Canada Research Chairs | Chaires de recherche du Canada

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Complete Full Report

Important Note

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

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

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

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

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

Each year, institutions must 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. Ensure that you remove all numbers less than 5 from both the plan and the report prior to posting on your website in cases where your report includes the representation of individuals from underrepresented groups among your chairholders, as well as any other identifying information. This is a requirement of the Privacy Act.

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

Contact information

Please complete the fields below.

Name of Institution:

The University of Winnipeg

Contact Name:

Dr. Jino Distasio

Position Title:

Vice-President, Research and Innovation

Institutional Email:

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Institutional Telephone Number:

204.982.1147

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):

12/15/2017

Rating given to the action plan in most recent review process:

Fully satisfies

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

Jino Distasio

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 individuals from underrepresented groups (e.g. women and gender minorities, persons with disabilities, Indigenous Peoples and racialized individuals, 2SLGBTQIA++ individuals) 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, 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) the main actions were undertaken (up to six) and how they have progressed; 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. If your institution has not yet prepared or received a formal evaluation of its CRCP EDI action plan (institutions having fewer than five Chairs) then section A is optional.

Key Objective 1

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

Align existing systems and environmental reviews to ensure success in achieving equity, diversity and inclusion in UWinnipeg's Canada Research Chair 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):

1) We do not have sufficient information about current systemic barriers in relation to employment processes for our CRCs as an employment systems review has not yet been conducted. 2) We do not have sufficient information about systemic barriers for our current CRCs because we have not yet conducted a new comparative review. Our previous review was completed in 2017. 3) According to the results and analysis of the 2017 Guarding Minds Survey, which is a quantitative data collection instrument for employers to assess and address the psychosocial factors known to have an impact on organizational health, we learned that our Respectful Working and Learning Environment Policy required revision; however, since this mental health survey was conducted five years ago, we are now planning to collect new mental health data from our employees and students to identify systemic barriers and inform an institutional mental health strategy in line with the Okanagan Charter.

Corresponding actions undertaken/to be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	**Progress to date**
Corresponding action 1	Complete an employment systems review	Not yet started
Corresponding action 2	Complete a comparative review	Not yet started
Corresponding action 3	Finish analyzing and report on the results of the Guarding Minds Survey	Completed
Corresponding action 4	N/A	Not yet started
Corresponding action 5	N/A	Not yet started
Corresponding action 6	N/A	Not yet started

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

Qualitative data were collected via consultations with various units across campus (e.g., Deans from all faculties; Office of Vice-President, Academic; Office of the Vice-President, Research and Innovation; Office of Institutional Analysis; Office of Indigenous Engagement; Human Resources; Facilities; Human Rights and Diversity Office; Conference and Event Services) regarding current EDI initiatives and challenges. These data were collected with guidance from the Dimensions Handbook.

Outcomes and Impacts made during the reporting period:

Much of our institutional EDI work focused on our participation in the Tri-Agency Dimensions pilot program over this period, including an application for recognition in October 2022. This application required us to complete an EDI Self-Assessment and Action Plan, including an environmental scan, a summary of current EDI data collection and analysis, and findings from engagement with faculty and staff. While initial EDI consultations were conducted in June-September 2022, additional engagement and environmental scan activities commenced in November 2022, with a finalized Dimensions EDI Action Plan to be completed by late 2023. In September 2022, the Office of Research and Innovation created and hired for a new position, Program Officer, Equity, Diversity, Inclusion, Anti-Racism, and Decolonization and Research, which is responsible for completing the institution's EDI Self-Assessment and Action Plan for the Dimensions program. This position is also responsible for developing a new CRC EDI Action Plan. During this reporting period, a Research Associate was contracted to support the work of this new Program Officer in completing a more comprehensive EDI Self-Assessment Report and Action Plan pertaining to the research ecosystem before assisting with the development of a new CRC EDI Action Plan to be nested therein.

Challenges encountered during the reporting period:

As much of the focus of institutional EDI work was focused on our participation in the Tri-Agency Dimensions pilot program, we did not make specific progress on this objective of our CRC EDI Action Plan during this period. However, as the EDI Self-Assessment and Action Plan for the Dimensions program encompass institutional systems and practices, they will provide significant context for the development of a new CRC EDI Action Plan and work towards advancing EDI in our administration of CRCs.

