

Canada Research Chairs Program

Equity, Diversity and Inclusion Action Plan

September 9, 2026

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Treaty 6 Territory Land Acknowledgement

We acknowledge that the land on which we gather in Treaty Six Territory is the traditional gathering place for many Indigenous people. We honour and respect the history, languages, ceremonies and culture of the First Nations, Métis and Inuit who call this territory home.

The First People's connection to the land teaches us about our inherent responsibility to protect and respect Mother Earth. With this acknowledgement, we honour the Ancestors and children who have been buried here, missing and murdered Indigenous women and men, and the process of ongoing collective healing for all human beings. We are reminded that we are all treaty people and of the responsibility we have to one another.

1. Introduction

Introduced in 2000, the Canada Research Chairs Program (CRCP) provides funding to post-secondary institutions to attract and retain the world's most accomplished and promising scholars, thereby furthering academic research excellence and capacity. The program is also committed to supporting a more equitable, diverse and inclusive Canadian research ecosystem and not perpetuating systemic barriers to the participation of individuals from four designated groups, including racialized individuals, Indigenous Peoples, persons with disabilities, women and gender minorities. To help achieve this equity goal, the CRCP requires that all institutions with Canada Research Chair (CRC) allocations develop and implement an institutional equity, diversity and inclusion (EDI) Action Plan.

In Spring 2026, MacEwan contracted two external consultants with extensive EDI expertise to conduct an institutional self-assessment and develop the required EDI Action Plan. The consultants were guided by a project team composed of representatives from the Office of Human Rights and the Office of Research Services.

MacEwan's institutional self-assessment included an employment systems review, a comparative review of compensation and support provided to CRCs at MacEwan, and an environmental review of the workplace. Results of the institutional self-assessment were shared with and validated by the project team in early July. In late July, the consultants facilitated an action planning workshop for the project team to discuss MacEwan University's identified priorities, engage with EDI best practices and identify potential actions, measures and accountabilities for the Action Plan.

2. Equity, Diversity and Inclusion at MacEwan University

EDI Commitment

MacEwan University's commitment to EDI is rooted in a vision of MacEwan's place in O-day'min, which recognizes the university as part of a connected community grounded in relationship, respect and shared responsibility. Inspired by O-day'min as a gathering place, MacEwan strives to create an environment where diverse peoples, perspectives and ways of knowing are welcomed and valued. This commitment is reflected in MacEwan's efforts to foster belonging, strengthen partnerships and connections with community, support innovation and entrepreneurship, advance sustainable futures and honour Indigenous perspectives and place-based ways of knowing. MacEwan University recognizes that excellence in research, teaching and service is strengthened when all members of the community can participate fully, contribute their unique strengths and thrive.

MacEwan University officially endorsed the [Dimensions: Equity, Diversity and Inclusion Charter](#) on November 8, 2023. By signing the Dimensions Charter, MacEwan committed to embedding equity, diversity, and inclusion principles into its campus culture, governance, and research practices.

EDI Definitions

MacEwan's definitions of equity, diversity and inclusion align with those used by the Canada Research Chairs Program. MacEwan defines equity as the fair and respectful treatment of all people, including creating opportunities and reducing disparities. While equality focuses on equal treatment, equity recognizes that in order to overcome pre-existing and systemic barriers, different levels of support and treatment are required so that every member of the community has fair access to opportunities and resources. Diversity encompasses the unique traits that individuals possess and describes the presence of differences within any demographic mix. Inclusion is the shared responsibility of the community to ensure

that all individuals are valued and respected for their contributions, have a sense of belonging, and feel welcome within the community.

EDI Leadership, Transparency, and Institutional Accountability

MacEwan University's [Teaching Greatness Strategic Vision 2030](#) identifies markers of success for advancing Indigeneity, reconciliation, equity, diversity and inclusion. [The Strategic Vision Dashboard](#) identifies several measures and targets focused on equity, such as Indigenous and International student enrolment, funding allocated to equity-deserving groups, Indigenous student retention, Indigenous faculty targets and gathering data on equity-deserving faculty.

EDI Initiatives

MacEwan University has developed a number of EDI-related initiatives that honor and act on the institution's commitment to EDI.

Indigenous Initiatives and Engagement

Note: At MacEwan, Indigenous initiatives are not generally included under “EDI”, given the vast differences of history, experiences and knowledge systems. Under the Canada Research Chairs Program, Indigenous Peoples are one of the program's designated equity groups and are therefore included within EDI-related reporting, targets and recruitment practices. At the same time, Indigenous engagement, Indigenous research and reconciliation are often treated as distinct priorities that extend beyond a traditional EDI framework.

Leadership/Governance

In 2024, MacEwan appointed the first associate [Vice-President, Indigenous Initiatives and Engagement](#) as part of its strategic vision [Teaching Greatness](#), which includes a commitment to Indigeneity and reconciliation. The role is an important step toward reaching MacEwan's goal for its student body to more closely reflect the community and to increase participation from Indigenous and other historically underrepresented learners.

Indigenous Advisory Council (IAC)

The IAC meets 4 times a year to meet with Indigenous and non-Indigenous council members to discuss upcoming projects, advise on Indigenous education, focus on Indigenous initiatives, including the Indigenous strategic plan for MacEwan and the ceremonial policy.

kihêw waciston Indigenous Centre

The [kihêw waciston Indigenous Centre](#) is an expression of respect, resilience and reconciliation. It is a place of belonging and grounding where Indigenous students have access to advisors who understand band funding and academic pressures, Knowledge Keepers and Elders who share ceremony and teachings and peers who know what it feels like to carry both culture and coursework.

Faculty Cross-Appointments

Through a unique and innovative program, MacEwan has recruited four Indigenous faculty members in the Faculty of Arts and Sciences, School of Business, Faculty of Fine Arts, and the Faculty of Health and Community Studies and cross-appointed them to kihêw waciston. Together these cross-appointed faculty engage with students and other faculty as Indigenous scholars and provide lived experience to raise awareness of and support for Indigenous scholarship at MacEwan.

Indigenous Research Group

The Indigenous Research Group focuses on creating a space where Indigenous and non-Indigenous academics, students and communities can come together to share knowledge and collaborate on research. The priorities of the Indigenous Research Group include supporting research that respects Indigenous knowledge and perspectives, strengthening partnerships between Indigenous communities and academic institutions, advancing reconciliation and increasing Indigenous representation in academia.

Knowledge Mobilization

Initiatives across the University promote awareness of Indigenous scholarship including the ORS Research Recasted Podcast, features in The Conversation Canada of which MacEwan is a member, highlights in the ORS Report on Scholarship and the ORS newsletter, and institutional activities for Truth and Reconciliation Day.

Offices and Centres

Office of Human Rights

The [Office of Human Rights](#) aims to foster a culture of human rights, equity, inclusion and belonging. The Office helps the campus community navigate human rights policy and procedures and access accommodations, and supports anyone impacted by discrimination. The Office also provides learning opportunities and initiatives to celebrate diverse perspectives and strengthen understanding of and commitment to human rights, equity, diversity and inclusion. Initiatives include the Human Rights Learning Series and the SHARE Community of Practice for students, staff and faculty (SHARE is an acronym for Support, Human Rights, Accessibility, Respect and Equity).

Centre for Sexual and Gender Diversity

The [Centre for Sexual and Gender Diversity](#) supports research, teaching and service work related to sexual orientation, gender identity and gender expression on campus and in the community. The Centre develops inclusive and responsive policies, supports evidence-informed practices and encourages the full and equitable participation of sexual and gender minorities on campus and in society.

Office of Sexual Violence Prevention, Education and Response

The [Office of Sexual Violence Prevention, Education and Response](#) develops and implements sexual and gender-based violence prevention strategies, delivers education programming, provides direct support services to students and employees, and strengthens the University's response to disclosures, complaints and incidents of sexual and gender-based violence.

EDI Committees

Equity, Diversity and Inclusion Committees in the Faculty of Fine Arts and Communications and the Faculty of Health and Community Studies are academic advisory committees that support the faculties to advance equitable and inclusive practices across teaching, learning, research, scholarship, academic service and faculty culture. The Committees identify systemic barriers, promote education and dialogue, review faculty practices and recommend actions to strengthen equity and belonging.

