UNIVERSITY OF CALGARY

PILOT PLAN:

EQUITY, DIVERSITY AND INCLUSION IN RESEARCH AND TEACHING AWARDS

Jointly prepared by the Offices of the:
Vice-Provost (Equity, Diversity and Inclusion)
Vice-Provost (Teaching and Learning), and
Associate Vice-President (Research)

Fall 2021

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Territorial Acknowledgement

The University of Calgary is located on the traditional territories of the people of Treaty 7 region in Southern Alberta, in the City of Calgary, which is also the home of the Métis Nation of Alberta, Region 3. As a university, we are committed to a research, teaching, learning and working environment in which all members of the campus community can flourish.

Introduction

The University of Calgary Research and Teaching Awards Equity, Diversity, and Inclusion Pilot Plan was developed to embed a foundational commitment to equity, diversity and inclusion (EDI) in the identification and nomination of candidates for external research and teaching excellence awards.

The impetus for this approach is grounded in a significant and growing body of research, which has established the many ways in which equity, diversity and inclusion are integral to excellence in the 21st-century university. This research demonstrates that diversity makes us smarter, improves problem-solving enhances decision-making fuels creativity and drives innovation. Diverse and inclusive environments contribute to a more socially diverse academic and staff workforce, higher retention rates of faculty and improved collective research and teaching impact.

Development of the plan began with the appointment in August 2020 of Dr. Malinda Smith as the University of Calgary's inaugural vice-provost (equity, diversity and inclusion). Soon after, the Office of the Vice-President (Research) and Office of the Vice-Provost (Teaching and Learning) approached Dr. Smith to formalize their approaches to equity, diversity and inclusion in research and teaching awards. After these early discussions, Dr. Smith invited both portfolios to collaborate on a plan, recognizing the urgent need to address these important issues within award nominations and processes in a unified and strategic way.

By early spring 2021, a drafting committee co-chaired by Dr. Smith, Dr. Leslie Reid, vice-provost (teaching and learning), and Dr. Robert Thompson, associate vice-president (research), was formed. The co-chairs endeavoured to create a diverse committee with representatives from across the university to reflect the diversity and inclusivity the plan seeks to advance in the awards portfolio. Committee membership includes invited representatives from equity-deserving groups from diverse academic fields, career stages, and administrative roles. (See Appendix 1 for the full list of committee members). The drafting committee wrote the Pilot Plan collaboratively over a series of meetings, drawing on multiple current academic sources of research and best practices.

The committee sought feedback on the initial draft of the plan from several groups, including the Research Awards Working Committee (composed of associate deans (research) and faculty academic awards leads) and the EDI Dimensions Steering Committee. In July 2021, the drafting committee presented a draft plan to

the Research Awards Steering Committee (a decanal committee with representation from each faculty) with two recommendations:

1. Undergo a broad consultation on the plan during the 2021-2022 academic year, seeking feedback from multiple committees and groups across campus
2. Launch a pilot of the plan beginning in Fall 2021: Faculties will begin to implement the principles and practices described in the plan and provide feedback to both the drafting committee and the Research Awards Steering Committee

The deans agreed with both recommendations. In an iterative process, feedback will be received and integrated on a rolling basis. Recognizing that the language and practice of equity, diversity and inclusion continue to evolve, the drafting committee has emphasized its intent for this document to be continually updated throughout this consultative process.

For more on the process that led to the creation of this pilot plan, please refer to Appendix 1.

Objectives

The Offices of the Vice-Provost (Equity, Diversity and Inclusion), Vice-Provost (Teaching and Learning), and the Associate Vice-President (Research) jointly undertook the task of developing this Pilot Plan to improve the diversity of our external teaching and research award nominees. This work was undertaken in recognition of the need for a comprehensive review of existing practices and processes, in particular identifying successful practices as well as unacknowledged inequities, barriers, or obstacles to inclusion.

"When proactive measures are taken to identify and remove systemic barriers and biases and to increase accountability, more diverse cohorts of excellent researchers [and teachers] are nominated…. The bottom line is there is no antagonism between diversity and excellence." (Smith et al., 2019)

The intended audience includes faculty members who recruit, nominate, sponsor, mentor, and evaluate their peers for external awards, as well as senior institutional leadership, award committee members and staff who support these efforts.

The primary focus of the plan is on external awards; although the promising and better practices identified here will also support efforts to embed EDI in internal award processes (e.g., the University of Calgary's Killam Awards and Teaching Awards). Since internal awards are an important component of identifying and nurturing talent to be competitive for external awards, the development and implementation of EDI

processes for internal awards is necessary if we are to achieve these outcomes with respect to external awards.

To advance EDI in research and teaching awards, the plan considers three distinct phases in award nominations:

- identifying potential nominees;
- mentorship and sponsorship; and
- processes for developing and evaluating nominations.

The plan also considers the resources and support that are required from senior leadership to achieve our goals.

The overarching objective of this plan is to advance equity, diversity and inclusion in the research and teaching award portfolios at the University of Calgary through the following actions:

1. Identify and address barriers to equity, diversity and inclusion in current research and teaching awards for talent identification, nomination and selection processes;
2. Identify practices that increase opportunities, and advance equity, diversity and inclusion in research and teaching award nominations, selection, and related processes;
3. Establish a culture of inclusive excellence, and recognition that is equitable and inclusive of equity-deserving groups and diverse scholarly disciplines; and
4. Identify supports and resources required to implement the plan.

In the short-term, this plan will provide a framework and guidance to enable the university's faculties and central administrative offices to:

1. Increase the diversity of our pool of nominees for external research and teaching awards, to be reflective of the diversity on our campus and inclusive of all equity-deserving groups;
2. Develop and incorporate inclusive practices in the identification of nominees for external teaching and research awards; and
3. Work with the Office of Equity, Diversity and Inclusion and Institutional Analysis to access data on faculty members and equity-deserving groups that can be combined with research and teaching awards data to establish targets and track progress on objectives.

The pursuit of equity, diversity and inclusion at the University of Calgary builds on and extends the institutional commitment to employment equity and the Federal Contractors Program that began in the late 1980s and early 1990s. These early initiatives emerged from the findings in the final report of the *Royal Commission on Equality in Employment* (1984), which led directly to the passing of *The Employment Equity Act* (1986). The aim of *The Act* is "to achieve equality in the workplace so that no person shall be denied employment opportunities or benefits for reasons unrelated to ability and…to correct the conditions of disadvantage in employment experienced by women, Aboriginal peoples, persons with disabilities and

members of visible minorities." Section 2 of *The Act* explicitly states that employment equity "also requires special measures and the accommodation of differences."

Subsequently, the Federal Contractors Program (1986), which extended the legislated employment equity to the provinces, identified four requirements applicable to universities, including to:

- Collect and analyze workforce data;
- Produce an employment equity report of the findings;
- Develop short- and medium-term goals to close any identified representation gaps for members of the federally designated groups (women, Indigenous peoples, visible/racialized minorities, and persons with disabilities); and
- Demonstrate "reasonable progress" to achieve the "full representation of the four designated groups within its workforce" (Federal Contractors Program 2020).