Next Steps (indicate specific dates/timelines):

EDI Self-Assessment activities, including focus groups with equity-deserving faculty and staff and consultations with additional units/departments: January-June 2023 Completion of EDI Self-Assessment Report: August 2023 Completion of Dimensions EDI Action Plan: December 2023 Commencement of Employment Systems Review: January 2024 Commencement of CRC Comparative Review: January 2024

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:

Ensure existing policies, agreements, and plans that may influence UWinnipeg's CRC program are written and implemented in a manner that is supportive of equity, diversity and inclusion.

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

1) Student evaluations of teaching are often biased against females and people of colour, which can negatively affect rates of promotion and tenure. This barrier is identified by multiple external literature, as well as anecdotal data from UWinnipeg faculty who identify as female and/or people of colour. 2) The current Inclusive Language in Publications Policy was developed in 1992 and requires a replacement with a more relevant gender affirming policy. According to a 2018 2SLGBTQ* Campus Climate Report and the 2019 C2C: Two Spirit & Queer People of Colour Call to Conversation with LGBT & Allies, UWinnipeg 2SLGBTQ+ faculty, staff, and students experience multiple systemic barriers, including the feeling that the LGBTQ+ campus culture is not sufficiently attentive to racial and cultural diversity, institutional preferred naming procedures still do not mitigate all risks of deadnaming, and 2SLGBTQ+ people generally lack visibility on campus. 3) The current Employment Equity and Diversity Policy requires revision to reflect a more specific scope and recognition of historical and ongoing systemic barriers for all equity-deserving groups. This barrier was identified by the Employment Equity Advisory Committee.

Corresponding actions undertaken/to be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	**Progress to date**
Corresponding action 1	Work with our union to ensure the Collective Agreement supports the Canada Research Chair requirements	Completed
Corresponding action 2	Review and update the UWinnipeg's CRC/CFI Strategic Research Plan to ensure it supports and enables our equity, diversity and inclusion goals	Completed
Corresponding action 3	Complete an inventory of policies, agreements, and plans that may impact the recruitment, retention, and support of chairholders at UWinnipeg and establish a process and timeline for reviewing them	In progress
Corresponding action 4	N/A	Not yet started
Corresponding action 5	N/A	Not yet started
Corresponding action 6	N/A	Not yet started

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

Qualitative data were collected via consultations with various units across campus (e.g., Deans from all faculties; Office of Vice-President, Academic; Office of the Vice-President, Research and Innovation; Office of Institutional Analysis; Office of Indigenous Engagement; Human Resources; Facilities; Human Rights and Diversity Office; Conference and Event Services) regarding current EDI initiatives and challenges. These data were collected with guidance from the Tri-Agency Dimensions Handbook. Among this data were updates on institutional policies that affected EDI. During the reporting period, The University of Winnipeg Senate agreed to rescind and replace the current Inclusive Language in Publications Policy with a Gender Affirmation Policy. The Employment Equity and Diversity Policy was also under review during this reporting period to be revised in consultation with the Employment Equity Advisory Committee.

Outcomes and Impacts made during the reporting period:

Due to our EDI consultations for the purpose of applying for recognition in the Tri-Agency Dimensions program, we began the process of completing a more comprehensive inventory of our policies, agreements, and plans that may impact our CRCs. This review also revealed that our Strategic Research Plan will be expiring in 2023 and requires new engagement with stakeholders to update it. During the reporting period, The University of Winnipeg Faculty Association ratified an Equity, Diversity, and Inclusion Memorandum of Agreement for their Collective Agreement. This memorandum amends the current Collective Agreement to revise according to gender-neutral language and a more inclusive definition of equity-deserving groups. It also specified that the requirement that student evaluations of teaching (SETs) be submitted as part of the annual evaluation process and the tenure, promotion, and continuing appointment process be suspended, which aims to address the fact that SETs are often biased against female faculty and faculty of colour.

Challenges encountered during the reporting period:

As stated in Objective 1, much of our institutional EDI work focused on our participation in the Tri-Agency Dimensions pilot program over this period, including an application for recognition in October 2022. However, this work did contribute to beginning an inventory of policies, agreements, and plans that impact EDI across the institution, including our administration of CRCs. Some policy work was also delayed due to extensive restructuring of our Office of Institutional Analysis and Office of the General Counsel. Additional changes to the UWFA Collective Agreement beyond the Memorandum of Agreement could not be completed as collective bargaining will not begin until Fall 2023.