Research Groups

MacEwan University's research groups consist of MacEwan faculty members across disciplines, have a specific area of scholarship and are under the authority and approval of the General Faculties Council Standing Committee on Scholarly Activity. EDI-related research groups include the [Black Community Research and Innovation Group](#), [Indigenous Research Group](#), and [Research Group for Inclusive Experiential Learning](#).

Campus Accessibility Resources

MacEwan's [Access and Disability Resources](#) works with students to create accommodation plans that support learning and ensure equitable access to classes, coursework and campus services. For students with disabilities or medical conditions, Access and Disability Resources can arrange accommodations and services that remove barriers to learning. In addition, the [MacEwan University Library](#) is committed to providing equal access to library services, resources, and spaces including retrieving books and other physical materials for users upon request, height adjustable workstations and alternate format requests for library materials.

EDI Training and Education

Students, staff and faculty at MacEwan can access the following EDI-related educational opportunities:

- The Office of Human Rights offers [EDI-related training](#) on topics such as unconscious bias for staff and faculty search committee members, anti-racism/anti-oppression, emotional intelligence, cultural responsiveness, mental health and neurodivergence. The Office also implements events and initiatives that celebrate diversity.
- The Office of Research Services provides [Inclusive Excellence in Research](#), an online course to train CRCs and faculty members on incorporating inclusive excellence in training and research with a focus on undergraduate research.
- The Centre for Sexual and Gender Diversity provides classroom and public [presentations and workshops](#), and facilitates conversations related to sexual and gender diversity.

- The Centre for Teaching and Learning offers [workshops](#) on topics such as cultural awareness, building relationships and engaging with Indigenous Knowledge Keepers, intercultural competence for educators, writing a more inclusive syllabus and critical pedagogy for inclusive classrooms.
- Human Resources offers [workshops and courses](#) that foster psychological safety and well-being, learning, development and leadership programs.

Programs and Supports

The following programs and supports are designed to enhance inclusion and equity at MacEwan:

- The [Students with Intellectual Disabilities program](#), offered by the Office of Research Services in partnership with a community organization, facilitates paid research opportunities for MacEwan students with intellectual disabilities. Faculty supervisors provide students with research training and the community partner provides support for career and life skill development.
- The [Undergraduate Student Research Awards](#) for Indigenous and Black students is intended to nurture interest and develop potential for a research career. The awards are actively promoted to Indigenous and Black students and a specific allocation of awards is dedicated to Black students.
- MacEwan Library's [institutional repository](#), [research data repository](#), and [digital exhibit services](#) support equitable participation in scholarship by preserving, showcasing, and increasing access to diverse research outputs. The Library's [Textbook Affordability](#) helps make learning more affordable and supports the creation of inclusive, locally relevant educational resources that reflect diverse voices and perspectives. Library spaces have been made more inclusive and the library has acquired the work of diverse artists.
- The MacEwan [Wellness Animals Giving Support](#) program offers structured animal-assisted interactions that enhance student well-being and social connections. By providing safe, supportive encounters with animals on campus, the program aims to help reduce stress, foster emotional resilience and contribute to a welcoming campus environment.

Supportive and Inclusive Workplace

The following are examples of initiatives and supports at MacEwan that promote an inclusive workplace and campus:

- The Belonging at MacEwan biennial climate and demographic survey distributed to students, staff and faculty to gain an understanding of how they experience their work and the university community more broadly.
- MacEwan's administration system allows employees to voluntarily self-identify their gender, sexual orientation, Indigenous identity, visible minority status, ethnic or cultural background and disability or chronic medical condition. Aggregate self-identification data is used to support workforce diversity analysis and inform EDI initiatives.
- MacEwan's benefits include coverage for mental health, the Employee and Family Assistance Program, and additional resources, tools and opportunities to learn more about mental health and well-being.
- The MacEwan Abilities Management program includes sick leave, short and long-term disability, workers' compensation, return-to-work planning and workplace accommodation.

Mechanisms to Address Equity Concerns/Complaints

MacEwan provides the following complaint mechanisms for students, staff and faculty:

- [Confidence Line](#) (anonymous reporting by phone or website).
- MacEwan Help Centre (internal site to submit complaints or concerns online).
- Employees who have concerns related to discrimination, harassment, equity or inclusion may contact their Human Resources business partner for information and advice about resolution pathways and resources. Human Resources tracks data and reports on types of complaints, findings of investigations and complaint outcomes.
- The Office of Human Rights and the Office of Sexual Violence Prevention, Education and Response support students, staff and faculty who may want to disclose or report discrimination or sexual and gender-based violence.

Policies and Procedures

MacEwan has a number of policies and accompanying procedures intended to ensure a safe, inclusive and equitable work and learning environment. A full list of policies is included in Appendix I.

3. Institutional Self-Assessment Overview

MacEwan's institutional self-assessment was conducted by external consultants with EDI expertise and included an employment systems review, a comparative review of compensation and support provided to CRCs at MacEwan, and an environmental review of the workplace. The consultants used a mixed methods design, with information retrieved through a document review, interviews/ focus groups and survey responses to EDI-related questions in the Belonging at MacEwan (BAM) survey that was administered by MacEwan University in late 2025.

The consultants paid particular attention to intersectionality in the data analysis. Where possible, survey responses were disaggregated and examined through an intersectional lens. Counts under 20 have been suppressed to protect individual confidentiality.

Recruitment and Data Collection

The project team and consultants identified individuals for inclusion in the qualitative data collection and invited them to participate in one-on-one interviews. Participants included current and past CRCs, individuals directly involved in CRC hiring committees, MacEwan University leaders and CRC program administrators. Faculty members from the four designated groups were likewise identified and invited to participate in focus groups. Interview and focus group questions can be found in Appendix II.

Given the recent administration of MacEwan's BAM survey, a decision was made to use this data as a source for the environmental review. The survey was administered to all faculty and staff at MacEwan and was promoted extensively in late 2025, resulting in a response rate of 39.9%. The consultants reviewed the survey instrument to identify EDI-relevant questions and analyzed results for those questions using descriptive statistics provided by MacEwan University through an online dashboard. A copy of the BAM survey questions is available in Appendix III.

Interview and focus group participants	
Current and past CRCs	4
Individuals directly involved in CRC hiring committees	12
MacEwan University leaders	1
CRC program and related administrators	3
Faculty from the four designated groups	10
Total	30

BAM survey respondents	
Teaching faculty	331
Administration, academic & student support	694
Total	1025

Data Analysis

Data relevant to each review was analyzed discretely and then integrated in the development of the Action Plan.

Employment Systems Review

The purpose of the employment systems review was to identify the extent to which MacEwan's current CRC recruitment and nomination practices, policies, systems, and structures are open and transparent. The employment systems review included an analysis of:

- Transcripts of interviews with 20 individuals directly involved in CRC allocations and hiring, including CRCs, members, and chairs of CRC hiring committees, MacEwan University leadership, and CRCP administrators.
- MacEwan University processes and policies related to the allocation of chairs, CRC recruitment, and retention.
- Recruitment and hiring best practices literature and the CRCP's Best Practices Guide for Recruitment, Hiring, and Retention.
- Key employment-related documents, including CRC job advertisements and information provided to hiring committees.

Comparative Review

The purpose of the comparative review was to analyze whether CRCs at MacEwan University receive equitable compensation and support. The review focused on CRC salary and benefits, stipends for research centres/institutes, research startup funds, course loads and administrative support. The comparative review included an analysis of:

- Transcripts of interviews with 10 individuals who have knowledge of CRC compensation policies, processes and practices, including past and current CRC Chairs, representatives from the Office of Research Services, and chairs/deans with current or past CRCs.
- CRC letters of offer and information about compensation packages.

Environmental Review

The purpose of the environmental review was to analyze MacEwan's workplace environment and culture to identify their potential impact on our CRC program, including systemic barriers and challenges that may affect MacEwan's ability to achieve future CRC targets. The environmental review included an analysis of:

- Transcripts and notes from focus groups with 10 faculty members from the four designated groups.
- Selected results from MacEwan's Belonging at MacEwan (BAM) survey, administered in 2025, which was completed by 1025 faculty and staff (39.9% completion rate).
- Transcripts of interviews with 7 individuals who have knowledge of EDI-related inclusion at MacEwan, including past and current CRC chairs, MacEwan University leadership, and representatives from the Office of Human Rights and the Office of Research Services.