The University of Calgary has implemented and exceeded all requirements of the Federal Contractors Program. This Pilot Plan for external research and teaching awards builds on and extends work already underway at the University of Calgary to deepen commitment to equity, diversity and inclusion, including the creation of the Office of Equity, Diversity and Inclusion led by a vice-provost (EDI), in the Canada Research Chairs EDI Action Plan, the university's selection by the Tri-Agency (NSERC, SSHRC, CIHR) as one of 17 institutions for the national Dimensions EDI pilot, and the March 2021 launch of the Equity, Diversity and Inclusion Dashboard.

Key Principles and Terms

This Pilot Plan draws on the best available research on proven and promising practices to advance an equitable, diverse, and inclusive research and teaching ecosystem. EDI literacy and a shared EDI vocabulary is vital to facilitate the many conversations that will be required to achieve the objectives of the plan. This section defines key terms related to better practices in EDI, and describes their purpose and implications in the university context.

Accessibility: a foundational principle for the removal of barriers to equitable participation in all aspects of university life by people living with diverse visual, motor, auditory, learning, and cognitive abilities. It requires designing environments, programs, services, and products from the outset so they are accessible to people living with various abilities. Accessibility is grounded in the recognition that what constitutes a disability barrier varies across visible and invisible disabilities. As an approach, it enables equitable access to, and success within, the university for persons living with disabilities, as well as for low-income people, and for first generation students. As an ameliorative measure it requires proactive assessments, resources, and the adoption of concrete measures to identify and remove visible and invisible barriers that impede the access to full participation of students, staff, faculty, and administrators in all aspects of university life. Reasonable accommodation ensures access to, and success within, the university, and is enabled by providing the resources and tools necessary to reduce isolation, eliminate obstacles and stigma, and combat

discrimination that impede equitable opportunities for persons with disabilities. Accessibility also recognizes that low income can be an obstacle to university attendance and completion, and to faculty and staff advancement (Smith et al., 2021).

Decolonization: a process of unlearning, uncovering, and transforming legacies of colonialism, as well as utilizing the educational and knowledge systems available to relearn and rebuild the social, cultural, and linguistic foundations that were lost, or eroded through colonialism. The principles, processes, and practices of decolonization are fundamental to a more equitable, diverse, enlightened, and inclusive academic community in Canada. We believe the sustainable future of higher education requires confronting and unsettling the impact of colonial histories, ideologies, experiences, and legacies on disciplines, archives, canons, curricula, methodologies, and pedagogies, as well as on structures of governance, institutional design, and cultures, symbols, and ceremonies. Decolonization also requires making space, balancing, generating, and enabling diverse knowledge systems to thrive in the academy as well as in and through educational and knowledge transmitting places for Indigenous peoples, the formerly colonized or continuing colonized nations, peoples, and cultural knowledge systems (Smith et al., 2021).

Diversity: Diversity, difference, or variety is a characteristic of nature, human society, and the academic world. Efforts to increase representational or numerical diversity are enabled by the institutional commitment to equity, diversity, and inclusion. Fundamental to education and employment equity is the cultivation of an institutional environment in which those who have been historically disadvantaged, and are currently under-represented, can gain access to, and flourish within, the university. Representational diversity is an outcome of proactive measures to correct systemic disadvantage, and to create equitable opportunity structures and pathways for a critical mass of those who are historically disadvantaged and under-represented. In the university, diversity may also refer to philosophical or perspectival differences, institutional types, disciplinary fields, ways of knowing, theoretical and methodological variations, as well as the roles and ranks of students, staff, faculty, administrators, senior leadership, and alumni. Identity-diversity shapes, and is shaped by, voice, representation, experiences in the workplace, in the research and teaching ecosystems, international experiences, and service and community engagement (Smith et al., 2021).

Equity: Equity is a foundational value that underwrites the institutional actions to ensure the fair treatment of all members of the university community. As a principle, condition, process, and outcome, equity is rooted in human rights and the inviolability of human dignity. It is integral to the legal principle of justice, and the ethical principle and practice of fairness. As a practice, it requires identifying patterns of inequities and making changes to systems, cultures, and processes that obstruct members of the university community from achieving their full potential. It underwrites proactive efforts to cultivate a research, teaching, learning, and working environment in which people of diverse identities, backgrounds, knowledge systems, and ways of knowing can flourish. As a remedy based on human and legal rights, equity enables proactive measures and reasonable accommodation necessary to: identify structural, systemic and cultural barriers; ameliorate discrimination, unfairness, and disadvantage; and ensure equitable pathways and opportunity structures for women, Indigenous peoples, visible/racialized minorities, persons with disabilities, and LGBTQ2S+ in all spheres of academic life (Smith et al., 2021).

Equity-deserving groups: A concept that is used interchangeably with "federally designated groups" and "equity groups," equity-deserving groups has come to replace equity-seeking groups by placing an emphasis on the recognition that equity is deserved. Equity-deserving groups include, but are not limited to, women, visible/racialized minorities, Indigenous peoples, persons with disabilities, and LGBTQ2S+ who are recognized as groups of people marginalized or constrained by existing structures and practices. Equity-deserving groups are those on the margins of our community, who feel or are made to feel that they do not belong or deserve equity as a right. They should not be given the burden of seeking it and they should not be made to feel that they get it as a privilege from the generosity of those who have the power to give it, and hence the power to take it back (Tettey, 2019).

Gender Identity: Gender identity refers to the socially constructed roles, behaviours, expressions and identities of girls, women, boys, men and gender diverse people. It influences how people perceive themselves and each other, how they act and interact and the distribution of power and resources in society. Gender is usually conceptualized as a binary (girl/women and boy/man) yet there is considerable diversity in how individuals and groups understand, experience and express it. "Gender fluid" refers to a person whose gender identity or expression changes or shifts along the gender spectrum. "Non-binary" refers to a person whose gender identity does not align with a binary understanding of gender such as man or woman. "Two-spirit" is a term used by some Indigenous people to indicate a person whose gender identity, spiritual identity or sexual orientation comprises of both male and female spirit. (University of Calgary EDI Dashboard Definitions, 2021).

Inclusion: Encompasses norms, practices, and intentional actions to promote participation, engagement, empowerment, and a sense of belonging for members of equity-deserving groups who are underrepresented and historically disadvantaged in university life. Inclusion is a mindset and skillset necessary for the cultivation and promotion of an institutional culture and set of practices to ensure all members of the campus community can experience it as welcoming, and as a space of fairness, dignity, and human flourishing. Where diversity may focus on the quantitative representation, inclusion focuses on the qualitative experience of belonging. Where diversity may exist with inequity, isolation, and marginality, social inclusion focuses on culture, and practices that deepen participation and engagement. Inclusion requires institutions to design spaces of leadership and governance, teaching and learning, research, scholarship and artistic inquiry, and community engagement so that there are no impediments to full participation by women, visible/racialized minorities, Indigenous peoples, persons with disabilities, and LGBTQ2S+. Inclusion requires proactive measures to transform cultures and relations of power and privilege that may result in the social exclusion and underrepresentation of equity-deserving groups (Smith et al., 2021).