Next Steps (indicate specific dates/timelines):

Revision of Employment Equity and Diversity Policy: June 2023 Review and revision of EDI-related content in UWFA Collective Agreement during collective bargaining: 2023-2024 Completion of new Strategic Research Plan: September 2024 Development and approval of new Gender Affirmation Policy: 2024-2025

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:

Grow supports at the University that enable a more inclusive working environment.

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

1) Equity-deserving faculty require more targeted mentorship opportunities. This barrier was identified through recommendations in a report provided by UWinnipeg CRCs in 2020. 2) Unconscious bias and lack of training in EDI are barriers to more inclusive and equitable recruitment, hiring, and retention. This barrier was identified through ongoing monitoring of data collected via our Employment Equity Census. 3) Faculty, including CRCs, expressed a need for more training and supports on how to incorporate EDI into their research programs. This information was gathered through informal interactions between the Research Office and faculty, as well as through a recommendations report provided by the UWinnipeg CRCs in 2020.

Corresponding actions undertaken/to be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1	Roll out a formal mentorship program for faculty from the four designated groups	In progress
Corresponding action 2	Enhance training for all university faculty and staff on unconscious bias and on the importance of equity, diversity and inclusion in the workplace	In progress
Corresponding action 3	Develop pilot EDI in Research Certificate program for faculty	Completed
Corresponding action 4	Creation and hiring for new position of Program Officer, Equity, Diversity, Inclusion, Anti-Racism, and Decolonization and Research	Completed
Corresponding action 5	N/A	Not yet started
Corresponding action 6	N/A	Not yet started

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

Quantitative data on identity continues to be collected via our Employment Equity Census, which is distributed every five years, but since it was last sent out in 2021, new data were not collected during this reporting period. Qualitative data for this objective were collected through past reports, including a 2020 list of recommendations for the Research Office developed by UWinnipeg CRCs.

Outcomes and Impacts made during the reporting period:

The Research Office developed a new Faculty Research Mentorship Program for pilot implementation from September 2022 to April 2023. This program supports the professional development of early career researchers and assists new faculty in their transition to UWinnipeg by fostering a sense of belonging at UWinnipeg that builds a cohort for collegial and trustworthy peer-mentoring relationships, formal learning opportunities, and community-building through social events. The Employment Equity Consultant initiative continued to operate during this reporting period. This initiative requires each department has a person trained as an Employment Equity Consultant. The responsibility of the Employment Equity Consultant is to assess the fairness of recruitment and hiring procedures and correspondence of the outcomes with the department's equity goals and timelines. They also provide advice to the Department Personnel Committee (DPC) on the process with respect to employment equity and in particular shall make recommendations to the DPC/Search Committee regarding the position description, the advertising of the employment opportunity, the selection criteria, and the interview questions to support UWinnipeg's equity goals. As mentioned in Objectives 1 and 2, a new Program Officer position was created for Equity, Diversity, Inclusion, Anti-Racism, and Decolonization and Research in September 2022. The person hired in this new position developed a six-module pilot EDI in Research Certificate program to be implemented in the following year. This program is intended to provide an introduction to the principles of equity, diversity, and inclusion (EDI) in the context of research design (e.g., methods, approaches, knowledge mobilization, data management, etc.) and practice (e.g., team composition, recruitment, training, work environment, etc.) within the Canadian postsecondary context, as well as offer strategies and tools on how to incorporate these principles.

Challenges encountered during the reporting period:

A challenge faced in the Research Mentorship Program was the low recruitment of mentors who belong to racialized and Indigenous groups. This dearth of BIPOC mentors meant that one mentor who is a person of colour took on more than the maximum of two mentees to ensure BIPOC mentees who wanted a BIPOC mentor had one.