Protection of Privacy and Confidentiality

Focus group and interview sessions were audio-recorded with explicit participant consent and transcribed verbatim. Where consent was not given, two researchers took detailed notes and later combined them. To protect participant confidentiality, data collected from interviews and focus groups are presented in aggregate or anonymized so that individual responses cannot be traced to specific sources.

The Belonging at MacEwan survey instrument was administered in fall 2025 by MacEwan University. Participants were informed that their participation in the survey was voluntary and that they may skip any question. They were informed that while their responses are not anonymous, they are confidential: their identity is linked to their responses, and only two authorized individuals will have access to this information for analysis. Results of the survey were reported in summary form only, and no individuals were identified. In this Action Plan, results from selected questions of the BAM survey were further disaggregated. To protect participant confidentiality, results were suppressed if there were under 20 counts.

4. Employment Systems Review Findings

The purpose of the employment systems review was to identify the extent to which MacEwan's current CRC recruitment and nomination practices, policies, systems and structures are open and transparent.

CRCP Overview and Contextual Factors

The CRCP recruitment and nomination process at MacEwan University has evolved over time in tandem with the growth in the number of CRC positions. An overview of the CRCP policies and practices at MacEwan University is available in Section 9.

While CRC positions are open to both internal and external candidates, all CRCs to date have been external hires. Given the small number of CRCs, self-identification data is not released. However, the CRCs describe themselves and are described by others as diverse and reflective of most of the four designated groups. Many CRCs indicated that receiving encouragement from colleagues and/or being contacted by a recruitment firm were instrumental in their decision to apply for the position. Once they applied, most CRCs found the recruitment process at MacEwan to be a positive, welcoming, and inclusive experience.

As a small, undergraduate teaching university in Alberta, MacEwan University faces some unique challenges related to the CRCP, as compared to larger, research intensive institutions. . MacEwan University has strategically appointed all CRCs to lead a research centre or institute, enabling a salary top-up that helps MacEwan remain competitive. MacEwan's focus on undergraduate students was identified as a factor that may impact CRC recruitment, particularly for applicants seeking graduate student engagement in their research.

Finally, like many institutions in Canada, MacEwan faces strong competition in attracting and recruiting Indigenous scholars. In 2025, MacEwan established an Indigenous Research Group to both raise the profile of Indigenous scholars at MacEwan and create a network for Indigenous scholars to enable collaboration and mentorship. The Indigenous Research Group, along with our other research groups, highlights MacEwan's growth as a research institution and our desire to create a supportive and collaborative environment for CRCs.

CRC Recruitment and Retention

Advertising Positions

Open CRC positions are posted on the MacEwan University website and widely distributed in the same spaces as tenure-track faculty positions. MacEwan employment postings contain a diversity statement that highlights our commitment to principles of equity, diversity, and inclusion within our community and also that "We welcome and encourage applications from Indigenous peoples, racialized persons, visible minorities, women, persons with disabilities, sexual and gender minorities, and members of all equity-deserving groups."

Participants noted that the diversity of CRCs hired at MacEwan indicates that the current process is working well. Regarding the position advertisements, participants noted that the ads clearly articulate position expectations. Some CRCs noted that the diversity statement in the ad was an important factor in their decision to apply.

Hiring Committees

The composition of the hiring committee is guided by the Faculty Association Collective Agreement, which does not address CRC-specific processes. Faculty search committees strive for balanced representation and participants noted that most CRC hiring committees comprised members with diverse identities, social and organizational positioning, disciplines, and backgrounds. .

CRC hiring committees receive mandatory unconscious bias training, in coordination with the Office of Human Rights to support the hiring process. In addition, the Associate Vice-President, Research is included as a member on all CRC committees to ensure that all CRC-related hiring requirements are followed and documented.

Participants noted that hiring committee members are provided with a link to the Government of Canada's CRCP website so that they can learn about the program and the expectations of a CRC. Some participants would have liked more guidance on how to assess some aspects unique to the CRC position at MacEwan, such as the leadership skills needed to lead a research centre/institute.

Candidate Interviews

Most CRCs described the interview process as welcoming and inclusive. Some found the day-long academic interview process tiring due to the pace and number of activities.

Participants noted that EDI considerations were not necessarily a part of the candidate assessment process. They did not have self-reported information about the candidates and could not determine if they were members of a designated group unless that was clearly expressed in the application package. Once a faculty member is hired as a CRC candidate, they

later complete a nomination for the CRC role, at which time they submit a self-declaration to the CRC. Hiring committees were not provided with guidance about EDI in the assessment of candidates or about institutional priorities. As a result, EDI was not necessarily included in the interview questions or assessments unless it was an explicit aspect of the research focus for the CRC. An example of that could be an interview for a CRC in gender and sexual diversity or in social innovation and entrepreneurship.

As CRC appointments are Faculty appointments at MacEwan University, recruitment processes must align with the terms and conditions of the Collective Agreement. Although Faculty hiring processes do not include mandated EDI requirements at each stage, the University remains committed to equity, diversity and inclusion in recruitment. Committee members receive unconscious bias training to support fair, objective and defensible decision-making, and recruitment activities are conducted in accordance with the Collective Agreement, University policy and applicable legislation.

CRC Onboarding

CRCs were very positive about their experience of joining MacEwan University. They noted that faculty and staff at MacEwan were welcoming, friendly and created a positive environment. They found the New Faculty Orientation quite helpful, though they noted that it does not include information specific to the CRC role.

CRCs would have liked more information pertaining to their specific role, so they could be clear about the expectations of a CRC and how they differ from those of a regular faculty member at MacEwan. More specific onboarding about the CRCP was noted as important to ensure CRCs could quickly integrate into MacEwan University as a CRC. Some, but not all, CRCs were able to access support from others at MacEwan for understanding their role as a director of a research centre/institute. A leadership role may be new to some CRCs and it was noted that coordinated onboarding specific to this role would be useful. Logistical aspects of the onboarding, including setting up of a personal office, computer, etc. were seen as quite good overall.

CRC Offboarding

Multiple participants noted that information about CRC experiences at MacEwan could be enhanced through exit interviews with CRCs who leave the institution. It was noted that including questions specific to the CRC position would help inform future actions and support for CRCs. It was noted that two CRCs have left MacEwan University in the past year for non-academic positions. Some participants noted a risk that future CRC applicants may view MacEwan's CRC retention level as a concerning pattern, which could affect recruitment and thus equity targets.

Summary

MacEwan University's CRC recruitment processes are generally viewed as effective and inclusive, supported by a strong EDI statement in job postings, diverse hiring committees, and mandatory unconscious bias training. CRCs reported positive experiences with recruitment, interviews, and onboarding, and noted that the University's commitment to equity, diversity, and inclusion was an important factor in attracting applicants. Opportunities for improvement include providing hiring committees with more guidance on assessing CRC-specific competencies and incorporating EDI considerations more consistently into candidate assessments. Participants also identified the need for CRC-specific onboarding, including clearer information about role expectations, research leadership responsibilities, and the CRC program. To strengthen retention and continuous improvement, participants recommended implementing CRC-focused exit interviews to better understand departures and inform future recruitment, onboarding, and retention strategies.

5. Comparative Review Findings

The purpose of the comparative review was to analyze whether CRCs at MacEwan University receive equitable compensation and support. The review focused on CRC salary and benefits, stipends for research centres/institutes, research start up funds, course loads and administrative support.

CRC Position Overview

MacEwan CRCs are hired as academic staff in a tenure-track position and appointed as director to lead or create centres/institutes that align with their research interests. The Faculty Association Collective Agreement does not include dedicated clauses that pertain to CRCs. However, participants noted that there is sufficient flexibility in the Agreement to

address the different compensation structure for CRCs and to allow for variations in teaching, research and service load expectations.

Compensation

An analysis of the salaries and benefits offered to CRCs revealed no major discrepancies or inequities, though minor inconsistencies were noted. All CRCs were offered:

- Salaries based on the appropriate Faculty Collective Agreement salary grid, dependent on academic qualifications and work experience. An independent analysis of the appropriateness of grid placement was not conducted.
- Participation in MacEwan's Benefit Plan.
- Directorship of a research centre/institute, with an annual director stipend.
- Guidance and support from the Office of Research Services to develop their CRC research proposal, including access to external consultants.
- Full teaching release from all courses in the first academic year to support the development of a CRC nomination proposal.
- Reduced teaching requirement in subsequent years (teaching no more than 3 courses a year compared to the annual 6 course load for regularly appointed faculty members).