Inclusive excellence: The individual and institutional pursuit of excellence, quality, or merit is best achieved in equitable, diverse, inclusive, and decolonial conditions in which everyone can thrive. While the human pursuit of excellence is an inclusive one, how it is socially and institutionally defined, operationalized, and recognized historically has often been exclusionary of, among other things, diverse ways of knowing, knowledges, methodologies, and perspectives. Recognizing the integral relationship between equity-as-fairness and inclusive excellence is necessary to mitigate how access to, and success within, scholarly

associations, universities, and colleges have been shaped by histories of discriminatory ideas, attitudes, processes, and practices. Inclusive excellence affirms how diversity can deepen learning, enhance critical thinking and problem solving, and fuel creativity and innovation in teaching and learning, research and artistic enquiry, professional service, and community engagement in academia (Smith et al., 2021).

Indigenous Peoples: Persons who are Indians, Inuit or Métis (this includes Status Indians, Non-Status Indians, Inuit or Métis). The term "Aboriginal peoples" is the legislative term that appears in the Employment Equity Act and the Employment Equity Regulations. "Indigenous peoples" aligns with international usage and is used throughout this plan where reference to Indigenous peoples is not associated with Canada's legislative reporting requirements or employment equity representation rates (University of Calgary EDI Dashboard Definitions, 2021).

Intersectionality: An analytical lens which examines how institutions, social power, and opportunity structures shape, and are shaped by, privilege and disadvantage, and have a compounding impact on social identities at the intersections of, for example, race, gender, ability, sexuality, and class. "Intersectionality is a lens through which you can see where power comes [from] and collides, where it interlocks and intersects. It's not simply that there's a race problem here, a gender problem here, and a class or LBGTQ problem there. Many times that framework erases what happens to people who are subject to all of these things." (Crenshaw, 1989; Crenshaw, 2017).

Persons with Disabilities: As defined in the federal Employment Equity Act, Persons with Disabilities means persons who have a long-term or recurring physical, mental, sensory, psychiatric or learning impairment and who (a) consider themselves to be disadvantaged in employment by reason of that impairment, or (b) believe that an employer or potential employer is likely to consider them to be disadvantaged in employment by reason of that impairment. It also includes persons whose functional limitations owing to their impairment have been accommodated in their current job or workplace (University of Calgary EDI Dashboard Definitions, 2021). The language of EDI continues to evolve and it should be recognized that individuals with disabilities may prefer to identify with people-first language (people with disabilities) or with identity-first language (disabled people) (American Psychological Association, 2021).

Protected Grounds: The *Alberta Human Rights Act* prohibits discrimination in employment, employment advertisements, membership in trade unions, employers' organizations or occupational associations, along with several other protected areas. The Act provides protection from discrimination in protected areas on the grounds of race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, and age. (Protected areas and grounds under the (*Alberta Human Rights Act* sections 3-14).

Research Award: a recognition of meritorious research, whether for a single study or discovery, or for a body of work, or an entire career. Research awards are distinct from research grants or incentive prizes, which aim to generate certain research outcomes (Research Services Office, 2019).

Teaching Award: a recognition of outstanding contributions to teaching and student learning, often

extending to areas such as educational leadership, the scholarship of teaching and learning, community-engaged teaching and learning, and curriculum or program development (Chism, 2006; Miller-Young et al., 2020).

Crosscutting Theme: Collection and Use of Demographic Data

To identify where obstacles, barriers and biases that impede EDI arise in award nomination processes, relevant data must be collected at all stages of the award nomination process.. The data required for this process will be considered part of the broader university-wide data strategy, which includes a data management plan, data management infrastructure and policies for use in alignment with required legislation, particularly *The Employment Equity Act*, and best practices for protection of privacy.

The collection and use of EDI data at the University of Calgary has been guided by the federal *Employment Equity Act.* The University of Calgary has recently developed an EDI Dashboard — an information management tool that presents data about equity, diversity and inclusion at the University of Calgary in a visual format. Shaped by the university's commitment to EDI data transparency, the current institutional demographic data are available on the dashboard. It permits users to see an aggregated view of all data, and also allows users to view the same information in a disaggregated format across various student and employee characteristics. Presenting information in a dashboard allows users to visualize changes over time and helps identify where inequities may exist.

The employment equity census that is completed by all staff members was updated and re-launched in Fall 2021. New demographic questions on the current version of the census reflect the university's commitment to disaggregated data and to equitable education and career pathways for members of equity-deserving groups. This is consistent with all levels of government, the national granting councils (SSHRC, NSERC, CIHR), and many other organizations that are now looking beyond the four federally-designated groups identified in the Act to take a more comprehensive approach to creating and sustaining a workplace that is equitable and inclusive of the LGBTQ2S+ community and other equity-deserving groups.

"Only by understanding the demographic background of applicants and comparing it to the potential applicant population can organizations make meaningful progress towards improving the diversity in their prize and award recipients." (Australian Academy of Science)

Detailed, disaggregated data are particularly valuable in identifying and addressing barriers to equitable and inclusive practices. Consistent with the university's Information Asset Management Policy, the privacy of individuals, and the confidentiality and security of these data, must be protected. Access to these demographic data must therefore be managed through robust data governance practices. The collection of

demographic data for University of Calgary academic staff is conducted by Human Resources in concert with the Office of Equity, Diversity and Inclusion and the Office of Institutional Analysis, consistent with Alberta privacy legislation, Canadian employment equity and human rights legislation, and benchmarked to Statistics Canada.

With these data in hand, the University of Calgary can make targeted efforts to ensure that we:

- Establish benchmarks to measure the diversity and inclusivity of our awards nominee pool;
- Develop institutional- and/or faculty-level nomination targets to increase the diversity and inclusivity of the nominee pool;
- Evaluate current practices to determine whether they help or hinder the University of Calgary in our goal to develop more equitable and inclusive awards processes and practices.

Under the guidance of the Vice-Provost (EDI), the Office of Institutional Analysis, and Human Resources, the Research Services Office and the Taylor Institute for Teaching and Learning will endeavour to incorporate these data into future institutional reporting on awards.

Measures

Achieving the broad objectives laid out in this plan will require the concerted and diligent application across campus of thoughtfully developed measures for the various phases of activity related to award nominations. Under the general headings of **Equity, Diversity and Inclusion in the Applicant Pool** and **Equity, Diversity and Inclusion in Selection Methods**, the committee has drawn on academic and grey literatures to recommend a number of promising practices to achieve the university's objectives related to awards and recognition in research and teaching.