Next Steps (indicate specific dates/timelines):

Faculty Research Mentorship Program pilot implementation: September 2022-April 2023 Review and assessment of current unconscious bias and EDI training provided by Human Resources and the Human Rights and Diversity Office: January-June 2023 EDI in Research Certificate pilot implementation: January-March 2023

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

No

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

Key Objective 4

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

N/A

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

N/A

Corresponding actions undertaken/to be undertaken to address the barriers:

		Progress to date
Corresponding action 1	N/A	Not yet started
Corresponding action 2	N/A	Not yet started
Corresponding action 3	N/A	Not yet started
Corresponding action 4	N/A	Not yet started
Corresponding action 5	N/A	Not yet started
Corresponding action 6	N/A	Not yet started

Corresponding actions undertaken to address the barriers:

N/A

Outcomes and Impacts made during the reporting period:

N/A

Challenges encountered during the reporting period:

N/A

Next Steps (indicate specific dates/timelines):

N/A

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 5

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

N/A

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

N/A

Corresponding actions undertaken/to be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1	N/A	Not yet started
Corresponding action 2	N/A	Not yet started
Corresponding action 3	N/A	Not yet started
Corresponding action 4	N/A	Not yet started
Corresponding action 5	N/A	Not yet started
Corresponding action 6	N/A	Not yet started

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

N/A

Outcomes and Impacts made during the reporting period:

N/A

Challenges encountered during the reporting period:

N/A

Next Steps (indicate specific dates/timelines):

N/A

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 6

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 6:

N/A

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

N/A

Corresponding actions undertaken/to be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1	N/A	Not yet started
Corresponding action 2	N/A	Not yet started
Corresponding action 3	N/A	Not yet started
Corresponding action 4	N/A	Not yet started
Corresponding action 5	N/A	Not yet started
Corresponding action 6	N/A	Not yet started

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

N/A

Outcomes and Impacts made during the reporting period:

N/A

Challenges encountered during the reporting period:

N/A

Next Steps (indicate specific dates/timelines):

N/A

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.

PART B: Challenges and Opportunities

Challenges

Other than what has been outlined in the section above, outline any challenges regarding the implementation of the EDI action plan. 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? (limit: 5100 characters):

Primary challenges in addressing our CRC EDI Action plan were lack of capacity, especially as the institution was also committed to participating in the Tri-Agency Dimensions pilot program; significant shifts in senior leadership, including a new President and a search for a new Vice-President, Academic; and the five-year age of our current CRC EDI Action Plan, which requires substantial engagement and systems review to maintain relevance. We have begun to address capacity challenges by creating the Program Officer, Equity, Diversity, Inclusion, Anti-Racism, and Decolonization and Research, position and hiring a contract Research Associate to support EDI self-assessment and action planning. We also anticipate that more capacity will be made available for the CRC EDI Action Plan once our participation in the Dimensions pilot is completed. Senior administration will stabilize in 2023-2024 with the new President more established and a new Vice-President, Academic, in place at this time. UWinnipeg will then be able to enter into institutional strategic planning, which will include EDI. We will address the issue of developing a new, more relevant CRC EDI Action Plan following our Dimensions EDI self-assessment and action planning. We anticipate that the information gathered and developed for Dimensions will be of considerable value in contextualizing and developing our new CRC EDI Action Plan.

Opportunities

Other than what has been outlined in the section above, outline any opportunities or successes regarding the implementation of the EDI action plan, as well as best practices that have been discovered to date. (limit: 5100 characters):

A major opportunity for implementation of our CRC EDI Action Plan is UWinnipeg's participation and recognition in the Tri-Agency Dimensions program, which has increased and broadened our institution's EDI focus on our whole research ecosystem and provided a more structured approach to our EDI engagement and assessment strategies. The current and expected insights gained from this self-assessment and action planning will hugely benefit the development of a new CRC EDI Action Plan while implementing what remains in the current plan. We anticipate that our pilot Research Mentorship Program and EDI in Research Certificate will precipitate several best practices, especially once they have been completed and evaluated. We also point to the Tri-Agency Dimensions program handbook as a valuable resource for best practices in EDI and research, including intersectional and disaggregated EDI data collection and anti-racist/anti-colonial methods for campus community engagement and data analysis.

PART C: 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.
- If you did not receive an EDI stipend during the reporting year, please leave this section blank.