Given that CRC candidates are hired at the faculty level, there may be inherent differences in terms and conditions of their hiring. It was noted that all CRCs receive a set percentage of the funding that MacEwan receives for the CRC position upon approval of their CRC nomination. This funding is not detailed in the appointment letter.

Negotiations

CRCs reported that negotiating salaries and benefits during the recruitment process was mostly smooth, and they were able to satisfactorily negotiate salaries and research start-up funds. However, there was some lack of clarity on the benefits available to CRCs.

The full teaching release in the first year was noted as very helpful as it allows CRCs to focus on the centres/institutes and on their research. CRCs reported that their subsequent teaching load of three courses per academic year is somewhat higher than teaching loads at some other institutions; however, the course load is not negotiable at MacEwan.

Research Centre Responsibilities

The overall aim of research centres/institutes at MacEwan University is to encourage interdisciplinary research, enhance scholarship and advance expertise in a subject area. The research centre/institute director role provides CRCs with the opportunity to further their research networks, profile and success.

All CRCs were provided with space that was adequate for their needs and had the ability to request additional space for their research centres/institutes from their faculty deans. However, some concerns with the requirement to lead a research centre/institute were identified:

- The budget for some research centres/institutes was noted as being insufficient and some research centres would benefit from additional administrative support.
- The work involved in directing a research centre/institute was identified as far exceeding the CRCs assigned service load.

It was noted that the cumulative effect of directing a research centre without an adequate budget and administrative support, teaching three courses, and conducting CRC-level research contributes to a heavy workload for CRCs. In particular, there is a risk that service duties related to the director role could take time away from the development of the CRC's research identity and success, particularly for junior scholars, if adequate support is not in place. This, in turn, could impact CRC retention and future recruitment.

The Office of Research Services is working to address some of these research centre/institute concerns by creating a new framework for the governance and operation of the centres and institutes. As of July 1, 2026, centres/institutes will fall under the jurisdiction of the Associate Vice-President, Research. This will allow for standardization of administrative

processes and equitable support for the centres/institutes. The new reporting structure will also ensure CRCs are supported in their role, including enhanced integration and connection of the CRCs across campus.

Support for CRCs

As noted above, the CRC program at MacEwan University has evolved with the growth in the number of Chairs. Likewise, the support provided by the Office of Research Services has grown and improved over time. Participants noted that the Office of Research Services has the capacity to provide support and a willingness to address CRC's needs. In particular, the administrative support provided to CRCs, who have shared access to an administrative professional, was appreciated, and this access was seen as equitable among CRCs.

CRCs noted that the full reduction in their teaching load in the first year of employment was a crucial benefit that enabled them to orient to employment at MacEwan and develop a CRC nomination research proposal. Most deans were seen as supportive of CRCs, and most CRCs felt comfortable raising issues or concerns. It was noted that some conversations may be difficult, but CRCs felt they could nonetheless raise issues and seek solutions.

While overall support for CRCs was seen positively, some opportunities to enhance support were identified:

- Information about the CRC nomination research proposal requirements, process, and deadlines was not always clear, and the guidance provided to CRCs was sometimes inconsistent.
- There is no formal mentorship program or coordinated mentoring for CRCs at MacEwan. As a result, CRCs have to find their own research and institutional mentors and develop research networks, which can be challenging at a new institution.
- Regular and coordinated community building and peer learning is not facilitated for CRCs. CRCs are not intentionally brought together for cross-learning and to get to know and support each other, however this will be addressed under the new framework.
- Some faculty peers may not understand the demands of the CRC position and the uniqueness of the CRCs' research-focused role. Misunderstandings of this sort can complicate peer relationships.

6. Environmental Review Findings

The purpose of the environmental review was to analyze MacEwan's workplace environment and culture in order to identify systemic barriers and potential challenges that may affect CRC's success and/or MacEwan's achievement of future CRC targets.

Faculty Experiences

Participants reported that overall, MacEwan University is a welcoming place and has a positive workplace environment. Within faculties and departments, faculty members are collegial and supportive, and deans and department chairs make efforts to be welcoming to and inclusive of all faculty, including faculty from the four designated groups. The BAM survey results support this view, with the majority of teaching faculty who completed the survey reporting that they feel welcomed at MacEwan University (73%) are treated with respect (75.5%), value diversity (93%), and feel comfortable interacting with people who differ from themselves (89.7%).

However, in the BAM survey, 9.4% of respondents reported experiencing discrimination at MacEwan. When examining teaching faculty more specifically, 11.8% reported experiencing discrimination. In focus groups, some faculty members spoke about experiences of racism and gender-based discrimination. For example, it was noted that racialized faculty receive more complaints and appeals from students and that first-language and accent differences impact how some faculty are treated. Misogyny was noted as a concern as well. Participants noted the difficulty, especially for newer faculty, to advocate for themselves and that the process to report complaints of racism and discrimination is currently unclear. EDI training for employees was one strategy suggested to help address harmful perspectives and misconceptions.

Participants highlighted some disproportionate service efforts for racialized and Indigenous faculty. They noted that faculty members who identify as racialized are approached and often spend more time and energy supporting racialized colleagues or students, compared to other faculty members. This important work to ensure student inclusion is not recognized or rewarded. Likewise, it was noted that Indigenous scholars have a responsibility to their communities and to

link their scholarship to these communities, which takes extra time and effort that is not recognized or rewarded appropriately.

Institutional EDI

As noted in Section 2, MacEwan University has implemented structures, initiatives, and policies to address and enhance EDI. Participants noted that resources have been allocated to EDI initiatives, human resource processes to enhance EDI have improved and progress has been made in enhancing accessibility across campus. Participants also noted that faculty members are more diverse and the number of Indigenous faculty on campus has increased. Campus resources such as the Kihêw Waciston Indigenous Centre, the Office of Human Rights and the Centre for Sexual and Gender Diversity were highlighted as providing important support to students, staff and faculty, including those from the four designated groups. It was noted that many members of the MacEwan community value the principles of EDI and are interested in related education and dialogue.

Interview and focus group participants noted that more could be done to further embed and institutionalize EDI within MacEwan University's structures, policies and practices. MacEwan has made progress in addressing issues of diversity but would benefit from a greater focus on inclusion and equity. Participants suggested that MacEwan University leadership could do more to highlight the importance of EDI and to articulate support for EDI initiatives. It was noted that existing EDI initiatives are not well-resourced and tend to occur in silos. Participants suggested that campus-wide coordination of EDI initiatives, additional resources, and stronger support for initiatives are needed. Participants were unaware of the new community of practice, launched in 2026, intending to bring together students, staff and faculty who are doing work or learning related to EDI, either by virtue of their role or interest.

A number of participants noted that the Office of Human Rights (OHR) is an important institutional mechanism that, with additional resources, could provide enhanced EDI support and that the Office of Human Rights Advisory Committee, led by senior leaders and the Director of OHR, should have a broader institutional approach. Participants suggested that faculty and staff with EDI-related expertise are an important resource that could be called on to support EDI initiatives and to help integrate EDI into decision-making processes. Some participants questioned how much university-wide work and programming is being done to support Indigenization suggesting that more could be done to raise awareness of existing efforts.

Workplace Climate

Participants suggested that a lack of explicit institutional support and promotion of EDI can raise questions about how well it is supported. Participants noted that within departments, there is a lack of focus on issues such as race, colonization and Indigenization. In this climate, faculty are less likely to bring up and engage in conversations about EDI issues in their classes. Participants shared that some courses addressing issues of equity are being flagged as 'woke' by students. The reluctance to discuss EDI at MacEwan is echoed in the findings of the BAM Survey which indicated that just under 50% of teaching staff who completed the survey affirmed they can express their beliefs without fear. Women with disabilities were particularly affected, with only 38.5% affirming they can express their beliefs without fear. The Alberta government's stated views on and approach to EDI were noted as contextual factors that also impact EDI at MacEwan and faculty member's work more directly.