Equity, Diversity and Inclusion in the Applicant Pool

"Equity requires proactively identifying and combatting discriminatory ideas, attitudes, behaviours, as well as systems, policies, processes, and practices that lead to disadvantage. It is concerned with a legal and ethical commitment to doing what is right and necessary to achieve such a state through proactive measures to identify root causes, and design interventions to remove obstacles to fair opportunities and experiences in all spheres of academic life." (Smith et al., 2021)

In order to increase equity, diversity and inclusion in the applicant pool, this section identifies three key phases of the nomination process and recommended practices:

1. Inclusive Messaging
2. Gathering the Pool of Nominees
3. Writing Nominations

Inclusive messaging

One of the major barriers to reaching a diverse applicant pool is messaging (Australian Academy of Science). While this plan does not assume a one-size-fits-all approach to the various equity-deserving groups, there is research to suggest that, generally, members of equity-deserving groups tend not to self-promote, and this includes seeking award nominations (Lincoln et al., 2012). Established networks tend to favour and generate a homogeneity of applicants (Witteman et al., 2019). It is essential to understand the potential pool of applicants and to engage in proactive outreach and inclusive messaging that reaches as many potential applicants as possible. Because this plan is primarily intended to address external awards, the award messaging may not be under complete control of University of Calgary staff members. However, the practices noted below can be applied to awards calls that are circulated internally and should be considered in the planning and design of internally-led nomination processes for external awards as well as internal awards selection processes.

Inclusive Messaging — Recommended practices:
- Within award criteria or terms of reference, include a statement about the value of equity, diversity and inclusion and the steps being taken to ensure these considerations are included in assessment processes (Caruso et al., 2020). When possible, ensure that the scope of the award is broad and ensures a wide pool of nominees (Witteman et al., 2019).
- Distribute the call for applications widely across multiple venues (e.g., UToday announcements, Faculty mailing lists, social media where appropriate) to reach as many potential nominees as possible (Caruso et al., 2020).
- Use diverse images when advertising and promoting award opportunities to enable potential nominees to see themselves included (Australian Academy of Science).
- Provide information to potential nominees across targeted communication networks about the value of awards (Australian Academy of Science).
- Conduct focused canvassing to identify qualified nominees and reach out to them directly (Caruso et al., 2020; Universities Canada, 2019). This includes asking role models, mentors, and champions to encourage potential nominees to pursue awards, recognizing that some members of equity - deserving groups may be reticent to put themselves forward (Australian Academy of Science).
- Communicate clearly about the expectations of a nomination (i.e., the award criteria, the nomination timeline, the time commitment required, the supports available and the expectations of nominees).
- Time internal calls to avoid competing deadlines (e.g., exam or grant deadlines) and maximize time for the nominee package preparation to make the pursuit of a nomination accessible to all eligible potential nominees.
- Provide Faculties and Departments with feedback on the diversity of the applicants they put forward for awards (Australian Academy of Science).

Gathering the pool of nominees

Scholars from equity-deserving groups may be less likely to engage in self-promotion, including seeking or accepting award nominations (Lincoln et al., 2012). Additionally, reliance on established networks that do not include equity-deserving groups may lead to an underrepresentation of equity-deserving groups in nomination pools (Witteman et al., 2019). It is therefore necessary to ensure that equity, diversity and inclusion are considered early in the nomination process, and well in advance of award deadlines. To avoid less inclusive approaches of the past, and to ensure more equitable and inclusive processes in the future, the Office of EDI and the Dimensions EDI pilot have created Equitable and Parallel Pathways working groups that will identify specific barriers experienced by members of each equity-deserving group. For research and teaching awards a similar process is necessary to avoid a one-size-fits-all approach of the past.

While the drafting committee for this plan did not undertake mapping activities to identify the barriers for each equity-deserving group, the committee recognizes that this will be an important step in ameliorating inequities in awards processes. The committee identified the following mapping activities, which may be incorporated into a future version of this plan:

- **Women**: Identify and map the specific barriers, biases, and obstacles faced by women scholars in research and teaching, and the awards process.
- **Indigenous Peoples**: Identify and map specific barriers, biases, obstacles faced by Indigenous scholars in research and teaching, and in the awards process, considering how these may vary by First Nations, Métis, Inuit, other Indigenous nations (see also Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans, 2018).
- **Visible/Racialized Minorities**: Identify and map specific barriers, biases, and obstacles faced by visible/racialized minorities in research and teaching, and in the awards process, considering how these may vary among racialized minorities.
- **Persons with Disabilities**: Identify and map specific barriers, biases, and obstacles faced by persons with disabilities in research and teaching and learning, and in the awards process, considering how these may vary for persons with various disabilities (e.g., visible and invisible disabilities; physical, mental, sensory, psychiatric or learning disabilities).
- **LGBTQ2S+**: Identify and map the barriers, biases, and obstacles faced by members of the LGBTQ2S+ community in research and teaching, and in the awards process, considering how these may vary for those who are, for example, lesbians, gays, bisexual, transgender, and/or Two-Spirit.
- Consider the impacts of intersectionality in compounding and multiplying the barriers faced by members of the University community.
- Identify whether there are other barriers, biases, and obstacles faced by others (e.g., based on human rights protected grounds) that need to be attended to in order to ensure fairness and equity.

Gathering the Pool of Nominees — Recommended Practices:

Mentorship and Peer Recognition:

- Seek champions and mentors for potential nominees from underrepresented groups so that they gain more visibility.
- Embed strong networks of mentors, coaches, supporters, and sponsors at the faculty and department level.
- Ensure senior faculty and leadership are made aware of awards and included discussion of awards as part of existing/ongoing mentorship arrangements.
- Offer training to mentors to effectively sponsor and support nominees.
- Highlight mentors as part of the support available when developing the applicant pool.
- Mentor potential nominees and encourage them to set personal goals related to awards. Map an individualized award path that allows nominees to progress from small to large awards over the course of their academic career.
- Develop informal networks to exchange award information and examples of successful applications.

At the faculty and department levels:

- Build internal selection or canvassing processes that consider equity, diversity and inclusion (van den Brink & Benschop, 2011).
- Use data to build inclusive award pipelines. Create a database of awards from small to large, starting with department awards, faculty awards, external awards from more specialized societies, external general national awards, and include external general international awards. Combine this database with a database of all potential awardees from junior to senior in order to map specific awards to eligible nominees (see Bol et al., 2018 for benefits of building award pipelines).
- As part of the pipeline building process, individuals should be nominated at the early and midcareer stages to prepare them for more prestigious award nominations as they progress to a more senior level in their career (James et al., 2019).

At the awards committee level:

- As additional data becomes available through the University of Calgary EDI Census and EDI Dashboard, consider developing quotas to establish a diverse pool of nominees. Universities have acquired significant experience with gender inequality, but the implementation of quotas would be more complex when all equity-deserving groups are considered. This should be supported by sound data management principles.
- Develop robust supports to identify and reach out to a diverse pool of nominees who may be hesitant to self-nominate for awards. To stimulate a culture of community and peer recognition, self-nominations should not be the sole mechanism of identifying potential nominees.
- Identify and create opportunities for alternate nomination pathways (such as oral submissions) as appropriate. While this may not be possible for all awards, accepting oral submissions creates more accessible pathways to awards for Indigenous scholars. Where an oral submission or other alternate nomination pathways are not possible, consider:
    - Advocating for process changes with the external agency;

- Finding mechanisms to assist Indigenous scholars with converting oral materials into written materials to enable these scholars to apply for awards that only accept written nominations.

