organizations to discuss the positive initiatives on social issues affecting Thunder Bay. This event brought together researchers and community members to have an open discussion on combating social issues within our community.

#### **PART E – Efforts to address systemic barriers more broadly within the institution**

Briefly describe ongoing equity, diversity and inclusion initiatives at the institution (broader in scope than those linked to the Canada Research Chairs Program) which are likely to eliminate systemic barriers and promote an equitable, diverse and inclusive research environment. For example, are there any initiatives underway that highlight the importance of equity, diversity and inclusion for research excellence? Is other training offered to faculty in general? Are there initiatives aimed at improving the climate on campus? Please provide hyperlinks, where appropriate, using the boxes provided below (URLs must include https://). Note that the collection of this data from institutions is a requirement of the 2019 Addendum to the 2006 Settlement Agreement with the Canada Research Chairs Program relating to a human rights violation complaint ratified in 2006. Data provides context for the institution's efforts to address barriers to equity, diversity and inclusion within the Canada Research Chairs Program. (4,080 character limit)

As mentioned above, throughout the reporting period, a number of new initiatives (in addition to the CRC specific initiatives mentioned above) were launched to institutional EDI in the research space: 1) An internal competition between departments to promote EDI within the research space was created through funds from an NSERC EDI Institutional Capacity-Building Grant. The eight selected departments and EDI champions put forth excellent proposals for increasing EDI knowledge within the research environment at Lakehead University. All successful departments received funding, made possible through an NSERC EDI Institutional Capacity-Building Grant, that supported the implementation of various initiatives, including lectures, panels, and student discussions. Overall, this competition increased institutional awareness of EDI for students and faculty members. This initiative helped propel the academic departments to think more about EDI and its meaning for each discipline. There were over 300 students and faculty members in attendance at these events! The lectures and panels sparked important conversations about the next steps in making the university more inclusive regarding culture, organizational climate and reducing systemic barriers. Many faculty members commented about how valuable they found these events and that they now have plans to make EDI part of the conversations within their department going forward. Hyperlink: <https://www.lakeheadu.ca/about/news-and-events/news/archive/2022/node/73911> 2) New EDI in Research webpages were developed to have an easy-to-access location for materials and toolkits for researchers relating to EDI in the research space. Hyperlinks: [https://www.lakeheadu.ca/research-and-innovation/research-services/resources/edi-in-research](https://www.lakeheadu.ca/research-and-innovation/research-services/resources/edi-in-research/edi-in-research-resources) 3) The EDI in Research Speaker Series was launched. Using the Zoom platform, we held two sessions with over 90 participants. The first event was with Dr. Imogen Coe, Professor in the Department of Chemistry and Biology and founding Dean of the Faculty of Science at Toronto Metropolitan University titled 'Inclusive Research Excellence, Building the Toolkit'. Our second event was a panel discussion titled 'How Research Assessment Metrics Need to Change to be More Inclusive' with Dr. Julia Hughes, Dean, Bora Laskin Faculty of Law, Dr. Shauneen Pete, Chair, Emerging Indigenous Scholars Circle at Royal Roads University, Dr. Karine Duhamel, Director, Indigenous Strategy, Social Sciences and Humanities Research Council of Canada, and moderated by Dr. Christopher Mushquash, Canada Research Chair in Indigenous Mental Health and Addiction and Professor in the Department of Psychology at Lakehead University. Hyperlinks: <https://www.lakeheadu.ca/research-and-innovation/about/events/archive/node/73076> <https://www.lakeheadu.ca>

Hyperlink 1:

<https://www.lakeheadu.ca/about/news-and-events/news/archive/2022/node/73911>

Hyperlink 2:

<https://www.lakeheadu.ca/research-and-innovation/research-services/resources/edi-in-research/edi-in-research-resources>

**Hyperlink 3:**

<https://www.lakeheadu.ca/research-and-innovation/research-services/resources/edi-in-research>

**Hyperlink 4:**

<https://www.lakeheadu.ca/research-and-innovation/about/events/archive/node/73076>

**Hyperlink 5:**

<https://www.lakeheadu.ca/research-and-innovation/research-services/resources/edi-in-research/training-events-workshops-in-edi-research/-edi-panel-discussion-march-28-2023->

**Before submitting your report, make sure your answers are complete. Once your report is submitted, you will not be able to edit it.**

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