Faculty Recruitment and Retention

Participants noted that while faculty diversity has increased at MacEwan, some felt the current approach to diversity in hiring is tokenistic. Participants shared that a lack of EDI-related data on hiring, promotions, and gender pay equity makes it difficult to assess progress on equity in hiring and compensation. Tools and resources to embed EDI considerations in hiring would be appropriate.

Accessibility and Accommodation

Participants also brought up issues of accessibility on campus and noted there has been some good progress in this area; for example, the accessibility of the fitness and aquatic centres. However, there are still a number of physical barriers that impact people with mobility issues. Participants shared examples such as insufficient or slow elevators, some inaccessible

gender-neutral bathrooms and inadequate classroom signage. Insufficient outdoor parking for people with disabilities and snow on sidewalks that is not always cleared in a timely manner, were also noted as accessibility concerns.

Faculty noted that they are expected to accommodate student needs; however, faculty accommodation needs are not given the same priority. Participants noted that issues of accessibility and accommodation are being addressed piecemeal rather than being implemented as a coordinated strategy across campus.

EDI-related Policies and Processes

Participants also spoke about gaps in EDI related policies. There is no explicit policy or procedure on discrimination for staff and no clear complaints process, although MacEwan does have several policies that are relevant, including the Workplace Harassment and Violence Policy and Procedure and the Respectful Workplace Policy. Although faculty have access to the Confidence Line to report unwanted, uncomfortable or unethical behaviour, they were unsure whether the line was actually confidential. The Office of Human Rights provides support to anyone experiencing racism or discrimination, but there is not enough awareness about the role of the Office and the support they can provide to faculty.

Summary

Participants expressed uncertainty about the extent to which EDI is embedded across the institution in a sustainable way and indicated a desire for greater visibility of leadership's commitment to EDI. Some noted that this may influence the experiences of faculty members, particularly those from the four designated groups, as well as broader recruitment and retention efforts. Participants also identified opportunities to strengthen tools and resources that support EDI in faculty hiring. While some faculty reported experiences of discrimination or accessibility barriers, participants suggested that increased awareness of available supports and complaint resolution mechanisms could further enhance confidence in these processes. Addressing accessibility considerations and continuing to strengthen EDI supports may help advance inclusion and support the University's efforts to attract and retain diverse faculty and CRCs.

7. Objectives, Actions and Measures

The following four-year action plan was developed through an action planning workshop, facilitated by external consultants, that included representatives from the Office of Human Rights (OHR) and the Office of Research Services (ORS). The timeframe for the action plan was chosen in order to align with the end of the Teaching Greatness Strategic Vision 2030 and facilitate a coordinated approach. The plan will guide the next steps for the CRCP program at MacEwan University, with the goal of removing systemic barriers for the designated groups.

The table below details the SMART actions MacEwan will take to address gaps and issues identified in the environmental scan, the employment systems review, and the comparative review. Actions are informed by CRCP best practices and incorporate suggestions provided by interview and focus group participants from the four designated groups.

The plan will be monitored by the Office of Research Services in conjunction with the Office of Human Rights and progress on the plan will be reported through the CRC EDI Annual Progress Report.

Objective 1: Develop a framework for the administration of the CRCP

Action	Indicators	Responsibility	Timeline
Action 1.1 Document current CRCP administration practices, records management, standard workflow practices and accountabilities.	CRCP practices have been documented	ORS	Year 1
Action 1.2 Conduct an annual review of CRCP administration practices to identify any gaps in practices or accountabilities, opportunities to standardize practices and areas for future development.	Review process is in place Review conducted	ORS	Year 1 Annually

Action	Indicators	Responsibility	Timeline
Action 1.3. Create a plan to address these gaps and act on opportunities in order to prepare for future growth of the CRCP.	Plan is created and implemented	ORS	Annually
Action 1.4. Create a new framework for the governance and operation of research centres and institutes.	Framework is created	ORS	Year 1

Objective 2: Use EDI-related best practices to standardize CRC hiring

Action	Indicators	Responsibility	Timeline
Action 2.1 Ensure CRC Job postings are created in alignment with CRCP best practices.	Job posting review is completed and findings documented	ORS	As needed/ ongoing
Action 2.2 Review and revise the diversity statement included in MacEwan job postings.	Statement is revised	OHR / Human Resources	Year 1
Action 2.3 Ensure job postings are accessible to a diverse pool of applicants by widely advertising available CRC positions using venues which engage scholars from the designated groups.	Venues are identified and job posting is shared	Human Resources / ORS	As needed/ ongoing
Action 2.4 Create a CRC hiring guide that documents standard CRC hiring practices at MacEwan and includes EDI best practices recommended by CRCP.	Guide is developed	ORS	Year 1
Action 2.5 Ensure hiring committees have the information they need to consider and embed CRCP's EDI requirements and practices in all aspects of hiring by: • Distributing the CRC hiring guide to all hiring committee chairs and members. • Delivering a short presentation on CRCP's EDI requirements and practices to the hiring committee early in the CRC hiring process.	Guide is distributed Presentation is delivered	ORS	Year 1 and as needed / ongoing
Action 2.6. Assign an EDI advisor to support embedding EDI in committee work.	EDI expertise is identified or EDI expert assigned	OHR	Year 1
Action 2.7. Gather feedback from CRC hiring committees on the EDI practices used	Feedback is gathered,	OHR	Year 1 and as needed/ ongoing

Action	Indicators	Responsibility	Timeline
during the hiring process to identify any gaps. Utilize the feedback to adjust future hiring practices.	documented and used to adjust practices		

Objective 3: Ensure CRCs have access to clear information about compensation, benefits and research centre/institute funding and support

Action	Indicators	Responsibility	Timeline
Action 3.1 Develop and provide CRCs with clear and consistent information about: - Research centre/institute funding details and supports. - Roles and responsibilities of the CRC director role. - Performance expectations for CRC's service duties as a research centre/institute director.	Role description and performance expectations developed and shared	ORS	Year 1
Action 3.2 Develop an ongoing process to ensure performance expectations for CRC's director role reflect the assigned service workload.	Process developed Periodic review of service workload conducted	ORS	Year 2
Action 3.3 Establish a process to monitor CRC compensation offers and address issues as possible, ensuring compensation is equitable, including the timing of CRC director stipends.	Process developed Monitoring complete and any issues addressed	ORS	Year 1
Action 3.4 Develop a resource for deans that provides strategies to ensure that CRCs are receiving equitable compensation.	Resource developed and shared with Deans	ORS / Human Resources	Year 2

Objective 4: Ensure CRCs have the ongoing support they need to be successful

Action	Indicators	Responsibility	Timeline
Action 4.1 Enhance the CRC onboarding process by developing an onboarding resource specific to CRCs to supplement MacEwan's new faculty orientation. Include CRC position expectations and EDI-related resources and supports at MacEwan.	Onboarding resource is developed	ORS	Year 2

Action	Indicators	Responsibility	Timeline
Action 4.2 Host an introductory, informal gathering for new CRCs to meet existing CRCs.	Introductory CRC gatherings held	ORS	Year 1 and ongoing as needed
Action 4.3 Host a CRC gathering twice a year to facilitate relationship building and peer-learning / support.	CRC gatherings held twice a year	ORS	Year 2
Action 4.4 Develop a CRC mentorship program to: - Connect new CRCs with mentors at MacEwan. - Share information on additional support needed by CRCs support and use this information to adjust supports for CRCs.	CRC mentorship program developed and implemented	ORS	Year 3
Action 4.5 Develop and implement a process for CRC specific exit interviews that incorporate both CRCP and EDI-related questions.	Process for CRC specific exit interviews developed	ORS	Year 3
Action 4.6 Use the information from the exit interview to inform and adjust future CRCP and institutional EDI practices as appropriate.	Exit interview conducted when a CRC leaves	ORS	Year 3
Action 4.7 Share information with MacEwan faculty members about the CRCP, highlighting the unique role of CRC's at MacEwan and their contributions to MacEwan's research landscape and the Tactical Plan for Research.	Information shared	ORS	Year 2

Objective 5: Institutionalize EDI so it is an ongoing, sustainable aspect of the workplace

Action	Indicators	Responsibility	Timeline
Action 5.1 Promote MacEwan's existing EDI-related commitments from the <i>Teaching Greatness Strategic Vision 2030</i> and as a signatory of the <i>Dimensions Charter</i> .	EDI-related commitments promoted	Senior leadership	Year 2
Action 5.2 Conduct an institutional EDI audit.	Audit complete	OHR / Human Resources	Year 3
Action 5.3 Develop an institution-wide EDI Action plan that includes funding for institutional priorities.	Action plan complete	OHR / Human Resources	Year 4