Writing nominations

Preparing award nominations can be a time-consuming process. This time demand can particularly disadvantage academic staff members from equity-deserving groups, who often face additional expectations to act as mentors and role models, and to serve on academic committees. Research has consistently shown that members of equity-deserving groups often take on a heavier load of service and outreach responsibilities than those who are not from equity-deserving groups (Australian Academy of Sciences; Jimenez et al., 2019). Selection processes and supports for nomination development should be planned to mitigate the challenge and time demand of preparing a nomination package.

The External Teaching and Learning Awards Committee and Research Services Office provide several related supports to academic staff in preparing research and teaching awards nominations. These supports include:

- Increasing awareness by communicating and advising on award opportunities;
- Proactively planning future award nominations;
- Coordinating communications with academic units;
- Reviewing CV/teaching dossiers to help assess a candidate's suitability for a particular award;
- Reviewing nomination packages;
- Advising on award guidelines and criteria;
- Communicating and documenting research or pedagogical impact;
- Delivering workshops on effective nomination writing; and
- Soliciting letters of nomination or reference.

Support is also available to coordinate peer reviews of nomination packages, including through the External Teaching and Learning Awards Committee and the SUPPORT: Research Awards Committee. Many faculties also offer internal supports for award development, coordinated through the dean's office or the associate dean (research). Staff also coordinate reviews through Universities Canada's Global Excellence Initiative. Lastly, through the institutional Research Awards Initiative and the External Teaching and Learning Awards Committee, a small budget has been established to engage external professional writers and consultants who provide skilled and experienced development and revision of nominations.

Writing Nominations — Recommended Practices:

- Reduce the administrative burden of application by streamlining application processes and providing equitable access to supports for applicants. Ensure all nominees are provided with contact information for questions, support, and mentorship.
- Avoid "doubt raisers" in nomination materials (Holmes et al., 2020), which include faint praises ("they'll do ok" or "they may not be the strongest researcher in this field, but…"), hedges ("they might be a good candidate") and outright negative language ("they're not great at…").
- Avoid using "grindstone" adjectives ("hard-working", "conscientious", "tireless" – adjectives that place emphasis on effort rather than accomplishment). Research has shown that equity-deserving groups are more often described as hard workers rather than brilliant or creative (Barker, 2010).
- Keep nomination and reference letters professional by using formal titles and not making the letters overly personal with first names or references to family life. Do not refer to private life and focus on scholarly accomplishments and contributions. Letters for women in particular can diminish the significance of those accomplishments and contributions by providing a justification of them with reference to family commitments and caregiving.
  Encourage nominators and letter writers to self-reflect on their own biases and to continuously improve their literacy on equity, diversity and inclusion.

Equity, Diversity and Inclusion in Selection Methods

In this section, we highlight a systematic approach to selections methods for achieving equity, diversity and inclusion in research and teaching awards. In what follows we outline the steps and the recommended practices as follows:

- Selecting the Relevant Awards
- Addressing Bias
- Composition of the Review Committees
- Inclusive Selection Criteria and Methods
- Assessing Candidate Records

Selecting the Relevant Awards

Identifying appropriate awards for a candidate or pool of candidates poses several challenges to equity, diversity of nominees, and inclusivity. Prestigious awards and prizes are often named after pioneers in a given field, and these individuals tend not to represent diverse populations. This, together with elitist messaging, couched in terms of reputation, that refers to certain awards as "distinguished" or "esteemed" may discourage members of equity-deserving groups from applying for these awards, as they do not see themselves reflected in this culture of recognition and excellence (Australian Academy of Science). Moreover, certain prominent awards and prizes may not be well known outside of a particular field or group of scholars.

Selecting Relevant Awards — Recommended Practices:

- Avoid using elitist terms to describe awards. Wording such as "demonstrated excellence" may encourage a more diverse applicant pool (Australian Academy of Science).
- Notions of what is a prestigious award within a given field or for a particular group of potential nominees should be considered within the potential nominee pool.
- When developing lists of awards to support or track, a broad, inclusive lens should be adopted that is focused on meaningful impact within a field and society.
- Adapt inclusive selection methods to the process of determining whether a given award is appropriate for an individual candidate or pool of candidates.
- Advocate with the awarding agency in cases where the eligibility and selection criteria for an award program are exclusionary and produce less diverse outcomes.

Addressing Bias

"Unconscious biases have a significant impact on the career trajectories of racialized and Indigenous scholars and women in the contemporary academy. The cumulative biases and structural barriers mapped along a spectrum or pipeline make visible the challenge for racialized and Indigenous faculty not only at the point of entry but, potentially, at every major stage of their academic careers." (Henry et al., 2017)

Implicit biases are biases that people have but don't realize that they have them. The Harvard Implicit Bias Association Test offers a series of tests that focus on a range of biases (e.g., disability, sexuality, age, skin tone, race, religion, weight), and the BIAS FREE Framework (Building an Integrative Analytical System For Recognizing and Eliminating inEquities) focuses on social hierarchies related to gender, race and ability). Both encourage a better understanding of our implicit biases.

These biases result from our experiences (where we were brought up, our socialization, our exposure to others, media, etc.). Biases may affect our perception, our attitudes, our behaviours, our attention, our listening skills, and our micro-affirmations (e.g., small signs of support) (Deady, 2020). Other people's biases also affect how we are seen in society. Examples of different types of biases are:

- **Attribution bias**: Inappropriately attributing successes or failures;
- **Chair bias:** Committee chairs may exercise their power to silence dissent in selection processes;
- **Confirmation bias**: Seeking evidence that confirms decisions;
- **Conformity bias:** A desire to conform with the decisions of the group;
- **Equity bias:** Reliance on variables outside of the control of an individual (i.e., gender, race, ethnicity, accent, sexual orientation, disability) (Kreitzer & Sweet-Cushman, 2021);
- **Likeability and beauty bias:** Associating attractiveness and likeability with success or skill;
- **Linguistic bias:** Bias related to the language or the language variety (e.g., speaking British vs. Indian

English; speaking English with a Spanish accent) that an individual speaks.

- **Performance Bias:** This bias can be divided into two categories:
    - Halo effect: Putting undue focus on a positive achievement of an individual; and
    - Horns effect: Allowing one negative aspect to cloud judgment of an individua.
- **Parental or family status bias:** A belief that certain positions/jobs are not suited for individuals based on their family status;
- **Similarity or affinity bias**: A desire to support people who have shared qualities or experiences.

For some individuals, many of these biases can come into effect and can overlap. Research on bias points to inequities that may be faced by individuals based on human rights protected grounds including race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, and age. Research also points to the role of language, with linguistic bias also playing a role in high-stakes decisions (Beukeboom & Burgers, 2017; Smith et al., 2017; Choudhury, 2015).

Enhancing awareness of one's own biases, recognizing their effects on our decisions, and developing a regular process can reduce the impact of these biases.