Objectives associated with your institution's EDI Stipend application

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

EDI Stipend Objective 1

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

SPECIFIC - The Office of Research and Innovation, in collaboration with the UWinnipeg's Professional, Applied Continuing Education (PACE), is proposing a certificate program titled: "Equity, Diversity, Inclusion and Decolonization (EDI-D) in Research". This 8-week course will focus on developing a deeper understanding of equity, diversity, inclusion, and decolonization as the basis for developing research programs and projects that support EDI-D. The first half of the course will explore some of the challenges that equity-entitled groups face, with specific reference to Indigenous people, people from racialized groups, women, people with disabilities, and people from the 2SLGBQT+ community. The second half of the course will discuss how these principles can be incorporated into research programs and projects and contribute to research success. We will explore evolving funder expectations and how to align your research to those expectations. The course will give participants a stronger understanding on how to integrate the principles of equity, diversity, inclusion, and decolonization into all aspects of their research. By the end of the course, participants will have developed a customized EDI-D plan of action. This plan will be developed in the classroom group setting with support from hiring guest lecturers which will enhance the learning experience. As a result, researchers will integrate these principles into their grant proposals, research programs, and team compositions. The different modules will be taught by experts in the area of EDI-Decolonization. The second half of the program will be led by scientist and academic administrator: Dr. Kumudinie Kariyapperuma, (Manager of Research at UWaterloo's math department and former Natural Sciences specialist at Wilfrid Laurier University) and will involve a practical workshop format to help participants frame their EDI-D plans. MEASURABLE - The ultimate measurable outcome is the successful launch of the "Equity, Diversity, Inclusion and Decolonization (EDI-D) in Research" certificate program and we will employ a series of measurable performance indicators to ensure the certificate program is making an impact, such as measuring an increase in success rates for grants that require EDI-D. We will also provide feedback surveys following the completion of the course. ALIGNED WITH OUTCOME - UWinnipeg's "Equity, Diversity, Inclusion and Decolonization (EDI-D) in Research" certificate program is aligned with the CRC program's aim to cultivate a research culture where UWinnipeg researchers communicate and prioritize EDI-D principles in their grant proposals, research programs, and team compositions. REALISTIC - UWinnipeg's Research Office will lead this project with assistance from Professional, Applied Continuing Education (PACE). Funds will be used to support the cost of paying guest lecturers for the 8 lessons. These costs include: airfare, accommodation, transportation, and speaking fees. This will leverage in-house capacity to cover the cost of inviting distinguished lecturers from outside of the province of Manitoba, in addition to those who reside in the province, who will share their expertise with the program's participants. Funds will support our media services in preparing the technical side of the course. TIMELY - Our aim is to host 8 sessions for the "Equity, Diversity, Inclusion and Decolonization (EDI-D) in Research" program. The program starts Sept 2022 and finishes at the end of October 2022. Planning the certificate program takes place from May 2022 - June 2022. Promoting the program occurs in July 2022. Having the lecturers confirmed early will allow the Research Office to advertise them in our promotional materials.

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

1) Increased number of applications to UWinnipeg's internal and external funding programs that incorporate EDI principles; 2) Increased success rates for grants that require EDI principles in their applications; 3) Increased research partnerships across UWinnipeg's faculties and departments that involve integrating EDI principles; 4) Increased opportunities for marginalized students in research projects that prioritize EDI; 5) Increased attendance at EDI workshops; 6) High participant satisfaction (qualitative survey feedback); 7) Program continuation; and 8) Increased support in our institutional commitment to EDI in the research environment and in the CRC program as measured through qualitative EDI climate surveys of faculty, staff, and students.

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

During this reporting period, the new Program Officer, EDI, Anti-Racism, Decolonization and Research, spent September to December 2022 researching and planning the six-module syllabus for the EDI in Research Certificate program and securing guest lecturers, including Dr. Jennifer Adams (University of Calgary), Dr. Nicole Kaniki (University of Toronto), Dr. Heena Mistry (Wilfrid Laurier University), and Dr. Kumudinie Kariyapperuma (Wilfrid Laurier University). The six modules cover EDI in: research design, research practice, grant writing, knowledge mobilization/translation, and mentorship/training. The program pilot begins in January 2023.

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective: 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	7500	In-kind

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:

Don’t know

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

We applied for and received an extension on this EDI stipend because a Program Officer for Equity, Diversity, Inclusion, Anti-Racism, and Decolonization and Research was only hired in September 2022. It is her responsibility to develop and implement this EDI in Research Certificate program. She will use the stipend to pay consultants and guest instructors, as well as for online curriculum design.

Do you have other objectives to add?