Action	Indicators	Responsibility	Timeline
Action 5.4 Identify actionable EDI-related expectations and measures of success for leaders at MacEwan and reflect these EDI-related expectations in leaders' performance evaluations, and incorporate them in the performance framework that is under development (subject to Executive Committee approval).	Expectations identified and incorporated into performance evaluation	Human Resources	Year 3
Action 5.5 Review leadership hiring practice to ensure they reflect best practices in inclusive hiring, including providing hiring committees with access to EDI support and expertise.	Practices reviewed and adjusted	Human Resources	Year 3
Action 5.6 Re-administer the BAM survey every 2-3 years to: - Track progress on EDI-related concerns and identify any new concerns. - Track and report on representation of equity-denied groups in leadership positions.	Survey administered	OHR / Institutional Analysis and Planning / Human Resources	Year 2
Action 5.7 Establish a coordinating body (new, or as part of an expanded role for an existing body) with representation from diverse faculty to guide and support campus-wide EDI efforts and monitor their progress.	Coordinating body established	OHR	Year 4
Action 5.8 Increase OHR staffing and operational capacity to meet the full scope of OHR responsibilities, including support to faculty members seeking assistance with human rights-related concerns.	Resources provided	Academic Affairs	Year 2
Action 5.9 Embed equity in strategic and academic planning at MacEwan.	Strategic and academic planning include EDI considerations	Academic Affairs	Year 3
Action 5.10 Enhance active support for EDI at MacEwan by providing funding for mechanisms such as: faculty EDI committees, EDI awards, funding for EDI initiatives, etc.	Funding provided	Academic Affairs	Year 4
Action 5.11 Promote existing EDI training options and facilitate access to additional EDI training.	Training promoted	OHR / Human Resources	Year 1
Action 5.12 Identify a communications	Information shared	Human	Year 1

Action	Indicators	Responsibility	Timeline
strategy to create awareness among faculty regarding the process to report accessibility concerns and the procedure for resolving faculty complaints.		Resources	
Action 5.13 Enhance accountability by regularly reporting back to faculty on the type of accessibility-related concerns reported by faculty members and how they were addressed.	Report back completed	Human Resources	Year 2

Objective 6: Enhance recruitment and retention of faculty from designated groups

Action	Indicators	Responsibility	Timeline
Action 6.1 Promote and celebrate research excellence of Indigenous faculty by providing ongoing financial and administrative support for the kihêw waciston centre and the Indigenous research group.	Financial and administrative support provided	Academic Affairs / ORS	Year 1
Action 6.2 Share guidelines with faculty hiring committees that incorporate EDI best practices.	Guidelines shared	Human Resources	Year 2
Action 6.3 As part of the scheduled 2026 review and update of MacEwan's harassment and violence policy, ensure human rights best practices are reflected in the review and revisions.	Policy updated	Human Resources	Year 2
Action 6.4 Develop a stand-alone discrimination policy and procedure that reflects human rights best practices and includes clear processes for reporting an issue.	Policy and procedures developed	OHR / Human Resources	Year 2
Action 6.5 Create an information and awareness campaign to increase awareness of the policy.	Information shared	Human Resources	Year 2
Action 6.6 Enhance accountability by regularly reporting to the Executive Committee, OHR and Human Resources on EDI related concerns and complaints and how they were addressed and resolved.	Report back completed	Human Resources	Year 2

8. Review and Monitoring of the EDI Action Plan

The Office of Research Services and Office of Human Rights will collaboratively track and review progress on SMART objectives identified in MacEwan University's CRC EDI Action Plan annually. Recommendations for course correction or

MacEwan CRCP EDI Action Plan

tweaking of actions will be made to the associate vice-president, research. As required by the CRC, the Office of Research Services will complete an annual EDI Action Plan progress report, using the template provided by the CRC Secretariat, and progress updates will be posted publicly on MacEwan University's CRC webpage.

The EDI Action Plan will be substantially reviewed and updated periodically in tandem with the research and strategic planning process at MacEwan.

9. Current CRC Processes and Initiatives

CRC Equity Targets and Initiatives

MacEwan University's management of CRC allocations is guided by the *2030 Teaching Greatness Strategic Vision*. Since the inception of the CRC program, MacEwan has worked to build a strong, EDI-informed foundation to recruit and support diverse CRCs.

Equity Targets

Given the small number of CRCs, equity targets for MacEwan have not yet been established by the CRCP.

Foundational Actions to Embed EDI in the CRC Program

In 2021, with an eye to establishing the foundation for the CRCP, MacEwan University contracted with external consultants to develop an EDI implementation strategy for MacEwan's CRC program. The consultants conducted an environmental scan of 14 current EDI action plans at similar sized universities and a review of current EDI employment practices at MacEwan. A total of 15 interviews were conducted with senior leadership, administration and the current CRC chair and a survey was completed by 46 faculty members. The consultants produced a strategic framework for developing MacEwan's CRC program and creating an EDI action plan.

Next, MacEwan University began implementing aspects of the strategic framework. In 2022, efforts were aimed at improving EDI data collection and analysis, and building a structure to support the CRC program. MacEwan focused on developing a data architecture and reporting system that would enable the institution to assess equity of access to research funding and support. In 2023, MacEwan sought to develop an electronic institutional data collection and management system for secure, CRCP-appropriate self-identification metrics that would support a disaggregated analysis. In addition, MacEwan aimed to understand resistance to self-identification, identify best practices in encouraging faculty, staff and students to self-identify, and promote awareness of the importance of self-identification and EDI data. MacEwan identified some logistical barriers to self-identification, including confusion about terminology and where to enter data, as well as some concerns about the effects of collecting EDI-related self-identification data separately from other information. This understanding informed the awareness campaign, which led to an increase in self-reported data.

In 2025, MacEwan University hosted the Community to University (C2U) Expo, Canada's largest community-engaged research conference. MacEwan's Tier-2 CRC in Social Entrepreneurship in Disadvantaged and Marginalized Communities had a key role in organizing the C2U Expo, as well as leading panels and related events. Hosting C2U Expo was an important aspect of creating an environment where CRCs can thrive and demonstrating how CRCs align with the institutional strategic vision. In addition, MacEwan launched the Immersive Learning Institute in winter 2025 to support the research of our Tier 2 CRC in Immersive Learning.

MacEwan University also developed an awareness campaign and online course aligned with the CRCP mandate of supporting research excellence by ensuring that everyone has access to research opportunities. The awareness campaign emphasized the important role that a diverse and inclusive undergraduate research training program plays in the pursuit of creating innovative research. The online course provides training on how to develop and deliver an undergraduate research program focused on inclusive excellence. The course was launched in 2025 and MacEwan has begun to track access to the course and completion rates.

Management of Chair Allocation and Corridor of Flexibility

Governance

An Executive Committee consisting of the president, provost, and associate vice-president, research is responsible for seeking proposals for CRC themes from faculty deans and allocating CRC positions.

Management & Administrative Responsibilities

The associate vice-president, research is responsible for ongoing leadership, monitoring and reporting of the CRCP. The Office of Research Services is responsible for supporting CRCs administratively and for liaising with the CRCP regarding MacEwan CRCP EDI Action Plan

application logistics and requirements. Human Resources is responsible for overseeing hiring administration and onboarding, such as advertising the CRC position, receiving applications, providing information to the hiring committee and entering the successful applicant into MacEwan's pay and benefits systems.

Allocation Process

Following notification of the number of CRCs allocated to MacEwan University, the Executive Committee shares information with deans and solicits a written 1-2 page proposal from those interested in proposing a CRC theme. The Committee reviews all proposals, assessing their alignment with MacEwan's strategic vision and the extent to which institutional infrastructure and existing expertise can support the CRC theme. Successful deans are notified that their proposal is approved and they can initiate the hiring process.

Recruitment and Nomination Policies and Procedures

CRC Position Overview

MacEwan CRCs are hired as academic staff in a tenure-track position and are appointed as a Research Centre/Institute Director, either leading an existing Centre/Institute or creating a new Centre/Institute that aligns with their research topic and interests. Once hired, CRCs develop and submit a nomination proposal to the CRCP. CRCs are given a teaching load reduction in the first year of employment to support the nomination proposal development process and receive guidance and support from the Office of Research Services.