Barriers Related to Bias:

Biases can present major systemic barriers to members of equity-deserving groups. Important considerations in this regard include: selection criteria that include numbers of publications, citations, and citation indices can often exclude individuals with diverse career paths, those who do interdisciplinary work, and those who have experienced career interruptions (Australian Academy of Science). Other research shows that award criteria are often biased against women and racialized minorities, as the criteria often includes gendered and racialized language that penalizes them (Smith et al., 2017; Witteman et al., 2019).

Limiting Bias — Recommended Practices:

- All faculty members and staff engaged in awards nominations and processes should commit to continuous learning on bias and other equity, diversity and inclusion considerations (Universities Canada, 2019).
- The potential for bias in review processes should be openly and clearly acknowledged by review and selection committees.

Bias in Teaching Awards:

In addition to these shared best practices for both teaching and research awards, there are unique issues related to bias in teaching awards. Work on the evaluation of teaching has demonstrated that traditional measures such as student evaluations, which are often used as the primary evidence of teaching effectiveness, are flawed, and that members of equity-deserving groups are especially harmed (Kreitzer & Sweet-Cushman, 2021; Flaherty, 2019; 2020). Research on student evaluations of teaching has demonstrated equity bias on the basis of gender (Peterson et al., 2019), race (DiPietro & Faye, 2005), and a range of other factors, including speaking with an accent (Subtirelu, 2015; Smith et al., 2017), and gender identity or expression (Anderson & Kanner, 2011). Qualitative comments from students related to teaching

effectiveness may be especially biased against members of equity-deserving groups (Kreitzer & Sweet-Cushman, 2021; Wallace et al., 2019). For a meta-analysis of biases in student evaluations of teaching, see Kreitzer & Sweet-Cushman (2021). These systemic barriers can have major consequences in the awards context. For example, James et al. (2019) found that while women and men are equally represented in low-status awards, women are underrepresented in high-status awards.

- Student evaluations of teaching should not be used as the sole method in evaluations of teaching effectiveness (Linse, 2017). Student evaluations of teaching should be contextualized as measures of students' perceptions about their experience in a course, as opposed to measures of teaching effectiveness (Linse, 2017; Kreitzer & Sweet-Cushman, 2021).
- Review committees should consider an individual faculty member's pattern of the distribution of their scores in their student ratings over a range of time, rather than focusing on any one cumulative rating (such as a mean rating), or by comparing one faculty member's scores to another and/or to a unit average (Linse, 2017). Faculty members most disadvantaged by these practices and comparisons are often women and racialized faculty (Linse, 2017).
- For those assessing teaching excellence and impact as part of a review committee, raise awareness about biases and stereotypes against equity-deserving groups in traditional measures of teaching.

Review Committees

Review committees that are responsible for the internal selection of nominees and/or reviewing and providing feedback on nomination materials are a key part of the award nomination process. The design and composition of these committees significantly impacts their decision making. In the case of awards, review committees play a significant role in determining who receives nomination and ultimately public recognition.

It is crucial that review committees reflect the diversity of the university community, and be inclusive of members of equity-deserving groups who are often underrepresented and may be disadvantaged by the composition of selection committees. For example, selection committees without women tend to select fewer women awardees than committees that include women (especially when the committee chair is a woman) (Lincoln et al., 2012). Research has also demonstrated that search committees' preference for referees from their own networks often disadvantaged Black and racialized candidates with unfamiliar referees.

One challenge is that selection or review committees may not be critical of their own structures and processes and how those are implicated in the work, which can lead to erasure of equity-deserving groups. Committee policies and procedures must be reviewed regularly to ensure that they are operating in welcoming and inclusive ways to different perspectives.

Values and priorities for ensuring diverse representation on adjudication committees must be clearly communicated. For example:

> *The University of Calgary recognizes that a diverse staff, faculty, student and postdoctoral community benefits and enriches the work, learning and research experiences of the entire campus*

and greater community. We are committed to addressing systemic inequities by removing barriers that have been historically encountered by underrepresented identity groups in our society. We strive to ensure equitable representation on the awards adjudication committees. To this end, we encourage equity-deserving identity groups, including Indigenous peoples, racialized people, people with disabilities, 2SLGBTQI+ and women, to join and serve on these committees.

(Excerpt taken from the University of Calgary External Teaching and Learning Awards Terms of Reference; language adapted from the University of Calgary EDI Statement.)

When recruiting committee members from equity-deserving groups, it is important to remember that equity recognizes differences between individuals and groups, the need for reasonable accommodation, and that each equity-deserving group may have different experiences of the institution. While the overall goal is to uplift all marginalized groups, this requires acknowledging and addressing the unique experiences of different equity-deserving groups. For example, a lack of Indigenous engagement on committees can signify that the space is not culturally safe and may not affirm Indigenous identities. Institutional leaders and committees should recognize that there is a long history of colonialism in Canada, and that educational institutions have historically inflicted trauma on Indigenous populations. It is crucial to critically examine potential barriers unique to Indigenous scholars and committee members.

Many institutional leaders are becoming increasingly attuned to the "diversity tax" that members of equity-deserving groups face – increased demands on their time for service commitments. However, this is not a reason to exclude equity-deserving groups to sit on committees. It is better to invite individuals to sit on a committee – and provide them the opportunity to decline – than it is to not ask at all.

Review Committees — Recommended Practices:

Committee Chairs:
- Compile a diverse selection committee, including a faculty member with EDI expertise to act as EDI champion, whose role is to ensure EDI is considered in all aspects of the committee's work. Ideally, this member would be the chair of the selection committee (Canada Research Chair Program Equity, Diversity and Inclusion, 2021).
- Alternatively, the chair can be given explicit instructions to raise EDI concerns during discussions.
- If it is not possible to have a hiring committee member with EDI expertise, ensure an EDI advisor is a member of the committee (Canada Research Chair Program Equity, Diversity and Inclusion, 2021).
- Committee chairs should complete EDI literacy and implicit bias training and commit to continuous learning on these topics to ensure the relevant mindset and skillset to lead equitable and inclusive decision-making processes — including providing space for and facilitating inclusive and collaborative decision-making and conflict resolution processes.