No

PART C: Reporting on EDI Stipend objectives not accounted for in Part A

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 individuals, Indigenous Peoples, persons with disabilities, women, 2SLGBTQIA+ 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)

During this reporting period, the primary engagement with underrepresented groups occurred in discussing improvements to UWinnipeg employment equity initiatives and policy via the Employment Equity Advisory Committee. Ongoing engagement is conducted with Indigenous faculty and staff through regular sharing circles hosted by the Associate Vice-President, Indigenous Engagement. Additional engagement with people with disabilities was conducted via Accessibility Surveys and Audits, which will inform our new institutional Accessibility Plan. More thorough engagement with underrepresented groups is planned for 2023, including focus groups, surveys, and interviews, which will provide findings to inform our Dimensions EDI Self-Assessment Report and Action Plan. We are specifically aware of our lack of engagement with racialized individuals and will ensure that racialized communities are actively recruited and engaged during the next reporting period.

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 relevant, using the hyperlink boxes provided below (URLs should include https://). 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)

https://www.uwinnipeg.ca/equity-diversity-inclusion/
https://www.uwinnipeg.ca/accessibility-hub/
https://www.uwinnipeg.ca/respect/
https://www.uwinnipeg.ca/indigenous/
https://www.uwinnipeg.ca/pride/

As we have a relatively low CRC allocation, much of our EDI efforts extend beyond our administration of CRCs. One of the primary EDI initiatives for The University of Winnipeg is participation in the Tri-Agency Dimensions pilot program (as described in previous sections). In addition to this participation, which involves institutional EDI self-assessment, engagement, and action planning activities, UWinnipeg runs several EDI-related initiatives: 1) Indigenous Summer Scholars Program and Pathway to Graduate Studies Program: UWinnipeg hosts two major programs that mentor Indigenous students in research: the Indigenous Summer Scholars Program (ISSP) and the Pathway to Graduate Studies Program (P2GS). ISSP is a 12-week applied research program that engages Indigenous undergraduate students and recent graduates from undergraduate programs in scholarly, collaborative, and community-based research projects. P2GS is open to Indigenous students who have declared or are planning to declare a major in a natural science and engineering (NSE) field. 2) Indigenous Course Requirement: UWinnipeg is one of the first universities in the country to mandate that all students have a baseline knowledge about Indigenous people and culture. Approved in November 2015 by the University's Senate, the Indigenous Course Requirement makes Indigenous learning part of the undergraduate degree requirements for all new UWinnipeg students. 3) Wii Chiiwaakanak Learning Centre: The Wii Chiiwaakanak Learning Centre is a bridge between UWinnipeg and the inner-city community with a large Indigenous and newcomer population. It is designed to reflect the community's need for an educational gathering place that is inclusive and to break down barriers to postsecondary education. 4) Axworthy Health and RecPlex Community Charter: The Axworthy Health and RecPlex is an indoor field house that remains novel in its inclusion of a Community Charter that ensures 30% of programming time/space to community organizations to ensure access to safe, open spaces for many newcomers, Indigenous groups, and other persons from inner-city and surrounding communities. 5) EDI Advocacy Work: UWinnipeg has engaged in various EDI advocacy work, including the development of the Calls to Action from the C2C Two Spirit & Queer / Trans People of Colour Conference, the work of its Pride Committee and activities, and its recent MMIWG2S conference, which brought together scholars, activists, family members of MMIWG2S, student service providers, and students at UWinnipeg in June 2022 to think together about ways in which the Calls for Justice might be effectively addressed within the university context. We will also note that a new EDI Hub was developed by the new Program Officer, Equity, Diversity, Inclusion, Anti-Racism, and Decolonization and Research, after this reporting period, but we are including the hyperlink nonetheless.

Hyperlink 1:

https://www.uwinnipeg.ca/equity-diversity-inclusion/

Hyperlink 2:

https://www.uwinnipeg.ca/accessibility-hub/

Hyperlink 3:

https://www.uwinnipeg.ca/respect/

Hyperlink 4:

https://www.uwinnipeg.ca/indigenous/

Hyperlink 5:

https://www.uwinnipeg.ca/pride/

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

This information will be sent to the Tri-agency Institutional Programs Secretariat when you click 'Submit'. You will receive a confirmation email with a copy of your completed form in HTML format once it is submitted.

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