Recruitment Procedures

Once a dean is notified that their proposed CRC theme has been approved and they can initiate hiring, a position advertisement is created and shared with the Office of Research Services, which reviews the advertisement for alignment with CRCP best practices. Once finalized the advertisement is sent to Human Resources for posting.

The dean establishes a hiring committee in alignment with the requirements identified in Article 8 of MacEwan University's collective Agreement. All CRC hiring committee members complete the required unconscious bias training. The hiring committee shortlists candidates and shares the shortlist with the Office of Research Services for feedback on research potential, CRC success potential and institutional alignment. The hiring committee interviews and ranks candidates, making a recommendation to hire to the provost. The provost reviews the committee's recommendations and makes the final decision on hiring.

The Office of Research Services is responsible for fulfilling the CRCP administrative requirements with respect to mandatory documentation and for communication with the CRCP.

Recruitment Policies

CRC hiring is governed by all applicable policies in Article 8 of MacEwan University's [Collective Agreement](#), the [Employment Equity and Inclusion Policy](#) and additional relevant [Human Resources policies](#).

Tier 2 Chair Eligibility / Advancement to Tier 1

Tier 2 Chair Eligibility follows CRCP guidelines. The institution works with nominees to submit Tier 2 justifications in cases where eligible leaves have been taken. This is clearly communicated in the job posting. MacEwan University does not have a Tier 1 allocation at this time.

CRC Review and Promotion

All CRCs follow the process for faculty appointment review and promotion detailed in Sections 9-11 of MacEwan University's [Collective Agreement](#). CRCs meet with the associate vice-president, research at least once annually to discuss their progress and expectations.

Process for CRC Renewals and Criteria for Phase Out

CRC performance is reviewed annually by the dean via the faculty annual report, which assesses performance as both a faculty member and a CRC. Annual meetings with the associate vice-president, research are also used to discuss performance and expectations, specifically with respect to the CRC role. Prior to the beginning of the 4th year of the first Tier 2 term, the associate vice-president, research consults with the CRC's dean and with the provost to confirm if there will be a renewal or if the CRC candidate will terminate their CRC term at its natural end date.

Process For Determining Level of Support Provided to Chairholders

The level of support provided to CRCs is determined through consultation with the dean and the associate vice-president, research and is based on need (scope, discipline etc). The dean determines the amount of start-up funds for the faculty

hire. The proportion of CRC funding dedicated towards research is pre-determined by the associate vice-president, research and all CRCs receive the same proportion.

Ensuring Career Leaves Do Not Disadvantage Chairs or Applicants

The Office of Research Services works closely with the CRCs to manage leaves. This support could include but is not limited to requesting deadline extensions for reports, delegating centre directorship, and facilitating provisions for expense management and student supervision.

Collection and Protection of Self-Reported Equity and Diversity Data

Self-reported equity data is collected via PeopleSoft and also via the Tri-Agency Convergence Portal. In both cases the data is confidential and not accessible to other administrative users of the account.

10. Contact Information

Individuals responsible for implementing the institution's EDI agenda who can respond to questions or concerns relating to EDI:

Dr. Craig Monk
Provost and Vice-President, Academic
provost@macewan.ca

Dr. Craig Kuziemy
Associate Vice-President Research, Professor
kuziemy@c@macewan.ca

Appendix I - EDI Related Policies

The following policies are intended to ensure a safe, inclusive and equitable work and learning environment at MaEwan University.

- [Academic Accommodations for Students on Non-Disability Grounds procedure](#)
- [Barrier-Free Access and Accommodation](#)
- [Employee Accommodation Procedure](#)
- [Employee Code of Conduct](#)
- [Employment Equity and Inclusion](#)
- [Free Expression on Campus](#)
- [Harassment and Violence](#)
- [Human Rights and Accessibility](#)
- [Indigenous Ceremonial Practices](#)
- [Learning and Development Policy](#)
- [Recruitment](#)
- [Research Institutes, Research Centres and Research Groups](#)
- [Respectful Workplace](#)
- [Responsible Conduct of Research and Creative Activity](#)
- [Students with Disabilities Procedure](#) (Academic Accommodations)
- [Safe Disclosure Reporting Procedure](#)
- [Senior Administrator Appointments](#)
- [Sexual and Gender-Based Violence](#)

Appendix II - Interview and Focus Group Questions

Questions	Participants
CRC recruitment and support 1. How did you come to be a CRC chair at MacEwan? 2. Overall, were the application and selection processes welcoming and inclusive? Do you have any suggestions for improving the application and selection processes? 3. Once an offer was made, can you describe how you came to an agreement about compensation, teaching loads, etc? Were there any challenges in the negotiation process? 4. Do you have the support you need to be successful in your position as CRC chair and are there additional supports that would be useful?	CRCs
CRC allocations 1. Can you describe how CRC allocations are made at MacEwan? 2. Have there been any challenges with the allocation process? What would be helpful? 3. Do you have any observations about equity in the current CRC processes and practices related to recruitment and nomination, compensation and research related support? Do you have any suggestions for improving these processes?	Senior administrative leader responsible for overseeing chair allocations Office of Research Services
CRCP 1. Were there any barriers to inclusion in the CRC hiring process? What would help address those barriers? 2. Are there adequate policies and supports at MacEwan to facilitate hiring and retaining CRCs from one of the four designated groups? What else would be helpful? 3. What factors do you think are key to meeting CRCP equity targets at MacEwan?	Senior administrative leader responsible for overseeing chair allocations Deans/Chairs who have been involved in a CRC hiring / negotiation process CRC search committee members Human Resources Office of Research Services
Compensation/assessment 1. Were there any challenges in negotiating an equitable compensation package? 2. Does the Faculty Collective Agreement align with the process for hiring CRCs from the four designated groups and assessing CRC performance?	Deans who have been involved in a CRC hiring / negotiation process

Questions	Participants
Hiring supports 1. Did you have the support and resources you needed to participate in hiring a CRC from one of the four designated groups?	Deans/Chairs who have been involved in a CRC hiring / negotiation process CRC search committee members
Workplace environment and culture 1. How welcoming and inclusive is MacEwan's workplace environment and culture? 2. Have you encountered / are aware of any barriers to inclusion and equity? If yes: How could these barriers be addressed? 3. Do faculty from designated groups encounter barriers to equity and inclusion at MacEwan? How could these barriers be addressed? 4. Are there adequate policies and practices to support faculty from the designated groups?	CRCs Office of Research Services Office of Human Rights Faculty from the designated groups

Appendix III - Belonging at MacEwan Survey (for Employees)

About This Survey

We are conducting this survey to better understand the diversity of the MacEwan community and your experiences in the workplace. Your responses will provide evidence-based data to inform decisions about programs, policies and services, and help us track progress toward creating an inclusive and supportive environment.

Your Participation

Participation is voluntary, and you may skip any question. While your responses are not anonymous, they are confidential, meaning your identity is linked to your responses, but only two authorized individuals will have access to this information for the purpose of analysis. Results will be reported in summary form only, and no individuals will be identified. Any written comments will be reviewed and anonymized before reporting.

After completing the survey, you will be entered to win one of the following:

- 2 Visa gift cards (\$100 each)
- 10 Campus Services gift cards (\$25 each)
- 1 Campus Services gift card (\$50)

Winners will be contacted directly by email.

Options for Support

Some questions in this survey may bring up difficult memories or emotions. If you feel in need of support, resources are available on the [Well-Being page](#).

Have Questions?

Please see the FAQ at www.macewan.ca/belongingsurvey. If your question is not answered there, contact the Office of Human Rights at humanrights@macewan.ca.

The survey takes about 10 minutes to complete. Thank you for participating.

Collection Notice

The personal information collected through the Belonging at MacEwan Employee Survey is for gathering information on the representation and experiences of MacEwan University employees. This collection is authorized by section 4(c) of the Protection of Privacy Act. For questions about the collection of personal information, contact (humanrights@macewan.ca).

Survey questions

Thinking about your experiences at work, please indicate the extent to which you agree with the following statements.