Committee membership:
- Research shows that diversity improves critical thinking, deliberations, and problem solving, which are valuable attributes for the fair adjudication processes and outcomes. Potvin et al. (2018), note that "diversity begets diversity." Although the study focused on the positive impact that having women on boards has on diversity in leadership positions, this points to the importance of ensuring that

nomination and adjudication committees are diverse. Some measures that help broaden the makeup of committees include:

- Make participating in an equitable and inclusive selection process a collective and shared responsibility.
- Recognize that those from equity-deserving groups disproportionately carry the responsibility for providing representation on university committees, and must be provided with relief, reward, and recognition for doing so (Jimenez et al., 2019). The value of this work must be rewarded and recognized, through academic structures and processes which often do not value this work as much as traditional academic (i.e., research and teaching) outputs.
- Have all committee members and people involved in the review participate in ongoing education on issues related to equity, diversity and inclusion. A single unconscious bias awareness session is not sufficient, and committee members should be committed to continuous learning on equity, diversity and inclusion.
- Expand the makeup of committees beyond previous award winners (James et al., 2019), as this may limit the inclusion of diverse perspectives and perpetuate selection processes that previously resulted in a homogenous pool of awardees.
- Keep institutional memory going: it is "desirable for committees to retain some institutional memory and detailed knowledge of award criteria from one year to the next. This may make it undesirable to have a completely new panel selected from the general population each year. A sensible compromise is to have a panel consisting of a mixture of previous award winners and general committee members." (James et al., 2019, p. 10)

- Committee members should explicitly and meaningfully discuss how to mitigate bias throughout the adjudication process, and build such discussion into its formal and informal procedures.
- Smaller committees may better mitigate bias and select a greater diversity of award recipients. (James et al., 2019).

Inclusive Selection Criteria and Methods

Inclusion requires institutions to design spaces of leadership and governance, teaching and learning, research, scholarship and artistic inquiry, and community engagement so that there are no barriers and biases that impede the full participation by women, visible/racialized minorities, Indigenous peoples, persons with disabilities, and LGBTQ2S+. Inclusion requires proactive measures to transform cultures and relations of power and privilege that may result in the social exclusion and underrepresentation of equity-deserving groups. (University of Calgary, Office of EDI)

Inclusivity considers the social context of inequity (Chenier, 2020), which shapes the norms by which the institutions/systems assess the quality of someone's work. Inclusive selection criteria will therefore:

- Challenge inequity that is socially and culturally based;
- Consider values of the research/scholarship in the context of its discipline and broader social/cultural/policy relevance;
- Assess access to opportunities and resources;
- Reflect the core principles of the San Francisco Declaration on Research Assessment (Declaration on Research Assessment); and
- Include clear and transparent criteria and recognition of different forms of research and scholarly activity.

Narrow criteria and indicators of teaching, research quality, and impact reduce the diversity of a university's research and teaching missions and purposes, and contribute to systemic biases against those who do not meet the narrow criteria and indicators. In addition, pressure to conform to traditional career pathways has reduced the diversity, vitality, and representative legitimacy of the research community (Curry et al., 2020).

Selection Criteria and Methods — Recommended Practices:
- Review and clarify selection criteria with committee members before reviewing nomination packages to ensure individual and collective understanding. Evaluate applicants based on a common rubric and criteria (Correll and Benard, 2006).
- Encourage all committee members to rank candidates independently based on the selection criteria and rubric, prior to engaging the committee's decision-making process (Correll and Benard, 2006).
- Each file should be reviewed by multiple reviewers who reflect the diversity of the university community to address issues of bias and subjectivity (Cahn et al., 2021).
- Consider redesigning the review process — it may be helpful to appoint a champion for each file that is reviewed. The champion introduces the nominee to set the framing before reviewers' discussion.
- Ensure that committee decisions and discussions link the evidence presented in the application or nomination packages to the defined selection criteria. Document selection and decision-making processes. This will allow committees to reflect upon and learn from their past decision-making processes.
- Engage in broad discussions of achievements: Evaluate the impact, significance and the content of the work. Ensure the committee acknowledges the impact and influence of scholarship from multiple disciplinary perspectives and ways of knowing and avoids the trap of "preferential criteria" (Guetzkow et al., 2004; Orupabo & Mangset, 2021, Davies et al., 2021).
- For teaching awards, encourage a focus on evaluating and documenting teaching expertise and excellence from multiple sources, viewpoints and perspectives (e.g., critical self-reflection, student and peer assessments) using holistic methods, such as teaching dossiers (Knapper and Wright, 2001; Kenny et al., 2018; Miller-Young et al., 2020; Peterson et al., 2019).
  - Recognize that evidence of teaching expertise can be provided across multiple dimensions including contributions to teaching and student learning; engagement and leadership of professional learning and development related to teaching and learning; contributions to

> mentorship; engagement in research, scholarship and inquiry related to teaching and learning; and educational leadership contributions (Chism, 2006; Miller-Young et al., 2020; Kenny et al., 2017).

- Recognize and assess the value of locally relevant research (Hicks et al., 2015) and support plurality of research (Coyte & Wake, 2021), including language diversity in scholarly outputs. Recognize the value of all relevant research outputs (books, reports, datasets, performances, juried exhibitions, articles, etc.)
- Consider values-based framework for assessment (HuMetricsHSS).
- Be aware of biased (i.e., gendered, racialized) language in reference letters, and consider using prompts or focused questions that encourage referees to provide concrete examples based on the evidence provided in the nomination package.
- Be aware research has shown that women and Indigenous Peoples are less likely to describe individual accomplishments (Canada Research Chair Program Equity, Diversity and Inclusion 2021).
- As decisions are finalized, re-review applications from those applicants who nearly made the cut-off point. Consider the extent to which evaluation criteria may have been unfairly applied.
- Publish and maintain the list of panel members (James et al., 2019).

Assessing Candidate Records

There are numerous barriers to the career progress of scholars from equity-deserving groups. Research has shown that small but systemic gender and racial effects (e.g., in manuscript and abstract acceptance rates and speed, size of start-up and other grants, service loads, speaking invitations, and winning awards) can have a cumulative effect, resulting in large differences in CVs between groups. This is compounded by the fact that academics that identify with under-represented groups perform more service work, both due to increased mentoring demands and often to help diversify committees, at the expense of research time (variously referred to as a diversity, Girl Scouts, cultural, or racial tax) (Smith et al., 2017). Groups that are under-represented in academia are also more likely to be engaged in emerging or interdisciplinary research fields, which may disadvantage them in selection processes (Coyte & Wake, 2021).

These factors and many others create disadvantages for candidates from equity-deserving groups. In an awards context, this creates inequities in the ways nomination packages are assessed, both by internal committees and externally by agencies.

Assessing candidate records — Recommended Practices:
- Recognize alternative career pathways, leaves, and career delays that may affect academic productivity and contributions to teaching and learning communities, cultures, and practices.
- Acknowledge the full range of scholarly teaching and research practices in different disciplines and ensure that individual scholars are assessed within their own disciplinary norms. Recognize and assess the value of non-dominant approaches to issues, opportunities, and questions, as well as non-dominant themes (not driven by Western approaches to scholarship and science) (Shearer & Bercerril-García, 2021; Davies et al., 2021).
- Encourage nominees and nominators to provide and consider qualitative evidence of excellence alongside/in addition to quantitative measures. The numbers of publications and journal impact

factors can be supplementary to qualitative/narrative descriptions of research novelty, potential, and impact. Consider:

- biases of the structures in which the applicants' work (e.g., editorial boards, departments, programs);
- the impact of the work;
- the creativity involved;
- challenges involved in completing the work that may have had an impact on productivity (e.g., life circumstances; the development of relationships, the necessity to develop new skills);
- the applicant's assessment of their contribution; and
- team and individual performance, and community engaged scholarship (e.g., The Dutch Recognition and Rewards Program).