1. Individuals at MacEwan treat each other with mutual respect, regardless of position.
2. I feel my work is valued.
3. I can succeed professionally when I am my authentic self.
4. I understand what is expected of me in my role
5. I have the opportunity to do what I do best every day.
6. I feel a sense of purpose in my work.
7. I have the resources and supports required to perform my job effectively.
8. I am satisfied with the opportunities for professional growth and development at MacEwan.
9. I am satisfied with how frequently I receive feedback from my chair, dean or other direct supervisor.
10. When concerns are raised, I feel confident they will be addressed promptly and fairly.
11. I can express my beliefs and opinions in the workplace without fear of negative consequences.
12. I would recommend MacEwan University as a great place to work.

13. Opportunities for career progression at MacEwan are not limited by gender, race, sexual orientation, or other aspects of diversity.
14. I feel welcome.
15. I feel a sense of belonging.
16. I am treated with respect.
17. I feel valued for my unique perspective and skills.
18. I feel comfortable interacting with peers who are different from me.
19. I value a diversity of identities and perspectives.
20. Is there anything you would like to comment on regarding your experiences?
21. Discrimination is defined as the unfair treatment of people, either intentionally or unintentionally, because of their age, race, colour, ancestry, place of origin, physical/mental ability, gender identity, gender expression, sexual orientation, religious beliefs or marital/family status (protected grounds in Alberta human rights legislation). Discrimination can lead to individuals being denied equal access to opportunities, resources, or protections that are available to others.
With this definition in mind, have you experienced discrimination at MacEwan in the past 12 months?
 - ☐ Yes
 - ☐ No
 - ☐ Prefer not to answer
22. From whom did you experience discrimination? Please check all that apply.
 - ☐ Students
 - ☐ Staff
 - ☐ Faculty
 - ☐ Members of the public
 - ☐ Non-MacEwan students, staff or clients during off campus work-related activities
 - ☐ Unsure
23. Did you seek support from campus resources or workplace-based programs in response to the experience?
 - ☐ Yes
 - ☐ No
 - ☐ Prefer not to answer
24. If you did not seek support, why?
 - ☐ I did not know where to go
 - ☐ I did not think anyone would care
 - ☐ I did not think anyone could help
 - ☐ I am worried about retaliation
 - ☐ I am worried about confidentiality
 - ☐ It was not serious enough to seek support
 - ☐ I have not yet, but will
 - ☐ Prefer not to answer
25. Is there anything you would like to comment on regarding your experiences?
26. If in your role you have occasion to refer students to services on campus, please indicate your awareness of the following services. If you are not aware of the service, please leave it blank.

☐ Academic Advising Centre	☐ Access and Disability Resources
☐ Academic Integrity Office	☐ Campus Tours

- | | |
|---|---|
| ☐ Career Services | ☐ Fees and Financial Aid |
| ☐ Centre for Sexual and Gender Diversity | ☐ Flightpath |
| ☐ Confidence Line | ☐ kihêw waciston Indigenous Centre |
| ☐ Community Nest Program | ☐ Library |
| ☐ Exam Services Centre | ☐ MacEwan Ambassador Program |

27. The [Office of Human Rights](#) supports students, staff and faculty. Our role is to foster a culture of human rights, equity, inclusion and belonging, celebrate diverse perspectives and support anyone impacted by discrimination.

What do you think are the top 3 things the Office of Human Rights should focus on?

28. Do you identify as First Nations, Métis, or Inuit?

- ☐ Yes
- ☐ No
- ☐ Prefer not to answer

29. Which group(s) do you belong to? Select all that apply.

- ☐ Blackfoot
- ☐ Cree
- ☐ Dene
- ☐ Métis/Michif
- ☐ Îlethka/Isga Nakota Sioux/Stoney/Siouan
- ☐ Inuit
- ☐ Saulteaux
- ☐ My identity is not represented on this list. It is [text box]
- ☐ Prefer not to answer

30. The term 'racialized' 'is often used interchangeably with 'visible minority'. In Statistics Canada and Employment Equity surveys, both terms refer to individuals, other than Indigenous peoples, who are non-white in colour and have socially-perceived differences due to characteristics like skin colour, accent, name, clothing, beliefs, or place of origin.

Based on this definition, do you identify as racialized?

- ☐ Yes
- ☐ No
- ☐ Prefer not to answer

31. Which racial or ethnic group describes you? Select all that apply.

- ☐ Arab (e.g., Middle Eastern, North African, Egyptian, Lebanese)
- ☐ Black (e.g., African, Caribbean, African Canadian)
- ☐ Central Asian (e.g., Kazakh, Uzbek, Kyrgyz, Turkmen, Tajik)
- ☐ East Asian (e.g., Chinese, Korean, Japanese)
- ☐ Latin American (e.g., Mexican, Colombian, Argentinian, Chilean)
- ☐ South Asian (e.g., Indian, Pakistani, Bangladeshi, Sri Lankan, Nepali)
- ☐ Southeast Asian (e.g., Filipino, Vietnamese, Cambodian, Thai, Laotian)
- ☐ West Asian (e.g., Iranian, Afghan)
- ☐ White (e.g., German, British Isles, Ukrainian)
- ☐ My identity is not represented on this list. It is [text box]
- ☐ Prefer not to answer

32. Which of the following best describes your gender identity? Select all that apply.

- ☐ Woman
 - ☐ Two-Spirit
 - ☐ Transgender
 - ☐ Non-binary (e.g., agender, genderqueer, gender fluid)
 - ☐ Man
 - ☐ My identity is not represented on this list. It is [text box]
 - ☐ Prefer not to answer
33. Which of the following best describes your sexual orientation? Select all that apply.
- ☐ Asexual and/or aromantic
 - ☐ Bisexual or pansexual
 - ☐ Gay
 - ☐ Lesbian
 - ☐ Queer
 - ☐ Straight or heterosexual
 - ☐ Two-Spirit
 - ☐ My identity is not represented on this list. It is [text box]
 - ☐ Prefer not to answer
34. Do you identify as a person with a disability or chronic medical condition?
- ☐ Yes
 - ☐ No
 - ☐ Prefer not to answer
35. For the following question, please select the nature of your disability or chronic medical condition and whether you have been accommodated at work. Select all that apply.
- ☐ Chronic health condition (e.g., Arthritis, diabetes, heart disease, or other diagnoses)
 - ☐ Developmental (e.g., Down syndrome)
 - ☐ Dexterity (e.g., ability to grasp objects)
 - ☐ Flexibility (e.g., bending or reaching)
 - ☐ Hearing
 - ☐ Learning (e.g., dyslexia, dyscalculia)
 - ☐ Mobility (e.g., walking or using stairs)
 - ☐ Memory (e.g., ongoing memory problems or periods of confusion)
 - ☐ Mental health (e.g., emotional or psychological health)
 - ☐ Neurodiversity (e.g., Autism spectrum, ADHD)
 - ☐ Pain related (e.g., pain that is chronic or occurs from time to time)
 - ☐ Speech/Communication
 - ☐ Temporary disability due to illness or injury
 - ☐ Vision
 - ☐ My disability/condition is not represented on this list. It is [text box]
 - ☐ Prefer not to answer
36. Is there anything you would like to comment on regarding your experiences?
37. Which of the following best describes your religion or spirituality? Select all that apply.
- ☐ Agnostic
 - ☐ Atheist
 - ☐ Buddhist
 - ☐ Christian
 - ☐ Hindu

- ☐ Indigenous spirituality (i.e., First Nations, Métis, or Inuit traditions)
- ☐ Jewish
- ☐ Muslim
- ☐ Pagan/Wiccan
- ☐ Sikh
- ☐ Spiritual, but not religious
- ☐ Nothing in particular
- ☐ My religion/spirituality is not represented on this list. It is [text box]
- ☐ Prefer not to answer

38. What language(s) do you speak most often at home? Select all that apply.

- ☐ Arabic
- ☐ Cantonese
- ☐ English
- ☐ French
- ☐ An Indigenous language (please specify: [text box])
- ☐ Mandarin
- ☐ Punjabi
- ☐ Sign Language
- ☐ Spanish
- ☐ Tagalog
- ☐ My language is not represented on this list. It is [text box]
- ☐ Prefer not to answer

39. Do you have caregiving responsibilities (e.g. dependents, children, aging parents)?

- ☐ Yes
- ☐ No
- ☐ Prefer not to answer