- Research assessment strategies adopted or piloted by several international research councils (Switzerland, UK, Luxembourg, Netherlands) include a structured narrative approach to CV format – most important contributions versus a list of publications – that enables focus on the quality of the contributions, and consideration of different forms of outputs (Curry et al., 2020).
    - **Note:** Additional resources may be needed to support scholars in the transition from a traditional CV format.
- Assess the content and quality of work and ensure undue focus is not given to individual measures of success such as citation data or student evaluations of teaching. Be aware that traditional metrics do not capture factors such as the impacts of translational and applied research on local communities (Ofir et al., 2016) or broader contributions to teaching excellence such as educational leadership, community-engaged teaching and learning, mentorship and the scholarship of teaching and learning (Chism, 2006; Miller-Young, 2020).
- Appreciate the diversity of scholarly methods and both professional and personal experiences. Consider personal and cultural context (including personal and community values and institutional cultures), taking into consideration both barriers and opportunities afforded to scholars who are assessed.
- Assess essential tasks such as peer review and mentorship (Bouter, 2021).
- Assess mentorship in terms of quality, i.e. scholarships, career pathways, opportunities for growth, including equity, diversity and inclusionary practices in building and sustaining the research and teaching environment (Nielsen, 2018).

Evaluation

Evaluation of Short-term Objectives

Objective 1: Increase the diversity of our pool of nominees for external research and teaching awards to be reflective of the diversity on our campus and inclusive of all equity-deserving groups.

   a) Develop a set of measurable targets linked to the diversity of our entire campus.
   b) Develop guidance for nominating committees to increase the diversity of their nominee pools, through their calls for nomination, canvassing for nominees, and assessment of research and teaching records.
   c) Track communication of resources, targets, and expectations to all central and faculty-level awards committees.

Objective 2: Ensure recognition of our external research and teaching award recipients celebrates the diversity of our faculty and students, both in terms of identifying characteristics and in their scholarship and teaching methods.

   a) Assess the Awards Communications Strategy to identify where better practices could improve the diversity of recognition afforded to award recipients.
   b) Develop guidance for nominators and nominees to help them better articulate diverse research and teaching methods, outputs, and impacts.

Objective 3: Incorporate EDI outcomes in regular institutional reporting on awards.

   a) Develop measurable EDI outcomes, in conjunction with targets for a diverse nominee pool (Objective 1(a))

Objective 4: Establish access to data on faculty members and equity-deserving groups that can be combined with research and teaching awards data to establish targets and track progress on objectives.

   a) Develop procedures to grant access to EDI data sets to faculty leadership, Research Services, and the Taylor Institute for Teaching and Learning so they may incorporate such data in setting targets and reporting on awards.

Next Steps

The drafting committee recommended, and the deans accepted the following recommendations regarding the next steps for this Pilot Plan:

   1. Undergo a broad consultation on the plan during the 2021 – 2022 academic year, seeking feedback from multiple committees and groups across campus.

2. Launch a pilot of the plan beginning in Fall 2021. Faculties will begin to implement the principles described in the plan and provide feedback to the drafting committee.

In Fall 2021, the university is in the process of implementing both of these recommendations. As this is an iterative plan, and a living document, feedback will be sought and incorporated on an ongoing basis. Once the current round of consultations is complete, the Research Awards Working Committee (Deans) will review an updated draft of the plan and determine the next steps regarding implementation.

The drafting committee has established a strong working relationship and is eager to continue to contribute to this important initiative.

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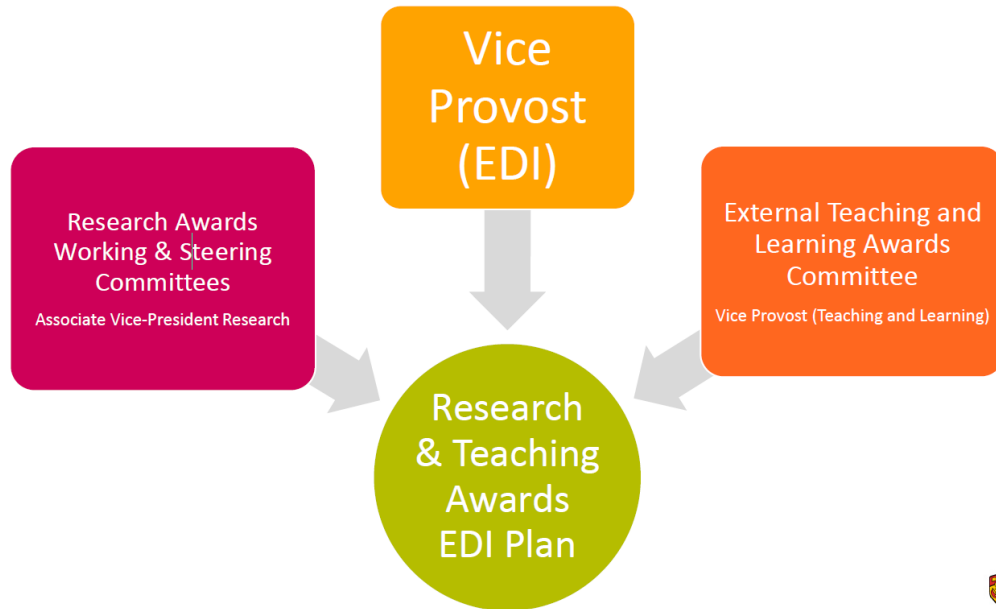
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Appendix 1: Development of the Pilot Plan

The current draft of the plan was developed collaboratively, with leadership from the Associate Vice-President (Research), the Vice-Provost (Teaching and Learning) and the Vice-Provost (Equity, Diversity and Inclusion.)

The Drafting Committee drew its membership from groups across campus with expertise in EDI issues and awards.

Drafting Committee Members

Dr. Leslie Reid (co-chair)	Vice-Provost (Teaching and Learning)
Dr. Malinda Smith (co-chair)	Vice-Provost (Equity, Diversity and Inclusion)
Dr. Robert Thompson (co-chair)	Associate Vice-President (Research)
Amber Bedard	Manager, Indigenous Research Support Team
Dr. Laleh Behjat	Professor, Department of Electrical and Software Engineering; NSERC Women in Science and Engineering Chair (Prairie Region), Schulich School of Engineering
Dr. Fiona Clement	Associate Professor and Department Head, Community Health Sciences
Jaya Dixit	Specialist, Equity, Diversity and Inclusion, Research Services Office
Dr. Kirsten Exall	Director, Institutional Programs Division, Research Services Office
Dr. Natasha Kenny	Senior Director, Taylor Institute for Teaching and Learning
Dr. Tiago Lier	Director, Grants, Awards, and Ethics, Research Services Office
Dr. Mary Grantham O'Brien	Professor, School of Languages, Linguistics, Literatures and Culture, Faculty of Arts
Dr. Kinga Olszewska	Senior Research Advisor, Faculty of Arts
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Dr. Shirley Steinberg	Professor, Werklund School of Education
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